

Students explored artistic passions during the summer. Roma Nayak had her dance graduation, and Giacomo Glotzer toured Europe playing the cello.



In a country divided by politics, conversations among people who have different perspectives must happen to move forward and understand each other.



U-High students are among the 3 million people nationwide who root for NFL players and pretend to be team owners as part of fantasy football.



University of Chicago Laboratory High School

U-HIGH MIDWAY

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Artists will involve students in documentary

by **PRIYANKA SHRIJAY**
OPINION EDITOR

The Kistenbroker Family Artist in Residence Program has brought artists to the Lab Schools with the goal of furthering interaction between students and the arts. Kicking off the program are Allison McGourty and Bernard McMahon, creators of an acclaimed three-part BBC/PBS documentary about the birth of the recording industry, “American Epic.” Music department chair Rozalyn Torto wanted to bring Ms. McGourty and Mr. McMahon to Lab after orchestra teacher Michelle Miles saw and was fascinated by the first part of the “American Epic” documentary, which is about the one-take recording machine which emerged during the roaring ’20s.

Ms. McGourty and Mr. McMahon will be available to students for a period of time during each quarter of this school year. They will teach students about their documentary and the history of the recording industry. They will also be available to students if they have any inquiries about the project and their own possible involvement. The Kistenbroker Family Artist in Residence Program provided the perfect opportunity to bring McGourty and McMahon to Lab, according to Ms. Torto.

Ms. Torto said that the Kistenbroker Artist in Residence Program developed at around the same time as the music department’s “American Epic” endeavor. Throughout the last year, the mu-



MIDWAY PHOTO BY SOPHIE HINERFELD

HISTORY THROUGH MUSIC. Folk singer Pokey LaFarge preforms at the ‘American Epic’ inaugurating event on Oct. 6 in Gordon Parks Arts Hall. “American Epic” artists Allison McGourty and Bernard McMahon hope to use music to teach students about the history of the recording industry.

sic department conversed with Ms. McGourty and Mr. McMahon and the Lab administration and were able to launch the “American Epic” project as part of the Artist in Residence Program.

According to Cynthia Heusing of the Kistenbroker family, bringing in the “American Epic” team was

an exemplary way to inaugurate the Artists in Residence program with a year-long project involving all grades.

The “American Epic” project’s interactiveness is a considerable part of its appeal as the first installment of the Kistenbroker Artist in Residence Program, according to

Ms. Heusing.

She said, “We hope that the program will offer new avenues for “learning by doing,” for Lab students, and enhance what is already a dynamic arts program.”

Ms. McGourty emphasized interactivity, noting that she is excited to work with student ambassa-

“Music is a vehicle for bringing the American Epic history, research and stories to every department and school.”

— ALLISON MCGOURTY,
RESIDENT ARTIST

dors to bridge the gap between the project and the student body.

“They will bring the student voice to the forefront,” she said. “The group will plan interactions and meetings between the Artists in Residence and Lab students.”

With the first installment of the program, Ms. McGourty hopes to use music to encourage learning in all departments.

She said, “Music is a vehicle for bringing the American Epic history, research and stories to every department and school.”

The Artist in Residency Program’s first event, a music festival in Gordon Parks Arts Hall, was led by Ms. McGourty and Mr. McMahon on Oct. 6.

At the event, Mr. McMahon drew a connection between Lab’s founder John Dewey’s philosophy and the “American Epic” teachings about the recording industry.

“Dewey also said that he considered that art was one of the most powerful forms of communication and that every person is an artist in their way,” he said. “And I think the people who made these very first electrical sound recordings embody that.”

‘DRACULA’



MIDWAY PHOTO BY SOPHIE HINERFELD

A BLOODY GOOD TIME. Freshmen Jasmine Tang and Orla Molloy rehearse a scene from “Dracula” as junior Campbell Phalen watches. The gothic horror-drama, which was first released as a novel in 1897, will be performed as the school’s fall production in the Sherry Lansing Theater Nov. 2–4.

Director challenges community to find location for Dewey statue

by **LEAH EMANUEL**
ARTS EDITOR

Through collaboration, creativity and competition, students have the opportunity to help decide where the bust of John Dewey will be positioned in the school.

The Laboratory Schools’ values were formed by founder John Dewey, a world-famous educational leader.

Teams must be composed of faculty members from two different schools (ESH, lower school, middle school, high school), a student and at least one member of the University of Chicago community.

Director Charlie Abelman chose this composition to promote collaboration across the schools.

“I want people in each school to be working together, I want to value student voice ... and I want the school to have a really strong connection to the University,” he said.

In an explanation no longer than 300 words, each team will propose an area in the school for the sculpture to be placed.

All proposals must be sent to Dr. Abelman and Student Council President Elizabeth Van Ha by John Dewey’s birthday, Oct. 20.

As the founder of the Laborato-

ry Schools, the bust of John Dewey should be seen by the school, Dr. Abelman said.

“It is a symbolic way of saying we should lean into our history more to define our future,” he said.

The bust of Dewey has been housed in the English Department near the desk of teacher Catie Bell, who loves and is an expert on Dewey.

Dr. Abelman said she has been the protector and keeper of the sculpture.

Dr. Bell is excited to work with a director who is interested in John Dewey, and loves his approach of focusing on the history of the school.

“It’s a great image for the school with the deep and rich tradition that we have,” she said. “We have roots that are very deep that we can learn to tap in new ways.”

Dr. Abelman and Dr. Bell share a great appreciation for Dewey and recognize the strong values with which he created the school.

“I’m not sure how many schools today are genuinely a laboratory for educational ideas with the aim of changing the way we think about society, the way we think about what’s right and what’s good, and how then to become the kind of people that can enact that



MIDWAY PHOTO BY TALIA GOERGE-KARRON

LAB ROOTS. The bust has been in the English office, but proposals for a new home are due Oct. 20, Dewey’s birthday.

kind of change,” Dr. Bell said.

To be reminded of the rich history and principles of the school, the sculpture will be given a new home where students will see it more regularly.

“It’s a really beautiful piece of art, and it’s a really important symbol of the school,” Dr. Abelman said.

Student Council together with Dr. Abelman and Dr. Bell will make a decision based on the proposals.

Title IX coordinator here to protect students

Law against sex discrimination inspires position

by **JACOB POSNER**
FEATURES EDITOR

For the first time in its history, Lab has established a position devoted to student wellness and gender-based protection.

The new wellness and Title IX coordinator, Elizabeth Noel — a lawyer with a nursing background — is here to prevent sexual misconduct and discrimination in advance as well as after the fact.



Elizabeth Noel

Sexual misconduct ranges from “unwanted touching, persistent unwelcome comments, emails or pictures of an insulting or degrading sexual nature” to sexual assault, accord-

ing to the University of Chicago Policy on Harassment, Discrimination and Sexual Misconduct. Sexual discrimination is based on sex, gender identity or sexual orientation.

Title IX is a section of the Education Amendments Act of 1972 prohibiting sex-based discrimination in any educational program that receives federal funding. Because the University of Chicago receives federal funding, and Lab is a part of the University of Chicago, it must comply with Title IX.

A letter introducing Ms. Noel and the new position to Lab families said she “will partner with the learning and counseling teams, physical education department and athletic coaches, school nurses, principals and students [to] develop age-appropriate curriculum, resources and training for students about their health, rights, relationships, boundaries and actions.”

Ms. Noel said her responsibilities fall into three areas: programming, supportive responses and investigations of formal complaints. While she’s looking for-

“I am always — always — excited to work with people. Especially when they’re going through a tough time, to think of ways to help support them.”

— ELIZABETH NOEL,
TITLE IX COORDINATOR

ward to the programming aspect the most, she’s extensively trained in the other two areas, she said.

Ms. Noel said she is most excited about the programming aspect of her job because it’s proactive.

“It’s about what we can be doing and should be doing to improve ourselves as a community,” Ms. Noel said. “And knowledge is power, and I like empowering people.”

Creating Title IX education assemblies tailored to each grade has been one of Ms. Noel’s first projects. Along with a required explanation of Title IX, Ms. Noel will talk through Title IX-related situations produced by student focus groups, she said.

If Ms. Noel receives information about something that might’ve happened, she will respond in a supportive way, making sure the needs of all involved are addressed.

Upon receiving a formal complaint, however, she may open an investigation.

When dealing with formal complaints, Ms. Noel said she is “very concerned in ensuring that everyone involved is supported and treated fairly and equitably — and that includes people directly involved in the conflict as well as any witnesses, friends, family.”

As a former pediatric cancer nurse, Ms. Noel knows how the ripple effects of a crisis can affect a community — witnesses and friends of the victim are also affected.

She said she took the position at Lab because it allows her to use all parts of her background as a nurse-lawyer. After majoring in medical anthropology at Yale University, Ms. Noel went on to earn a nursing degree from the School of Nursing at Johns Hopkins Univer-

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sity, and a J.D. from Columbia Law School.

Before coming to Lab, Ms. Noel was a resident tutor and Investigator for the Offices of Dispute Resolution at Harvard University. While she enjoyed it, she said it was time for her to use other parts of her background — and because her husband had found work in Chicago.

With her job at Lab, Ms. Noel now has the opportunity to do more of what she loves: educate and support the community.

She has a message for the U-High community: “I am always — always — excited to work with people. Especially when they’re going through a tough time, to think of ways to help support them.”

CLUB NEWS

Presidents of 13 new clubs share goals

New clubs focus on global political issues, children’s rights — and for the first time, there is a club for conservative students

Global Issues Club

Will host trips to the Chicago Council on Global Affairs and conduct livestreams.

“At the Global Issues Club we are trying to educate the lab community further on issues concerning the global community.”

— GERSHON STEIN

Children’s Rights and Education

The club supports vulnerable children around the world of different ethnicities, backgrounds and social classes that are in dire need of help.

“We plan to work with several NGOs such as UNICEF, Children’s Rights and You and more to make a larger impact. We will fundraise and collect supplies for these organizations, hold discussions about the problems children encounter globally and engage with students in different parts of the world.

— ESHA MISHRA

Coalition Z

Coalition Z at Lab is a branch of a national organization called Coalition Z.

“Our goal is to amplify the voices of our generation in politics on the issues we care about. Every week we do an action alert, such as calling our representatives in Congress. We also plan on hosting a voter registration drive and attending town halls or city council meetings.”

— OLIVIA CHENG

La Cedille

Will watch French movies and listen to French movies.

“My club’s goal is to speak French outside of a classroom-type environment.”

— ZOE DERVIN

Launch Club

Participants will come up with ideas for start-up companies. A program called MIT Launch will provide materials for the club throughout the year.

“In our weekly meetings, we will help teams develop their start-ups by discussing the entrepreneurial process. The teams will also be paired with mentors who are also entrepreneurs.”

— JEREMY NG



MIDWAY PHOTO BY TERESA XIE

EXTRACURRICULAR EXCESS. Freshmen Eliza Doss and Iris Xie listen to senior Elizabeth Van Ha talk about Social Justice Committee at the annual club shopping event, where approximately 60 clubs set up in Café Lab Sept. 20 during lunch to attract new members.

SCAN

Will protest issues affecting children through political advocacy.

“We really want to educate people about the importance of early childhood education and the huge number of kids and moms who are dying overseas and how we can combat these issues.”

— NATALIE GLICK

UNICEF Club

Will have fundraising events each quarter.

“We will also try to do charity work and align ourselves with UNICEF and their ideals as much as possible.”

— DANIA BAIG

U-High Conservatives

“Our club is planning to invite conservative speakers to talk to those who are interested, and to hold events such as U-High Free Speech Week, where we will show our appreciation for our first amendment.”

— MICHELLE TKACHENKO-WEAVER

Women in STEM

Will have a mentoring program with U Chicago undergraduates, host speakers, networking socials and community service events at elementary schools.

“Our goal is to see more female representation in higher-level math/science classes and in STEM extra curriculars across all high

schools in Chicago to ultimately increase the number of girls who choose to pursue STEM in college.”

— ANANYA ASTHANA

Miyazaki Club

The club is dedicated to watching Hayao Miyazaki movies.

“We’re not overly active in events and such, though we might have one to fundraiser to buy actual movies, as opposed to getting bad online versions.”

— BASSEM NOGHNOGH

Sustainable Oceans Alliance

Will host events to clean lakefront beaches.

“The goal for my club this year is to educate the next generation of leaders about problems that are just beginning to manifest in the ocean today.”

— NIKHIL PATEL

Wildlife Conservation club

Will host fundraising events for climate change.

“As our climate suffers from climate change, every species in our world is now at risk. From the Great Barrier Reef to the Arctic Tundra, our environment is experiencing a drastic change. It is our duty to do everything we can to help these species survive.”

— JOANA ROSE

Awards for debate captains

The Debate Team took part in the Trevian Invitational Oct. 7 at New Trier High School. No team advanced past preliminary rounds.

The team competed in the Mid America Cup at West Des Moines Valley in Iowa Sept. 25-27, where debaters gained their first of the two required bids to the Tournament of Champions. Out of about 140 individual speakers, Michael Hellie was awarded a second place speaker award and Dheven Unni was awarded a sixth place speaker award. Michael and Dheven as a team gained votes for the coaches’ poll, a list of the top 25 teams in the country.

The team began the season with the Niles Township Invitational Sept. 8, bringing home two speaker awards but failing to get the bid for the Tournament of Champions.

“It was not the performance that we hoped for,” Michael said. “We worked pretty hard for the tournament and then it was a bit of a letdown.”

During the competition, Michael was named seventh place speaker, and Dheven was awarded 16th place speaker of the 180 individual speakers at the competition.

— IVÁN BECK

MUN hosts prep conference

On Sept. 23, U-High’s Model UN team hosted its first conference of the year, which was a huge success. The team will travel to Vanderbilt University in Nashville next weekend to compete in the first away conference.

LabMUNC was a one-day conference that took place on Lab’s campus.

The main goal of this conference was to get students ready for the bigger, more important conferences in the future.

— ABBY SLIMMON

Midway, U-Highlights gain national awards

The U-High Midway has recently earned national recognition, and the U-Highlights yearbook also received a high rating from national journalism associations.

NSPA named 49 finalists for the 2016-17 Pacemaker Award, including the Midway. Of those, 26 papers will be Pacemaker winners, which will be announced at the National High School Journalism Convention in Dallas Nov. 16-19.

The Midway also received an All-American rating, the highest rating in the NS-PA student media critique service, and the U-Highlights yearbook received a First Class rating with two Marks of Distinction.

Five Midway students received CSPA Gold Circle Awards for individual work, including Michael Rubin, first place, news page design; Natalie Glick, second place, cultural feature; 2017 graduate Paige Fishman, second place, single spot news photo; Emma Trone, third place, feature page design; Talia Goerge-Karron, certificate of merit, page one design.

— GRACE ZHANG

Diversity changes direction under Abelman leadership

by **EMMA TRONE**
SPORTS EDITOR

An administrative vacancy has prompted a discussion about who should be responsible for diversity, equity and inclusion programs at Lab.

Ken Garcia-Gonzalez departed the role of director of diversity, equity and inclusion Sept. 1. Lab Schools Director Charlie Abelman said he does not plan to appoint an interim director for the remainder of the school year.

However, the Parents' Association Diversity Committee will meet and discuss throughout fall quarter how to delegate the responsibilities this year as well as plans for the following year.

"Part of that conversation will be looking at the position that we had and re-evaluating what the job description is, and what it could be," Dr. Abelman said. "We're rethinking things with the intent of having a position next year, and ultimately advertising that position in the winter for next fall."



Charlie Abelman

"Part of the issue is how we keep supporting all these student groups, and how we build support for faculty and staff on the issues of diversity, equity and inclusion, and how we build a more coherent strategy for the work that we can do in different areas."

— CHARLIE ABELMAN,
DIRECTOR

Dr. Abelman said having more than one individual working on diversity, equity and inclusion issues is also a consideration going forward.

"We're also trying to think about who else in the school might take more formal responsibility for working on diversity issues," he said. "A core question that I have is: Should there be someone in each of the schools that as part of their job also are doing work on diversity, equity and inclusion?"

In the interim, Dr. Abelman hopes to address some of the unique challenges that come with a student body that is mostly people of color and a faculty that is over three-quarters white.

"Students in many ways, because of the diversity of the student body, are having these difficult conversations more than the faculty and staff," he said. "Part of the issue is how we keep supporting all these student groups, and how we build support for faculty and staff on the issues of diversity, equity and inclusion, and how we build a more coherent strategy for the work that we can do in different areas."

Faculty were encouraged to read "Waking Up White," a book by Debby Irving that explores white privilege and to participate in discussion groups about the book over the summer and into this school year. Dr. Abelman cited these discussion groups as an example of how Lab can begin to integrate diversity, equity and inclusion measures with both students and the faculty more effectively.

He said, "I'm interested in learning more about our curriculum, I'm interested in understanding more about what we can do with professional development, I'm interested in understanding more about how we can do a better job in terms of outreach related to recruitment of faculty, so we can ensure that the applicant pools are diverse."

EID DINNER



MIDWAY PHOTO BY AMANDA LEVITT

EAT UP! Senior Camille Rehkemper, center, junior Eddie Rose and others select food from the potluck buffet at the annual Eid dinner in Café Lab Oct. 5. Attendees enjoyed henna tattoos and listened to lectures about aspects of Islam.

NEWS IN BRIEF

Students leave early from Homecoming

The Homecoming Dance ended earlier than scheduled Oct. 7, with concerned teachers and administration stepping in to stop the music for the safety of students due to excessive jumping and moshing on the dance floor.

The turnout at Homecoming was the highest number at a dance in U-High history, but the attendance success was overshadowed by chaperones' concern over students' dancing.

The superhero-themed dance also had some technology glitches, such as a malfunctioning microphone and the device that counted the number of attending students, which prevented Student Council from gauging the exact number of students who attended.

"I was disappointed to see the dance fade out early because it seemed like an unfitting end to a great week of spirit, hype and sports," Senior Class President Ayaan Asthana said. "Attendance was at an all-time high, so it really was a shame to see all that energy get lost in the confusion of the night."

Although the dance was interrupted, traditional royalty titles were presented as planned. These titles included Nick Cheney as freshman super-citizen, Gigi Reece as freshman wonder-citizen, Will Koenen as sophomore super-citizen, Abby Slimmon as sophomore wonder-citizen, Whitney Merkle as junior super-citizen, Abigaël Thinakaran as junior wonder-citizen, Hayward Melton as senior super-citizen, Helena Abney-McPeck as senior wonder-citizen and finally, Campbell Phalen as all school super-citizen and Nicole Horio as all school wonder-citizen.

"I was honestly really surprised because this was the first year I was nominated as a nominee and actually won," junior Abigaël Thinakaran said. "It was pretty great receiving the cape and getting to wear it for the rest of the dance."

In the week leading up to homecoming from Oct. 2-6, Student



MIDWAY PHOTO BY YANNI SIMMONS

DENIM DUO. On the Tuesday of Spirit Week, Oct. 2, junior Abraham Zelchenko, dressed in a denim jacket and denim shorts, stands with arms out wide facing junior Alex Stevanovich, who is dressed to match. From Oct. 2-6, students participated in Spirit Week to show school pride and raise excitement for the Homecoming dance, which was Saturday night, Oct. 7, at Ida Noyes Hall.

Council planned Spirit Week for which students dressed in pajamas on Monday, as twins on Tuesday, as superheroes on Wednesday, in grade-designated colors on Thursday and in maroon on Friday.

This dance was the first Homecoming held at Ida Noyes since 2014.

— KATERINA LOPEZ

Freshman Student Council reps elected

On Sept. 26 the candidates gave their speeches, and on Sept. 28 the Freshman Class chose their Student Council members. Joshua Ravichandran is the freshman president, Sara Thomas is vice president, and Noor Asad and Destiney Williamson are Cultural Union representatives.

Joshua, a new student, has been

in student councils from 5th grade to 8th grade, and has attended four leadership workshops. At the beginning of his speech he said that the crowd was probably thinking "Who is this kid?" but then he showed them his experience and ideas, which won their votes.

Sara said, "Freshman year should be about our experiences as a class, not our experiences at a desk."

She said that she wants to be an advocate for the freshmen in the Student Council and give them a voice.

Noor and Destiney are also new

students. Noor said that the freshmen don't always get a lot of say in Student Council and plans to bring in new ideas for spirit week and plans to hold lock-ins for the grade. Destiney had a lot of enthusiasm during her speech for new, better and more parties.

— MAX GARFINKEL

Clubs unite to respond to international crises

School clubs are coming together to respond to international crises.

Refugee Club and SCAN Club started the school year by calling Illinois' two U.S. senators, Dick Durbin and Tammy Duckworth, on Sept. 29 to protest a bill which would reduce the number of refugees allowed to enter the United States this year.

Club President Olivia Issa said

that a key part of the club's mission this year is to educate themselves on the current situations that refugees face.

"During meetings, we are focusing on educating ourselves on major refugee crises like Rohingya, South Sudan, Somalia and Syria through research projects, discussions and a video series," Olivia said. "The goal is mainly to focus on why we care — it's not too hard to go through the motions of charity work. If that giving doesn't come from a sense of humanity and equality, but rather a desire to look good or selfless, are you really giving in the first place?"

Students also came together to aid in disaster relief for the earthquake and hurricane in Mexico.

"We created an online fundraiser to contribute to Save the Children in order to focus our efforts. Our group's goal is to bring our school community together by fundraising \$5,000 to support Save the Children in order to focus our efforts," Roshni Padhi, a junior, said.

— KATERINA LOPEZ

New computer science teacher joins faculty

Jonathan Ma is a new computer science teacher for the high school. He will teach Introduction to Computer Science to freshmen, as well as Advanced Placement Computer Science and Computer Architecture.

"My goals for this year are for the students to gain an appreciation for computer science, and really enjoy it," Mr. Ma said.

Mr. Ma taught chemistry and biology for two years at Florida's Miami Jackson Senior High from 2014-16 before he came to Lab.

He said although he has needed to learn to teach slightly differently than he is used to, to adjust to computer science, he is excited to teach computer science at Lab.

— MAX GARFINKEL



Jonathan Ma

Strong, artistic passions demand dedication

Summer allows for new artistic opportunities

by **PRIYANKA SHRIJAY**
OPINION EDITOR

Colorful dresses, graceful dance steps, tireless preparation. Music-filled halls, hundreds of pages of sheet music, months of rehearsing. It was through this dedication and passion for their crafts that dancer Roma Nayak and cellist Giacomo Glotzer immersed themselves in the arts last summer.

Last August, Roma, a junior, capped off her six years of training in Kathak, an Indian classical dance form, with an extravagant, three-and-a-half-hour long graduation performance. This performance, called a Visharad, enables her to open a studio and teach in the future should she choose to.

Giacomo, a senior, dedicated his summer to the arts as well, touring central Europe with his orchestra. After 12 years of dedication to the cello, he had the experience of a lifetime playing in Budapest, Prague and Belgrade throughout June.

The preparation put into both Roma's Visharad and Giacomo's tour was scrupulous.

Roma rigorously practiced for a year prior to her performance.

"Practice for this started the August before, so for the entire year, I went to class in Aurora every single Saturday for three hours," she said. "But once summer started, it was pretty much every single day for four hours."

In preparation for his tour, Gi-

acommo rehearsed throughout the spring, played at Orchestra Hall, home to the Chicago Symphony Orchestra and had a kickoff concert at Millennium Park. His intensive practice was for an hour daily in addition to a weekly three-hour rehearsal.

He said, "From muscle memory training exercises to intonation drills to composition research, putting together a piece takes an almost ludicrous amount of time."

Roma put a great deal of effort into preparing for her Visharad, and learned more than just dancing from her training.

"It was a lot, just because I've never been so committed to one thing for so long," she said. "It was a really good experience because I learned how to deal with different kinds of people and to work as a team. It showed me how to manage my time better and taught me dedication."

Giacomo's tour reminded him of and enriched his love for music.

"The tour itself reaffirmed my appreciation for classical music," he said. "It was so nice to have all these strangers from literally around the world come listen to us and there was a great mutual respect. We might have spoken a different language yet the language of music is universal."

According to Roma, although she would like to and is now certified to teach Kathak as a result of her dance graduation, she has not been able to teach because she does not live near any studios. Still, she continues to perform and trusts that she will for years to come.

"It's probably always going to be a big part of my life just because it's



PHOTO PROVIDED BY GIACOMO GLOTZER

REHEARSALS FOR WORLD STAGE. Senior Giacomo Glotzer plays with the Chicago Youth Symphony Orchestra in the Czech Republic this summer. After months of rehearsing, he traveled to three European countries with the orchestra.

been an important part of my life for so long," she said.

Post-tour, Giacomo has continued playing in the Chicago Youth Symphony Orchestra and is pursuing a chamber recording project as an independent study in school.

Looking beyond high school, Giacomo plans to continue to play his cello in college.

"I am not entirely sure what role cello will play for me in college," he said. "I am looking at dual degree programs as well as a potential minor in music."

Giacomo looks back at his experience with fondness.

"I loved every minute of it," he said. "I got to spend so much time with great people who all share the same love for music."



PHOTO BY EGS CREATIONS PROVIDED BY ROMA NAYAK

HARD WORK PAYS OFF. Junior Roma Nayak dances kathak, a classical Indian dance, at her graduation performance this summer. On her ankles she wears ghungroos, small metallic bells that enhance the rhythmic aspects of the Indian dance. After six years of dedication, Roma participated in a three-and-a-half-hour long performance, and now has the ability to teach or open a studio in the future.

Chicago art museum showcases U.S. history

by **MICHAEL RUBIN**
MANAGING EDITOR

Holding onto a barbed wire fence with four small hands, two children look outward toward freedom. In the background, a guard has angled his gun toward their backs, watching their every move from a sentry tower. These children, photographed by Ansel Adams in 1942, were uprooted from their lives entirely and were placed in the Manzanar Incarceration Camp by the War Relocation Association. Their crime: having Japanese ancestry.

What does an American look like? Who is welcome in this country? What is every American's duty in the face of racist government action?

These and other important, provoking questions are posed by Alphawood Gallery's first original exhibition, "Then They Came for Me: Incarceration of Japanese Americans during WWII and the Demise of Civil Liberties," which debuted June 29 and continues through Nov. 19.

75 years after Executive Order 9066 was signed by President Franklin Roosevelt, the Alphawood Gallery has dedicated its exhibition space to recounting a dark episode in United States history. This executive order, which authorized the Secretary of War to prescribe certain areas as military zones, cleared the way for the incarceration of Japanese Americans and is presented alongside various connections to the contemporary American government within the exhibition.

"This is absolutely for any American, really anyone, to contemplate what it means to be an American," Education Coordinator Megan Moran said. "This exhibition is

"This exhibition is for anyone to really dig deep into these questions of our contemporary moment, and what lessons we need to learn for our past in our country."

— MEGAN MORAN,
EDUCATION COORDINATOR

for anyone to really dig deep into these questions of our contemporary moment, and what lessons we need to learn from our past in our country."

The Alphawood Gallery partnered with the Japanese American Service Committee to produce "Then They Came for Me," highlighting the nearly century-long context to Executive Order 9066 through timelines, photographs and the belongings of those affected by this governmental action.

"What's really heartwarming for us as the organizers of this exhibition is to see the positive response from the Chicago Japanese-American community," Ms. Moran said.

"Then They Came for Me" exhibit organizers have worked to allow for various underrepresented minority groups to visit the gallery space and reflect on their individual connections to the Japanese-Americans affected by Executive Order 9066.

With a sign that reads "Future Internment Camp by order of Donald J. Trump," the exhibition connects this crisis to our modern-day struggle between minority groups and the United States government.

"Then They Came for Me" allows visitors to contemplate how the American people can prevent events like this from happen-



PHOTO PROVIDED BY THE ALPHAWOOD GALLERY

THEN THEY CAME FOR ME. In the main room of the exhibition, photographs are displayed depicting Japanese-American families being transported from their homes to incarceration camps by the United States government. Many have tags on their clothing, a way for the U.S. government to track them.

ing again both within the United States and elsewhere in the world.

"I think it's really telling that we've seen at least a couple of instances in mainstream media where conservatives pundits will talk about the Japanese-American internment camps as some sort of a justification for a Muslim registry or a camp of wrapping up people of Muslim faith," Ms. Moran said. "I think it's really up to all of us to stand up and say that's not OK. This should never be used as a precedent, this a shameful part of American history and there is so much we need to learn from our past mistakes."

Alphawood Gallery

Location: 2401 N. Halsted St.

Hours: Monday-Tuesday: Closed
Wednesday-Thursday: 11 a.m.-8 p.m.
Friday-Sunday: 11 a.m.-6 p.m.

Admission: Free

Public Tours: Wednesday, Saturday: 1 p.m.
Thursday: 6:30 p.m.

School Tours: To schedule a school tour visit alphawoodgallery.org/visit/school-tour-request/

Alumna's art show opens in Lab gallery

Amanda Williams, U-High Class of 1992, has a new show, "A Portrait of the Artist as her Friends," which is located in the Corvus Gallery located on the first floor of Gordon Parks Arts Hall.

Ms. Williams recently had her first solo show at the Museum of Contemporary Art, which focuses on her most recent project, "Color(ed) Theory."

Gina Alicea, Fine Arts Department chair, said the committee of 12 that picked Ms. Williams to show her art in the gallery.

We thought the issues that her work addresses is timely, given what is occurring in America right now," Ms. Alicea said.

The artwork raises questions about race and race relationships through the use of color, and the new exhibit is a continuation of the conversation about color and what it represents.

The installation is developed from questions she asked kindergartners: "What color are you?" and "What color do you want to be?"

Ms. Williams spoke at a high school assembly on Oct. 12 as the Plotkin/Rosenthal Alumni Speaker.

She will also speak at an Alumni Weekend event tomorrow at 3:30 p.m. in Gordon Parks Arts Hall.

— NATALIE GLICK



Amanda Williams

Balance privacy, transparency

Students should expect a Title IX education, not personal details

Transparency. It has pervaded many student critiques of the administration, and there's still a long way to go before the school reaches an acceptable standard. The hiring of new Title IX coordinator Elizabeth Noel requires the student body to balance our desire for transparency with understanding of legally mandated confidentiality.

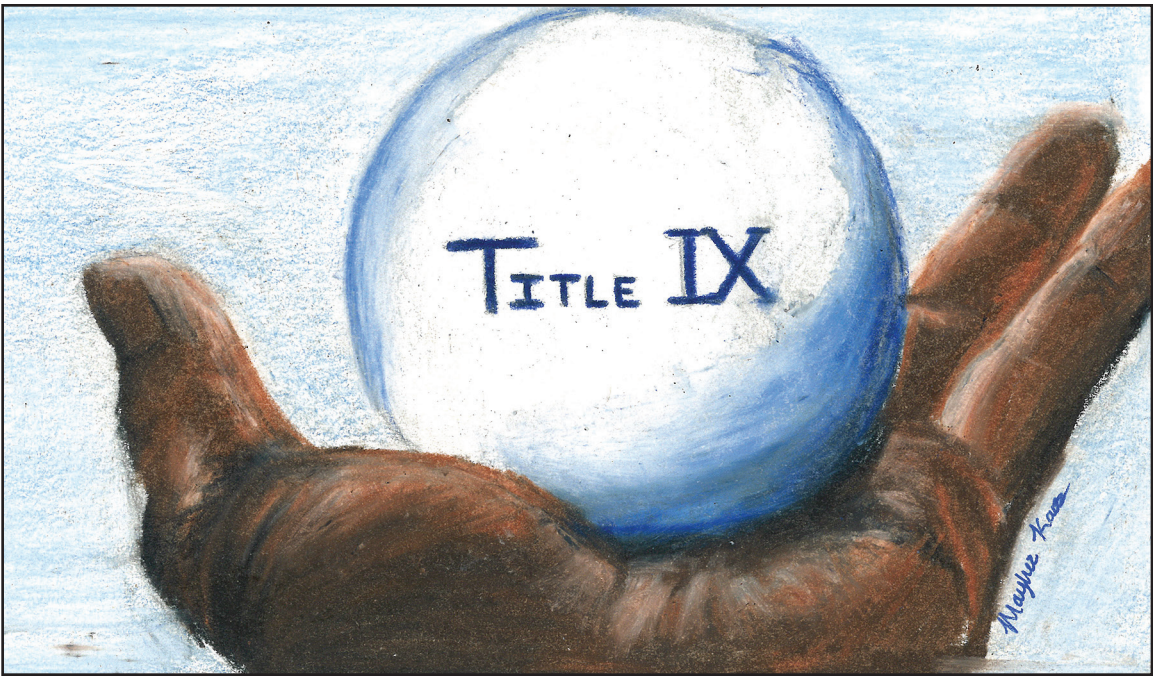
Title IX has a lot of moving parts as a piece of national legislation, but one of the main themes is confidentiality. It is legally mandated that Ms. Noel cannot tell students the details of any issue she needs to resolve. Don't forget that this is to protect you. A victim of sexual harassment has the right to say they don't want everyone knowing, and someone who has been accused should not be outed in front of the school. Even after ac-

As the Midway sees it ...

cusations are confirmed, neither side should have their private life exposed to the public.

The student body needs to understand the legal restrictions set by Title IX. It can be frustrating to feel like major changes are happening with no student input, but it's ultimately to protect Lab students. With that said, there are boundaries on what can be kept secret. Legal mandates are not a catch-all excuse to keep every action secret from the student body. If any change is made that affects more people than just those involved in the incident, the students deserve to know.

For instance, school-wide assemblies addressing instances have been spun as nothing more than another assembly in the past. We don't need to know the entirety of the situation, but the fact that there's a real problem should be mentioned. It's fair to withhold details and names to maintain privacy. It's egregious to work entirely in secret, with no student ability to advocate for a better path.



ARTWORK BY MAYHER KAUR

“We can’t ask for intensely personal details, but it should not be too much to ask that we are made aware if there are issues our community needs to resolve.”

Just as we must be understanding of the administration, they need to understand our desire for

transparency. Our students value discussion and openness, and Ms. Noel should endeavor to serve as not only an advocate for students but also a conduit of information about the general issues in our school that need addressing, such as specific education practices being implemented and what situations these are supposed to help us avoid. In order for her work to be effective, Ms. Noel must convey the problems to the students and provide solutions. Again, we

can't ask for intensely personal details, but it should not be too much to ask that we are made aware if there are issues our community needs to resolve. It's easy to get caught up with maintaining Lab's image, but for the ideals of Title IX to be fulfilled we need a coordinator who places students first, and lets us know what we're being protected from.

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

Girls: You have the right to thrive in STEM subjects

by **SAMIRA GLAESER-KHAN**
NEWS EDITOR



“You’re doing that wrong.”
“How could you not have figured that out?”
“Just give me the pipette. It’s faster if I just do it.”

These were the phrases that I was often told by my male lab partner during my summer biology program at the University of Chicago. Before entering the program, I was unaware of how males can try and dominate in a laboratory setting, and my naivety led me to be unprepared to stand up to my lab partner.

Before entering a STEM-based

program, females should mentally prepare by planning how they will react to male aggression while males need to be made aware of situations in which they may inadvertently become the aggressor.

My default mindset prevented me from responding forcefully to my lab partner, Akshay's, aggressive comments. When I formulated a response in my mind, the first thought that came to me was, “be civil; be polite. Being rude will only make the situation worse.” Civility has been a reliable default in most social situations up until this point. However, if I politely told Akshay “I’m pretty sure I’m doing it correctly,” he would continue to criticize my work whereas if I forcefully said “it’s correct” he would stop.

Not only should women prepare for verbal aggression, but they should also prepare for subtle physical aggression. Often my partner would say to me, “You didn’t do that right,” and then physically push me out of the way. Thus, it was important for me to instinctively stand strong while I was working so that he wasn’t able to push me as easily. This was a habit that took time and conscious effort to form.

While I eventually learned how to fend off Akshay's aggressive comments, he never stopped making them altogether. Whenever I would forcefully reply to his criticism, he would act surprised that his comments had elicited such a reaction from me. I felt like he did not understand how some

“Whenever I would forcefully reply to his criticism, he would act surprised that his comments had elicited such a reaction from me. I felt like he did not understand how some of his comments were aggressive, and that’s a problem.”

of his comments were aggressive, and that’s a problem.

From my perspective, without prior awareness of the male to female dynamic in laboratory settings, my lab partner's aggressive comments left me caught off

guard and thus initially frozen to react.

Considering his perspective, I do not think he was aware that he was dominating over me, which perpetuated his aggression.

I expect that STEM teachers who use labs as part of their curriculum will discuss with both males and females the unequal dynamic that often occurs in a laboratory, emphasizing to males how to respect their lab partner by holding back on excessive criticism and staying out of their lab partner's personal space while emphasizing to females the importance of mental preparation for aggression and more importantly, confidence. I believe females have the right to a confident start to their STEM careers.

Let’s focus on reason for taking a knee, police brutality

by **ABBY SLIMMON**
MIDWAY REPORTER



Lately, one of the most discussed topics in the United States has been NFL players protesting during the national anthem. We should focus

on the actual reason the players are protesting — that their country does not condemn deep-rooted and inexcusable racism — rather than just the fact they are protesting.

In September 2016, Colin Kaepernick, then a quarterback for the San Francisco 49ers, sat on the bench during the national anthem because he did not want to

“It is important that we make it our priority to deal with the original problem — that the police are treating people of color in this country poorly, and it needs to end... the more serious issue is that racism is alive and well, and it shouldn’t be.”

stand up to show pride for a flag in a country that oppresses people of color. He then took his protest to the next level by kneeling. Kaepernick took a knee to protest police brutality against African-Americans and other minorities.

Overall, fans were saying that his actions were disrespectful to the United States, and one year later, President Trump agreed, criticizing the NFL by saying “Wouldn’t you love to see one of these NFL owners, when somebody disrespects our flag, to say, ‘Get that son of a bitch off the field right now, out, he’s fired. He’s fired.’”

As much as I think that NFL players should be allowed to practice their First Amendment rights both on and off the field, I think we shouldn’t be discussing the action of protesting but the reason behind it. The headline of every story is about whether or not they should be allowed to protest but not why they are taking a stand or how we are going to solve the issue of police brutality. It is important

that we make it our priority to deal with the original problem — that the police are treating people of color in this country poorly, and it needs to end. This objective is getting pushed into the shadows by the reaction of the protests, when the more serious issue is that racism is alive and well, and it shouldn’t be.

The issue of police brutality in the United States has gotten bigger and bigger over the past five years. There are constantly protests all across the country with civilians chanting things like “Black Lives Matter”. The only way we are going to make change is if people are brave and stand up for what they think is right. If citizens have the right to march on the streets then NFL players should be able to

publicize their message about police brutality while on the field.

These football players are just using their platform to stand up and fight for what they believe in. We need to stop debating whether or not it is OK that they protest in front of millions of fans, but start discussing and resolving the original reasons the protests are taking place. By the First Amendment, citizens of this country have the right to peacefully protest. This right is exercised everyday across the country, and is one of the most common ways people get their opinion out into the public. Protesting gives us the opportunity to make our voices heard, and without it many people, including myself, would feel like our voices don’t matter.

U-HIGH MIDWAY

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EDITORIAL POLICY:

In a time when the press is criticized, the U-High Midway seeks to inform, educate and serve the community of University High School. The Midway is created by students, for students.



High schooler discovers the alt-right online

Indiana teen says discussion could happen with listening, respect

by DHEVEN UNNI
EDITOR-IN-CHIEF

The Midway contacted a member of the alt-right to ask about his views. "Kyle," whose name has been changed to protect his privacy, is a high school student in Indiana. After discovering the alt-right on a conspiracy theory website, "Kyle" asked for more information and was directed to further documentaries and websites that he says shaped his perception of the world.

While he believes the term is a blanket label, "Kyle" sees the alt-right as a place where he can discuss views with like-minded people without being attacked. "Kyle" supported President Trump through the election because he

believes the political arena needs to be widened. He does not support President Trump's recent foreign policy actions. He also believes President Trump needs the alt-right in order to get re-elected.

What did you think about Charlottesville?

Being a Civil War enthusiast—not saying I like war, just that I've studied the War of Secession quite a bit—I do object to the process of removing Confederate statues. It's a very nuanced issue, but I don't think history should be erased like that. If you want to put up statues of both sides, that's fine as long as everybody is represented. The future will be better if we remember history and learn from it than if we try to erase it and pretend it wasn't there.

Would you say that you are a white nationalist?

I wouldn't say I'm a white nationalist in that America should be a white nation. It's really the

changes in immigration brought about by some of our Hebrew friends in Congress that changed the policies so most of the immigrants were coming from Asia and Africa rather than Europe, as had been traditional...

In terms of white nationalism, I wouldn't say American white nationalism is feasible considering you have non-whites integrated into society for so long, and they're such a large percentage of the population. It would take so much blood to remove these people, and I really don't want to. America has already embraced its myth of working together. I say fine, let the United States remain like that. If you want to stay, it's fine as long as you're on board with the American culture. If you're going to disrespect American culture, there are plenty of other places to go... What I don't want is this process replicated in the actual continent of Europe. I want European nations to remain European nations. I want migrants to be repatriated, forced

bly or not...

America's a special case, because the only people that really have the rights to the land are traditionally the Native Americans. The policy against the Indians was very cruel. I am in full support of the Native Americans. Their interests should be looked after, their culture should be respected with their land and legacy. I don't support colonialism at all. Every nation, race, people, culture deserves its own territory and its own values to pass on to their children.

If there's anything you could say to a predominantly liberal school, what would it be?

I have a bunch of things I want to explain to you, and it hurts me that we can't have a real discussion. If I try to bring up something that I've learned, I'll be shut down and called a racist, a sexist, a xenophobe, anti-Semitism. It's shutting down the discussion

“ Even if someone has views you don't like, they're still human and they deserve the respect you grant for human rights and human dignity.”

—“KYLE”

tion, and what that tells me is that you're comfortable in your worldview and don't want to hear things that conflict. I don't do that. I don't stay in my alt-right bubble. I read the New York Times, I read Jewish newspapers...

What I don't agree with is all the dehumanization. I see it all the time, whether it's my side or yours. People say it's always okay to punch a Nazi because Nazis are evil, there's nothing good about them. Even if someone has views you don't like, they're still human and they deserve the respect you grant for human rights and human dignity.

Expert urges discomfort for teens

by NATALIE GLICK
DEPUTY EDITOR

Listening to opposing views is critical to being part of a working democracy, but one First Amendment scholar says teens need to listen more.

Geoffrey Stone, a professor at the University of Chicago Law School, has spent much of his law career studying and promoting freedom of speech, including on campuses. He especially promotes unpopular speech.

"I think it's important for citizens of a democracy to open to hearing ideas that [they] themselves reject. If people are unwilling to do that, there would never have been a successful civil rights movement, there would never have been a successful women's rights movement, there would never have been a successful gay rights movement," Professor Stone said.

All of these movements, in their roots, are defiant of the views of the average American at the time. Professor Stone said, "It's important for people to understand that

as convinced as they might be about the rightness of their views, they might be wrong."

In order to fully understand where the other side is coming from, students have to look toward a variety of news outlets. According to Professor Stone, the media tends not to remain impartial anymore, due to lack of government regulation.

Professor Stone said that Americans have split into groups based upon beliefs and how they perceive facts.

"It was never the case that everybody was on the same page, but there was a time when many more people were aware of the same information. But now there is this great division, and people get their information from widely different sources. If you say, 'I don't know anybody who supported Donald



Geoffrey Stone

“ I think schools should teach students to be critical thinkers about anything that they are presented with. It's important for students to understand that there are widely disparate views about our society in our nation.”

— GEOFFREY STONE, PROFESSOR

Trump, and how could they possibly have done that," Professor Stone said, "[then] it's important to understand that in the current media environment you weren't reading any of the stuff that they were reading. You didn't hear the things they were listening to."

In order to patch a divided America, Professor Stone believes educators and schools need to increase their role in educating students about the importance of free speech.

Students need to be willing to

listen to others talk about their ideas.

"I think schools should teach students to be critical thinkers about anything that they are presented with," Professor Stone said, acknowledging limitations of education. "It's important for students to understand that there are widely disparate views about our society in our nation."

Professor Stone believes all generations must work on educating themselves about opposite opinions.

"Part of the challenge for people in your generation in particular, but for all of us, is to understand that we are seeing a very distorted version of the world if we operate carelessly and simply read only the things that agree with them, which is what people now tend increasingly to do," Professor Stone said. "That leads us to be much more self-confident about being right, and leads us not to hear arguments on the other side. It leads them to be much more intolerant of other views, and that's not where we should want to be."

Engaging with alternative opinions

Ask questions.

Listen to opposing views. Become comfortable with feeling uncomfortable. Dialogue, or exchanging views and opinions, is vital to think critically about controversial issues.

Hard conversations start with planning and thoughtfulness, and they matter in the scheme of our world, according to Pastor Julian DeShazier and AT African American History teacher Naadia Owens.

Here are some tips to create these conversations anywhere.

— COMPILED BY TALIA GOERGE-KARRON

1 Keep facilitation respectful and unbiased:

"I want to let everybody be heard, so that there is a shared sense of mutuality and respect. They might not bring that in the room. That's something that the moderator, the mediator, the facilitator, I have to bring and you have to bring that mutuality and respect, and then command everyone else to share it with each other."

— MR. DESHAZIER

2 Allow all identities:

"I ask students to bare their souls sometimes, and to think deeply about their identities, others' identities, because it is a big part of the class. For most of my students — even if their parents don't — they identify as Americans, so it's part of their story, which I think makes it that much more powerful."

— MS. OWENS

3 Allow alternative ideas:

"What I notice more is working at a place like Lab, and at my last school where people identify themselves as pretty liberal, is that I tend to get a lot of 'groupthink.' So, I tend to be the person that says the inflammatory statement or who prods the conversation a little more because I think it can be really easy for students to think that the conversations they have here are the conversations they have in the real world."

— MS. OWENS

4 Talk about current events:

"I think that any class and any teacher that wants to, can and should have the space to have these conversations. Even if they don't specifically go along with what they're doing that day. Sometimes it's really great to take a break and think about the larger world, especially today where students have so much access to things."

— MS. OWENS

5 Commonalities:

"What can we agree on? Even if it's one or two things that might seem broad, but if there are a couple things that we can agree on, we can start there. That's the beginning of a hard conversation: establishing shared values, establishing a shared humanity among people."

— MR. DESHAZIER

6 Everyone's opinion is biased about something:

"Everybody's opinion is controversial to somebody or offensive to somebody. When people have different opinions the best way for me to facilitate is to try to let those opinions be heard fully on each side, so to try not to be biased. If I'm mediating, and I might know that I agree with these folks over here."

— MR. DESHAZIER

‘UNMASKING’ WHITE HATE



PHOTO BY BOWLING GREEN DAILY NEWS

SYMBOL OF WHITE SUPREMACY. The Confederate battle flag currently acts as a symbol of hate for white supremacists in America. During the Civil War, the battle flag was never used and it only became the flag connected to the Confederates after the war ended.



PHOTO BY FLICKR USER FIBONACCI BLUE

UNITING DEPLORABLES. A Donald Trump supporter and alt-right member protests using a "Pepe the Frog" meme, which has become a symbol of the alt-right through online communities such as 4Chan. The meme was classified as a hate symbol by the Anti-Defamation League.

What is a white nationalist?

A white nationalist believes that national identity should be built around white ethnicity. They maintain that the United States should preserve its white majority by restricting immigration and urging nonwhite citizens to leave. For many years, the most prominent white nationalist group in America has been the Council of Conservative Citizens, a rebirth of the old White Citizens Councils which resisted desegregation.

What is a white supremacy?

White supremacy is the comprehensive racism ideology that the white race is inherently superior and should control other races. It is also considered a political ideology which relies on and maintains the social, political and historical domination by white people. One of the most aggressive white supremacist groups is the Ku Klux Klan.

ination by white people. One of the most aggressive white supremacist groups is the Ku Klux Klan.

What is the alt-right?

The alt-right, or alternative right, is a group of people with extreme conservative and white nationalist ideologies who reject mainstream politics and use online media to distribute controversial content. Members of the alt-right also despise political correctness as they see it as a sign of weakness. They are right-wing isolationists obsessed with self-preservation; thus, they promote racism, misogyny, homophobia.

David Duke

David Duke is a former Ku Klux Klan leader, politician and white nationalist and supremacist. Duke is a convicted felon for tax fraud and was arrested in the Czech Republic

on suspicion of denying or approving of Nazi crimes. Duke is flagrantly anti-semitic, and has published and spoken about what he calls "Jewish supremacy," — his belief that there exists a Jewish conspiracy to destroy the white race.

Richard Spencer

Far-right activist Richard Spencer, a University of Chicago alumnus, is the director of the National Policy Institute, which is devoted to protecting the heritage and future of white people in the United States, and around the world. He feels that immigration and multiculturalism threaten America's white population, and has stated that his ideal is a white "ethno-state." He wants to remove non-white people from the United States.

Milo Yiannopoulos

Milo Yiannopoulos is a former editor of Breitbart News, a far-right



Richard Spencer



David Duke



Milo Yiannopoulos

news and opinion website and currently runs his own alt-right news site, Milo News. After making comments suggesting his lenient attitude toward pedophilia, Yiannopoulos lost a Conservative Political Action Conference invitation, a book deal, and his position at Breitbart News. He also openly speaks of his disdain for feminism and LGBTQ+ rights despite being openly gay.

The Ku Klux Klan

The Ku Klux Klan is the most notorious of American hate groups.

Throughout its long history of violence, African Americans have been primary targets, however the Klan has also attacked Jews, immigrants, people who identify as LGBTQ+, and Catholics. The KKK began after the Civil War, and was renewed from 1915-1920 in the south. With the increase in Trump's popularity and his lenient attitude toward racism, the Klan has resurfaced and begun to make headlines once more.

Neo-Nazis

Neo-Nazis have a hatred for Jews and an admiration of Adolf Hitler and the Third Reich. They have disdain for racial minorities, members of the LGBTQ+ community and sometimes Chris-

tians — particularly Catholics. Still, they perceive Jewish people to be their primary enemy, tying their group to Nazism. The most apparent neo-Nazi group in the United States is the National Alliance. In 1977, the Nazi party organized a march in Skokie, Illinois. Skokie residents objected and went to court, with the American Civil Liberties Union defending the right of the Nazis to assemble and march. The U.S. Supreme Court ruled that Skokie could not prevent the Nazis from marching.

Unite the Right Rally

In Charlottesville, Virginia, white nationalists and supremacists marched by torchlight Aug. 11, and in the Unite the Right rally August 12. According to ABC News, the march was to protest the city's removal of the statue of Confederate general Robert E. Lee. On August 12, violence occurred between protesters and count-



CREATIVE COMMONS PHOTO BY FLICKR USER TONY CRIDER

BEARING FLAGS OF HATE. Marchers at the Unite the Right Rally carry Confederate and Nazi flags Aug. 12 in Charlottesville, Virginia.

er-protesters, and a car plowed through the crowd, killing a counter-protester and injuring 19. President Trump addressed the violence, saying "I think there's blame on both sides ... I watched those much more closely than you people watched it, and you had a

Websites provide resources

With recent events such as anti-Semitic graffiti, and open fire shooting victimizing African-Americans at a church in Charleston, South Carolina, there are many ways to help. Here are resources to learn more and to take action fighting hate crimes.

Southern Poverty Law Center:

Educates and encourages people to speak up. Their article "Ten Ways to Fight Hate" deeply explains what hate is, how it spreads and how it escalates, so the reader can fully understand different layers. The SPLC gives examples of not only small things supporters can do every day, such as report incidents of vandalism, sign petitions and call senators, but they also help with explaining legal rights and how to help stop hate.

“Charlottesville: Race and Terror”:

This documentary by Vice News presents raw footage from the events that took place Aug. 11-12 in Charlottesville, Virginia. Following the white supremacists, a Vice reporter documents the protests and records what each group has to say. This documentary educates viewers on both the alt-right and the counter-protesting left.

American Civil Liberties Union:

The ACLU lists and details important issues of today, such as freedom of speech, immigrants' lives, women's rights and LGBTQ rights. They have also defended the free speech of groups like the KKK and neo-Nazis, and advocated in court for the rights of white nationalists. They explain what they are doing to defend each of these rights, and list resources to learn more about them. They also help by explaining one's rights if visited by U.S. Immigration and Customs Enforcement, stopped by the police and during protests.

Anti-Defamation League:

A nonprofit organization, ADL supports Jewish people and fights against anti-Semitism. The website has a brief but informative article about the alt-right, which explains the alt-right's history, ideology, who is part of their group and their impact on America. The purpose of this article is to go into detail on the alt-right to educate the reader on how to help fight back.

— KATERINA LOPEZ

— PRIYANKA SHRIJAY AND GRACE ZHANG

Experience Chicago's Chinatown

From egg rolls to bubble tea, vibrant area gives a taste of Chinese cuisine

by **IVÁN BECK**
MIDWAY REPORTER

Chinatown Square smells not just of exhaust from nearby roads, but also of sauces and spices wafting from nearby restaurants. Rows of identical buildings create a passageway where people dodge among stores purposefully. Teal metal structures with bright red fences support the shops, each with its banner and sign beckoning to pedestrians. Groups of passersby carry out conversations about their day or even what to buy, which overlap to create a background of nearly constant noise. It is here, in Chicago's legendary Chinatown, that one can find some of the most unique restaurants and places to relax in the entire city.

According to an article in Choose Chicago, the Chicago Chinatown came about in 1912 as Chinese organizations relocated from what was formerly Chicago's first Chinatown to an area near Cermak Road and 22nd Street, and from 1930 onward the area's residents have been predominantly Chinese.

The sheer number of restaurants in Chinatown shows the large role they play in the dynamic of Chinatown. Several of these locations serve dim sum, a type of Chinese cuisine in which food is served in several small portions. One restaurant with highly rated dim sum is MingHin cuisine, located at the southwest of Chinatown Square, near South Princeton Avenue.

MingHin offers a large selection on its dim sum menu, with dishes such as vegetable fried rice, egg rolls, grilled eggplant and egg drop mushroom soup, some of which are traditional dishes. While

- Routes to Chinatown:*
- CTA Red Line:** Cermak-Chinatown Station.
 - Bus:** Take the #21 Cermak, #24 Wentworth or #62 Archer.
 - Water Taxi:** Stops are at Michigan Ave., LaSalle St./Clark St. and Madison St. Get off at Ping Tom Park.

the atmosphere and layout of the restaurant makes the dining experience comfortable and enjoyable, the food sometimes doesn't satisfy flavor expectations, with dishes that tend to be either over-seasoned or lacking flavor. One exception were the egg rolls, their crispy outer shells giving way to an array of flavors from well cooked vegetables. MingHin is a nice place for a group meal with friends or family. After this meal, stop at Joy Yee Noodle & Pan Asian Cuisine for a smoothie or snack. With over 130 options, the restaurant provides a massive selection of refreshing drinks, including many fruit-based, milk-based and tapioca beverages.

From here, take a short walk to Ping Tom Memorial Park, a spacious area right along the Chicago River. Whether you're after a relaxing walk through the park or a fun time at the playground, this area provides fun for all ages. The Chicago River Taxi also stops here.

This neighborhood combines a unique atmosphere with excellent locations to dine, as well as beautiful open areas to relax and enjoy an afternoon. Chinatown is a hidden wonder of Chicago.



MIDWAY PHOTOS BY EMERSON WRIGHT

A PICTURESQUE STROLL. A couple walks down a brick sidewalk toward Chinatown Square, passing rows of shops advertising meals, snacks, cosmetics and trinkets. Completed in 1993, Chinatown Square contains the Pan Asian Cultural Center surrounded by 12 zodiac figures.

SUNNY SURPRISE. Bright yellow egg drop mushroom soup awaits hungry bellies in MingHin restaurant in Chinatown. Located on 2168 S. Archer Ave., at the heart of Chinatown, it is just a short walk from Ping Tom Memorial Park.



Growing kombucha craze ferments among students



FERMENTED FLAVOR. Advertised at \$3.29 a bottle, Treasure Island boasts kombucha in a variety of flavors, ranging from Guava Goddess to Gingerade. The shelves of kombucha are at the front of the store near the cash registers.

by **TALIA GOERGE-KARRON**
EDITOR-IN-CHIEF

It's non-addictive, provides energy and is easy to make in your own kitchen. It's all over Instagram and in natural cookbooks. What is it? Kombucha — a sparkling, fermented drink often flavored with fruits and teas. Not only is kombucha a tasty drink, but it has probiotics that are healthy for one's gut. While kombucha is now found everywhere from Whole Foods to your neighbor's kitchen, the actual process of making it is not complicated. The fermentation process starts with the "mother" or SCOBY — symbiotic colony of bacteria and yeast — as the main ingredient that allows the sugars to ferment. A study at Cornell University concluded that kombucha has health properties that fight bacteria, although some have concerns about the mold that can grow in kombucha. According to a Mother Jones magazine article, if a healthy person drinks kombucha at a moderate rate, there should be no concern of infection. Ileana Minor started drinking kombucha as an alternative to coffee. She felt coffee was too addictive, as shown by her frequent trips to Plain Air. Now, she drinks less kombucha but gets more energy than the same amount of coffee.

"If you're going to make it, just know that the mold is going to get really really big, because that's what happened to us. It just grows, and grows, and grows with each batch you make, so just be prepared to drink a lot of kombucha."
— RUTH WEAVER

"I started having a small addiction to coffee at the beginning of my junior year, so I started drinking it every morning, and then I spent so much money on coffee throughout the day," Ileana said. "Then, I started drinking kombucha and it gave me natural energy in the morning." Kombucha is also easy to make. After taking a class on kombucha making at an urban farm festival, junior Ruth Weaver decided to make her own batch, which she continued to do in 10-day cycles for two months because kombucha has to be continually made for the SCOBY to live. Between each cycle, someone has to drink all the kombucha. After a while, Ruth said she decided to stop making batches because it

Statistics:
As of February 2016, the Google search term "health ade kombucha" has grown by 143 percent.
Wholesale revenue in the United States was \$379 million in 2015 and \$534 million in 2016.
Global revenue was \$600 million in 2015 and is predicted to grow to \$1.8 billion by 2020.
— SOURCES: MARKETSANDMARKETS, STATISTA

got to be too much to drink in the 10-day cycles. "If you're going to make it, just know that the mold is going to get really really big, because that's what happened to us," Ruth said. "It just grows, and grows, and grows with each batch you make, so just be prepared to drink a lot of kombucha." Like Ruth, Ileana drinks a of kombucha throughout the day, but she cannot drink all of it at once due to its bitterness. This makes the 16-ounce bottle last throughout the day for her. "It's in such big portions," Ileana said. "And, it is not a drink that I can chug all at once."

A fresh view of U-High

The Midway interviewed 10 freshmen to learn their first impressions of U-High. These interviews serve as an introduction to the Freshman Class, a way to put a name to

some of the faces in the hall and understand the perspectives of U-High's newest arrivals.

— INTERVIEWS BY SONNY LEE AND JACOB POSNER



Kennedy Coates

Preferred subject: Arts/STEM
New to Lab

"You would think, coming here, that it would be all liberals — because that's how it looks — but then there are so many people with different ideas — within liberals. But then there are also conservatives, there are black people, there are Asians, there are white people. It makes the learning experience a lot more intricate."



Antonio Feliciano

Preferred subject: STEM
Continuing student

"I like the independence, the freedom — I don't have people who are always on me, expecting something of me."



Joshua Ravichandran

Preferred subject: Everything
New to Lab

"There's a lot of people, and it's kind of weird not knowing everyone's name. And at least back at my old middle school, everyone went to the same classes. So when people go to different classes, the halls are really hectic and overall, it's just different from what I expected — but it's a nice change."



Mikaela Ewing

Preferred subject: STEM
New to Lab

"I think the people here are really welcoming and an open community. It's also a different atmosphere than most schools for example the bell schedules — in other schools you actually have bells — you have eight classes a day every day. But here you have breaks in between certain classes and there's a lot more freedom."



Charlie Warschuer

Preferred subject: No preference
New to Lab

"For the upperclassmen, being on the soccer team, upperclassmen will come up to me and know who I am which is nice."
"[The Lab community] is diverse in pretty much every sense. There are North Siders, South Siders — it's racially diverse, religiously diverse, diverse in pretty much everything possible."



Elizabeth Lin

Preferred subject: STEM/humanities
Continuing student

"Most people aren't super competitive, especially because of the new kids — a lot of people are trying to open up to them because having 64 new people is kind of a culture shock. In between different grades, if you're in a club or a team sport you get to know people pretty well, but if you're not, it's kind of hard. For everyone."



Iris Xie

Preferred subject: Humanities
Continuing student

"In general, people who have been here longer are closed off to the new kids. The less you've been here, the more open you are to the new kids. The ones who have been here since pre school are like 'I don't want this many new kids.'"



Noor Asad

Preferred subject: STEM/humanities
New to Lab

"The people here are pretty nice. It's just kind of weird because some people have known each other for 11 years. If two people are sitting there and they've known each other for 11 years, it's weird to be there too. They're totally nice about it, but there's kind of a disconnect."



Carly McClear

Preferred subject: STEM
New to Lab

"[Teachers] don't follow the textbook. They try to make you learn without teaching you things that are standardized and exactly what you need to know for the test."



Cole MacSwain

Preferred subject: STEM
Continuing student

"I feel welcome to the high school, without a doubt. Everyone's friendly. The competition isn't evil. It's good and it's meant to drive greatness."

Class of 2021 By the numbers

The class comprises
29%
of all students

Students new to Lab are...
59% female
41% male

164 Total
58 new students
106 continuing students

Of freshmen new to Lab...
51% from Chicago
42% from suburbs
7% from a different state

Grading, planning and now letters of recommendation

by **SONNY LEE**
DEPUTY EDITOR

Meeting college deadlines. Writing applications. Choosing schools. It's college application time, but seniors aren't the only ones feeling stress from deadlines. In addition to preparing for class, grading and reports some teachers will write from a handful to 20 or more letters of recommendations.

By the end of this application season, history teacher Paul Horton will have written 20 letters of recommendation.

Mr. Horton, who has taught for 36 years, said he writes a letter in one day.

"Students give me a résumé and then they give me some memories of the class, and what I typically do is I read over that and I say to myself, 'I'm going to write for this student the next day,'" Mr. Horton said. "So, I sleep on it and I wake up the next day thinking about the words and the phrases that best capture who the student is."

English teacher Darlene McCampbell, who has taught for 52 years, explained that a letter should be a portrait of words and thinks it's crucial to have specific examples of a student's talents — including how the student may have improved over time.

Both Mr. Horton and Ms. McCampbell understand what college admissions officers want in a

"It's just a big sacrifice. And for every senior who's going crazy in October, there's a teacher going crazy in October as well."

— PAUL HORTON,
HISTORY TEACHER

letter.

"They don't just want to see a long letter full of facts," Mr. Horton said. "They would prefer to see a shorter letter that's more honest and more personal, I think. That's what I've learned over the years, because that's refreshing. They don't want to see a mechanical letter, they want to get more personality of the student, an anecdote about that student to make that student come alive to them."

Ms. McCampbell explained that adjectives like "great," "serious" and "exceptional" mean things to her, but nothing to colleges, so she looks for specific evidence in student's writing to showcase their attributes.

As for the students, teachers want them to understand that letters of recommendations aren't a part of the job description.

"It's just a big sacrifice," Mr. Horton said, "And for every senior who's going crazy in October, there's a teacher going crazy in October as well."



MIDWAY PHOTO BY AMANDA LEVITT

DISCUSSING HIS FUTURE. Senior James Dill discusses his college letter of recommendation with Darlene McCampbell, his English teacher. Recommendations for the Common Application are due Nov. 1 along with the application.

Fantasy football creates real competition

Analytics, stats allow for more social bonding

by DHEVEN UNNI
EDITOR-IN-CHIEF

Sunday. For some, it's just the last day of the week-end. For football fans, it's a day to root for their team. But with the rise of fantasy football, teens can role play as NFL owners, gathering with friends to root for single players on their fantasy rosters rather than full teams. Fantasy football is the most popular fantasy sport, with 33 million participants according to the Fantasy Sports Trade Association. Including fantasy basketball, fantasy hockey and fantasy baseball, there are 59 million players in America and Canada.

It all starts with the draft. Using statistics and informed opinions from professional sportscasters, players gather for a snake-style draft, where each person selects one football player to be a part of their virtual team. Every aspect from strength of schedule to quality of teammates is considered as fantasy football participants try to find NFL players who will yield the most points. The points are given to individual football players based on yards gained and points scored in actual NFL games.

Players review their rosters and schedules before initiating trades to improve their teams. If someone had a bad draft, they often need to trade some of their players to fill holes in their rosters.

Finally, in Week 1, the action starts as each player is matched with another, roster to roster, to see which can score more points. Each player contributes an entry fee at the start of the season, and the eventual winner receives the sum from the league commissioner.

At Lab, fantasy can allow players to get away from school day stress-



MIDWAY PHOTO BY SAM FLEMING

STAT TRACKING. Seniors Jake Leslie and Ashwin Aggarwal look over fantasy football statistics in the senior lounge. Fantasy sports have exploded in popularity over the last decade, doubling the number of players over the last decade according to the Fantasy Sports Trade Association. At Lab, fantasy football players often join leagues with their classmates, adding a unique social component to the statistics and analytics.

Fantasy sports at a glance

59.3 million players in America and Canada in 2017

Players spend an average of **\$566 annually** on fantasy sports materials

34% of American teens play fantasy sports

FANTASY SPORTS TRADE ASSOCIATION

es, according to senior Ethan Tyler. "It's an escape from the school-work I have to put up with for most of the day," Ethan said. "It's really great as an easy conversation

piece where I can just go up and talk to my friends about it, and it keeps me interested in the sport. I wouldn't say I'm too addicted to fantasy or anything, but I think it's a great way to communicate with your friends outside of school and get together and spend time with each other."

Fantasy football also allows people to root for teams that aren't their own and derive more enjoyment from them, according to senior Ben Hoffmeister, a Green Bay Packers fan.

"I don't just watch Packers games now," he said. "I can watch other games and really be invested in what happens. It's also very

competitive, and I really enjoy competitive games."

Ben entered the fantasy world after being invited by a classmate to a smaller, eight-person league, which is a common way to get introduced to the game.

Leagues range from as small as six to as big as 16 people. Ethan, who plays in a 12-team league with other Lab seniors, says the group is part of what makes fantasy fun for him.

"Being in a group of people that you know you're going to have a great time with is more than half of the fun," Ethan said. "If you're in a group with a bunch of strangers that you don't know, it just won't

"My favorite part of fantasy football is the bragging rights, as well as how it always allows people to have a conversation no matter how you're doing in the league. There's always a conversation when there's fantasy football."

— SAM REZAEI

be as fun, because being in a group with your friends is a great way to spend your time."

With his friends, Ethan tracks player statistics and recent team news in order to predict how a player will perform the next week. While Ethan said he enjoys the process of using analytics to draft and trade with his friends, fantasy football can also ruin an actual good game, according to Sam Rezaei. While normally a fan would root for their team against all others, fantasy can force players to root against their favorite NFL franchise in favor of their virtual team.

"Fantasy football is probably what determines my mood over the football season," Sam, a senior, said. "I love it when my team performs well, but on Sundays when my team doesn't it's just depressing. For example, I was getting beaten by over 50 [points] last Sunday and I just couldn't bear the game anymore."

Despite those drawbacks, Sam has stuck with fantasy football because he feels it's a social activity. His league, which often meets up on Sundays to watch games together, uses the time to bond over the game.

"My favorite part of fantasy football is the bragging rights, as well as how it always allows people to have a conversation no matter how you're doing in the league," Sam said. "There's always a conversation when there's fantasy football."

Fall races provide fun for runners, funds for charities

by EMMA TRONE
SPORTS EDITOR

The fall in the Chicago area offers abundant opportunities to explore the city, get a workout and often support good causes with 5-kilometer foot races. From sweet treats to children's hospital research, here are four different races that cater to all sorts of motivations.

RBC Race for the Kids at Comer Children's

Where: University of Chicago Quad
When: Oct. 15, 9 a.m.

Why: As a charity run to raise money for children's hospital research, this run combines fitness and a good cause. This 5k is coursed through Hyde Park, and often is an opportunity to earn extra credit for gym classes. A kids' one-mile race is also available. Runners are able to register on-site, on race day.

Registration: \$45. Includes long-sleeve T-shirt.

Website: chicagokidshospital.org/classes-events/race/

Pumpkins in the Park 5k

Where: Lincoln Park- South Fieldhouse
When: Oct. 21, 4 p.m.

Why: With a name like Pumpkins in the Park, it's no surprise that this race is Halloween themed. Take in the views of autumn in Lincoln Park during the race, and enjoy a costume contest

and a pie eating contest at the finish line. Proceeds go to the Chicago Park District.

Registration: \$49. Includes long-sleeve T-shirt.

Website: www.pumpkins5k.com

Hot Chocolate 5k/15k

Where: Grant Park

When: Oct. 29, first wave at 7:30 a.m., second wave at 9

Why: Chocolate chips, marshmallows, hot chocolate and fondue are all up for grabs along the race course and at the finish line of this 10th annual Hot Chocolate Run along Michigan Avenue and take in the sights of the city, while also satisfying your sweet tooth.

Registration: \$49. Includes a quarter-zip sweatshirt with the Hot Chocolate logo.

Website: hotchocolate15k.com/chicago

Turkey Trot Chicago

Where: Lincoln Park

When: Nov. 23, 9 a.m.

Why: Before feasting on turkey, mashed potatoes, and pumpkin pie, start your Thanksgiving Day with some exercise. This race includes both a 5k course and an 8k course through Lincoln Park. Proceeds from this race also go to support the Greater Chicago Food Depository, so you can help other families enjoy Thanksgiving meals.

Registration: \$50. Includes a long-sleeve T-shirt.

Website: www.turkeytrotchicago.com/

Alyssa Weishaar's Tips:

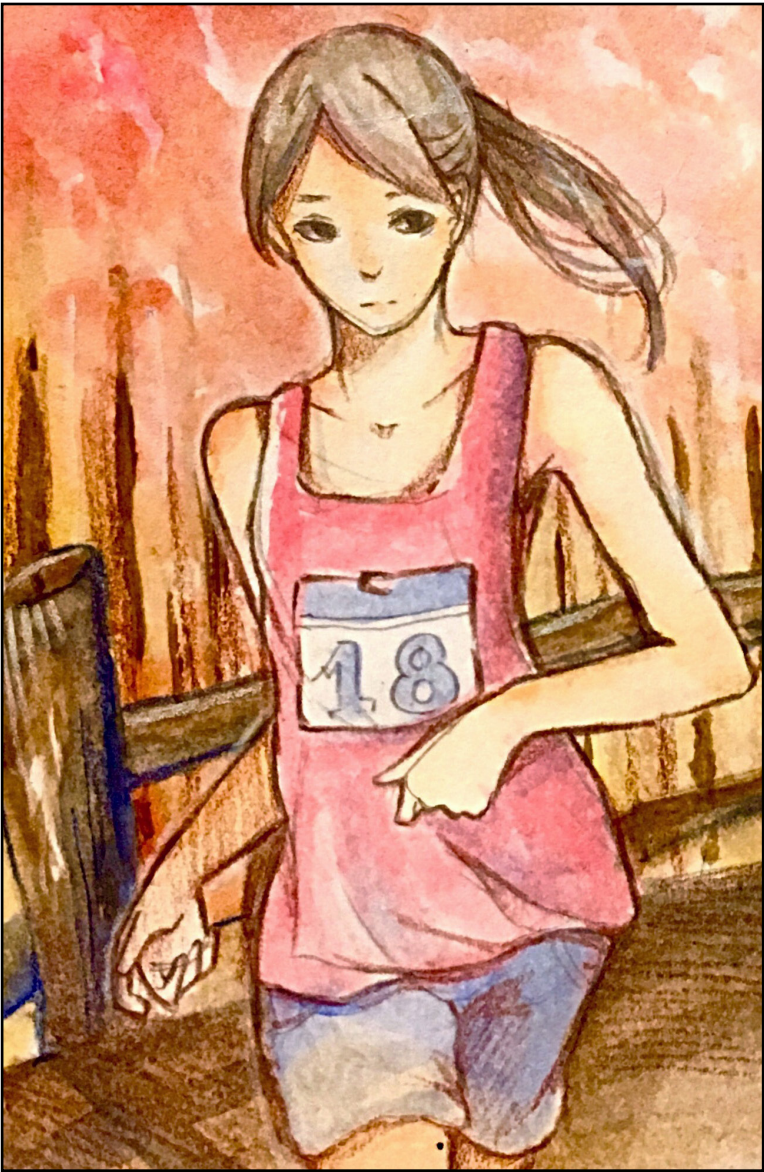
Ms. Weishaar is a strength and conditioning coach, who works part-time in the fitness center to help student athletes train. Here are her suggestions for how to run your best 5k.

The week before: "Eat well. If your eating habits after you run are bad, then you're more susceptible to injury, and you'll be less likely to perform at the time you would like on race day. You also need to account for your tapering. Ideally you wouldn't run that whole week, but you could also run a few days mid-week and then stop on Wednesday before a Saturday morning race."

The night before: "You're going to want to carb load the night before. You can eat pasta to fuel up for the race the next day."

The morning before: "Don't change your breakfast routine. Make sure you eat far enough before the race, so that you'll be well fed, but not so much that you'll be sick."

After the race: "The first thing you're going to do is breathe. You're going to walk around until your heart rate comes back down to recovery. Once your heart rate has come back down to its resting time, then you would go and do some 'big breathing,' and exhale five to eight breaths to calm the central nervous system."



MIDWAY ILLUSTRATION BY AMBER HUO

Teams promote bonding

Group activities like pasta parties help enhance unity

by **LEAH EMANUEL**
ARTS EDITOR

Surrounded by students frantically studying, excitedly talking to their friends or responding to Snapchats before their first period classes, sophomore Yuyu Katahira moves through a chaotic hallway. When she finally reaches her locker, a smile crawls across her face as she sees a sign reading “Hey! Hey! Yuyu, I’ll bet ya that you’re gonna win!” taped to her maroon locker. As she prepares for her hectic day ahead, the simple sign in front of her eases her nerves.

Beyond shared practices and competitions Lab sports teams bond through similar and unique activities.

One of the many ways the girls swim team bonds is through locker buddies. Each member of the team picks a name out of a hat at the beginning of the season. Before each swim meet the swim team members put food in their buddy’s locker and every once in awhile change the sign on their locker or give them a note.

Yuyu said that this is one simple way the swim team connects, and gets to know other swimmers on the team.

“Locker buddies just gets our entire team really excited before games, and a plus side is the candy,” junior Erin Rogers said about the volleyball team’s similar tradition of locker buddies.

This year, the girls tennis team decide to do locker buddies among all three teams - freshman/sophomore, JV, and varsity.

“It definitely has helped us get closer,” senior Florence Almada said. “There’s a ton of new mem-

bers on the team this year and locker buddies has made us go out of the way to get to know them.”

Rather than bonding through notes and candy, senior Harrison Shapiro said a lot of the bonding on the cross country team occurs during practices.

“One of the advantages of running for practice is we have 45 minutes to an hour of just running with our friends, and we talk the whole time,” he said.

At the beginning of the boys soccer season, Coach Josh Potter, a first year gym teacher and coach at U-High, took the varsity team to a park where he’d created soccer challenges for them as a way to bond, junior Jacob Beiser said.

“He split us into three groups, and he said, ‘The team that comes out at the end of the day with the most points gets a free dinner with me,’ and we’re all, like, ‘OK, that’s awesome, we’re gonna try our best,’” Jacob said.

Some of the challenges the team had to complete included kicking a ball through three rings and kicking the ball down a slide and trapping it.

Jacob said these challenges, especially the competitive aspect, really brought the players together as a team.

One of the things Coach Potter emphasizes a lot is family, Jacob said. He reminds the team that no player is better than another and you have learn to love the other players on the team.

There is a strong emphasis on equality on the girls swimming team, too, Yuyu said.

“All of us are really close because we’re not separated between teams like frosh/soph, JV and var-

“It definitely has helped us get closer. There’s a ton of new members on the team this year and locker buddies has made us go out of the way to get to know them.”

— FLORENCE ALMEDA, TENNIS

sity,” she said. “We’re all one team, and we all practice together in the same pool once or twice a day.”

Though the team is divided into maroon and white, both the coaches and the seniors ensure that that no one on the team ever says JV and varsity in order to avoid team division.

“We always talk about how everyone has to work hard because the team is only as strong as the weakest link,” Yuyu said. “Knowing that makes everyone work a lot harder and get to know everyone more, and it really helps the team.”

One of the ways all of these teams bond is through pasta parties.

Harrison explained that bonding as a whole team is especially difficult because they are a co-ed team.

“For us we try to make sure that having two technically separate teams are fundamentally one unit,” he said.

At pasta parties the team as a whole has the opportunity to hang out together.

“I feel just as close to the girls team as the guys team which I feel is something very unique for co-ed sports. Especially because we don’t run at the same paces, we don’t even run at the same meets sometimes,” Harrison said.



MIDWAY PHOTO BY ELENA LIAO

LASAGNA AND LAUGHTER. At the swim team pasta party Oct. 6, freshman Augusta Crow scoops a large piece of lasagna onto her plate. The girls swim team hosts mandatory pasta parties to carb-load the nights before Saturday invitational meets, as a way to get to know each other outside of the pool. The cross country and boys soccer teams host similar pasta parties before competitions.

The seniors on the girls swim team always make the pasta parties mandatory, Yuyu said.

“When I first got into high school and did that, I was really confused because I was, like, ‘I don’t know any of these people. Why am I going to dinner with everyone?’ But once you go there you learn that just putting yourself there you get to know so many people, and when everyone is put in that situa-

tion, we just bond so much more.”


“I’ve gotten to know people that I never would have met had I not done the swim team,” Yuyu said.

Jacob said that the pasta parties definitely brought the team much closer together.

He said, “It’s especially events like that where you cross over from the sports aspect to the personal friendship aspect and that’s very important for team bonding.”


TEAM RESULTS

Cross Country

 **Notable:** At the Steinmetz Invitational on Sept. 7, the girls team placed first. Sophomore Franzi Wild placed first in the varsity 2 mile race, with a time of 13:27.5.


Latin Invite	Oct. 5
Boys placed 4th; girls placed 7th	
Whitney Young Invitational	Sept. 23
DNP	
Peoria Notre Dame Invite	Sept. 16
Boys placed 62nd; girls DNP	
Steinmetz Invitational	Sept. 7
Boys placed 4th; girls placed 1st	
St. Patrick Invitational	Aug. 30
Boys placed 13th; girls DNP	

Boys Golf

 **Notable:** Senior and captain Jeremy Chizewer shot a 91 at the Regional Championship on Oct. 3, advancing to the Sectional Championship on Oct. 9.


Boys 2A IHSA Regionals	Oct. 3
Placed 7th	
ISL Championship	Sept. 26
Placed 6th	
Latin School	Sept. 12
164-183	
Elgin Academy	Sept. 9
195-196	
FW. Parker	Aug. 29
186-219	
Chicago Invite	Aug. 24
Placed 6th	
Northridge	Aug. 22
200-187	
North Shore	Aug. 17
62-212	

Girls Golf

 **Notable:** Freshman Emily Chang and Ruth Weaver competed in the Sectional Championship Oct. 9, after Emily won IHSA Regionals with a score of 76 on Oct. 4 and Ruth placed fourth with a score of 99.


Girls 1A IHSA Regionals	Oct. 3
Placed 6th	
ISL Championship	Sept. 26
Placed 2nd	
Regina Dominican	Sept. 6
234-185	

Sailing

 **Notable:** After placing sixth at the Kick-Off Classic on Sept. 17, the sailing team has qualified to compete at the Great Lakes Championship against the best high school sailing teams in the Midwest on Nov. 4.

Keelboat Qualifier	Oct. 7
Placed 6th	
Banks Blackwell	Sept. 30
Placed 4th	
MISSA Cressy	Sept. 23
DNP	
Fall Scramble	Sept. 17
Placed 20th	
Kick-Off Classic	Sept. 9
Placed 6th	

Boys Soccer, Varsity

 **Notable:** The varsity team is undefeated in conference, and won their first ISL Championship in nine years on Sept. 28.

Beecher	Oct. 7	8-0
Northridge	Oct. 6	1-0
North Shore	Sept. 28	2-0
FW. Parker	Sept. 27	1-0
Elgin Academy	Sept. 25	9-1
Latin School	Sept. 23	1-0
Romeoville	Sept. 16	1-1
Northridge	Sept. 15	3-1
North Shore	Sept. 12	0-0
St. Rita	Sept. 9	2-2
FW. Parker	Sept. 8	1-0
Elgin Academy	Sept. 6	11-1
Latin School	Aug. 31	3-0
Argo	Aug. 29	0-1
Joliet West	Aug. 26	3-0
Fenwick	Aug. 24	2-1
Timley Park	Aug. 22	5-2


Boys Soccer, JV

Beecher	Oct. 7	5-0
Northridge	Oct. 6	3-1
FW. Parker	Sept. 27	1-1
Latin School	Sept. 23	0-0
Intrinsic	Sept. 19	1-0
Romeoville	Sept. 16	1-1
Northridge	Sept. 15	1-0
North Shore	Sept. 12	3-1
Acero Soto	Sept. 9	0-4
FW. Parker	Sept. 8	1-1
Morgan Park	Sept. 5	7-1
Latin School	Aug. 31	1-2
St. Ignatius	Aug. 25	2-6
Lane Tech	Aug. 22	0-4

Boys Soccer, Frosh/Soph


Acero Soto	Oct. 3	1-1
Latin School	Sept. 26	1-3
FW. Parker	Sept. 15	4-1
St. Rita	Sept. 12	5-2
Acero Soto	Sept. 9	4-0
FW. Parker	Aug. 30	3-1
Latin School	Aug. 25	2-1

Girls Swimming

 **Notable:** The team hosted the third annual U-High Chicago Maroons Invitational Oct. 7, where swimmers raised \$800 for breast cancer research. At that meet, sophomore Donna Tong broke the 100m breaststroke record, which had stood since 2001.

U-High Chicago Maroons Invitational	Oct. 7	Placed 2nd
Fenwick	Oct. 3	64-119
Northside	Sept. 26	
108-62		
Latin School	Sept. 19	
119-51		
Riverside-Brookfield Invitational	Aug. 30	Placed 4th

Girls Tennis, Varsity

 **Notable:** During the ISL Championship on Oct. 7, the team placed first overall and placed second the first singles and first doubles competitions.


ISL Girls Tennis Championship	Oct. 7	Placed 1st
St. Ignatius	Oct. 3	1-4
FW. Parker	Sept. 28	5-0
Elgin Academy	Sept. 28	5-0
Whitney Young	Sept. 27	1-4
Morgan Park	Sept. 26	5-0
Niles West Quad	Sept. 23	
Placed 2nd		
Illiana Christian	Sept. 20	5-0
Woodlands	Sept. 13	3-2
Lake Forest	Sept. 9	4-1
Latin School	Sept. 7	3-2
Benet Academy Quad	Sept. 2	
Placed 2nd		
Sandburg	Aug. 30	1-4
North Shore	Aug. 29	2-2
Fenwick	Aug. 25	1-4
Chicago Christian	Aug. 24	5-0
Mother McAuley	Aug. 22	3-2

Girls Tennis, JV

Notable: During the ISL Championship on Oct. 7, the team placed first overall and placed second in first singles and first doubles.

St. Ignatius	Oct. 3	1-4
Whitney Young	Sept. 27	3-2
Illiana Christian	Sept. 20	5-0
Woodlands	Sept. 13	
Score unavailable		
Lake Forest	Sept. 9	3-2
Latin School	Sept. 7	3-2
Sandburg	Aug. 30	1-4
North Shore	Aug. 29	5-0
Mother McAuley	Aug. 22	5-0

Volleyball, Varsity

 **Notable:** The team competed against Willows Academy in their homecoming game on Oct. 6, losing the match.

Willows	Oct. 6
18-25, 25-19, 15-25	
Intrinsic	Oct. 3
25-14, 25-23	
Morgan Park	Sept. 27
25-17, 25-17	
Brooks College Prep	Sept. 22
25-13, 26-24	
Latin School	Sept. 19
16-25, 11-25	
Rich East	Sept. 8
25-14, 25-20	
FW. Parker	Sept. 7
25-10, 24-26, 19-25	
Northside	Aug. 30
20-25, 25-22, 17-25	
Agricultural Science	Aug. 23
11-25, 13-25	

Volleyball, JV

Scores not provided by team.

Volleyball, Frosh/Soph

Latin School	Oct. 2
25-2	
Brooks College Prep	Sept. 22
4-25, 11-25	
Southland	Sept. 20
12-25, 15-25	
Latin School	Sept. 19
25-27, 18-25	
Rich East	Sept. 8
25-12, 19-25, 27-25	
Northside	Aug. 30
14-25, 12-25	
Agricultural Science	Aug. 23
9-25, 9-25	

Handbook clarifies procedures

by **MICHAEL RUBIN**
MANAGING EDITOR

A new student athlete handbook clarifies different facets of the Lab sports program, mainly on transportation to and from contests and competitions, as well as the process to determine team captains.

Students will no longer be able to drive themselves or ride in student-driven cars to contests. Athletics Director David Ribbens said, “We’re trying to clarify that the transportation we provide is what we want students to take to contests unless their parents drive them.”

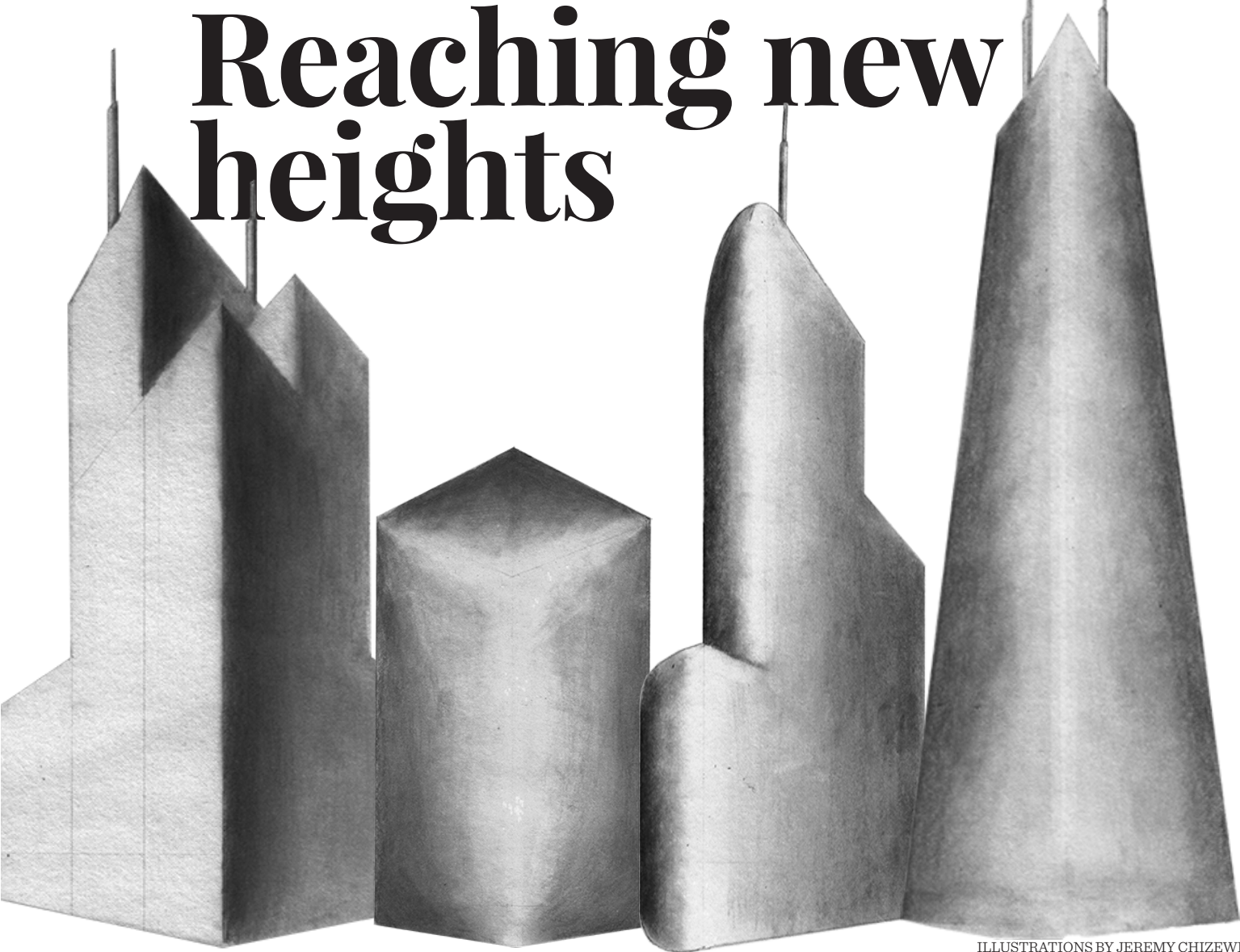
To determine team captains, each coach will decide the process, either through appointment or election.

Some aspects of the captain position are outlined in the handbook, including that seniors are not automatically team captains, sophomores and juniors are eligible to be named captain, and students are elected for just one season.

Additional minor changes include hosting assemblies each season for all middle school and high school athletes.

“I would say it’s kind of a centering activity. I just want to make sure everyone is on the same page,” Mr. Ribbens said. “The process is that they would be getting a general overview of the athletics program and the coaches would be going over the handbook.”

Copies of the student handbook are available in Mr. Ribbens’ office.



ILLUSTRATIONS BY JEREMY CHIZEWER

Through new heights and wider beams, Chicago buildings continue to innovate architecture even after being an architecture capital for 100 years

BY SAM FLEMING
CHICAGO LIFE EDITOR

Chicago has been an architectural hub since the late 19th century. Due to the centralized location and ease of trade via Lake Michigan, the city became a popular destination for two influential waves of architectural progress, the First and Second Chicago schools of architecture.

Innovation did not come naturally to the city, it was forced when two fires swept through Chicago in 1871 and 1873, effectively forcing Chicago to rebuild from the ground up. In the decades directly following the fires, Chicago landmarks, Navy Pier, the Chicago Cultural Center and the Rookery were built and the founda-

tions for the city's iconic skyline began to take shape.

Chicago became a testing ground for the invention of steel frame structures in commercial buildings which allowed for more floor space and studier structure. This progress ushered in a new wave of architecture dubbed the Chicago School, which stressed the use of steel frame interiors, large plate-glass windows and limited exterior orientation of architecture and the city would continue to shape trends in global architecture for years to come.

Innovation in Chicago slowed for couple of decades, but came roaring back in the late 1950s with the introduction of the "Second Chicago School" which popularized a unique inte-

rior structure that would shape skylines around the world for decades to come.

The Second School introduced a "tubed structure" which allowed residential and commercial buildings to share supports and made it possible for Chicago to have three of the four tallest buildings in the country by 1974.

Although Chicago is no longer the architectural behemoth that it once was, it continues to attract forward thinking architects with creative projects.

For example, 2009's Trump Tower and 2010's Aqua Tower manage to combine Chicago's old school styles with a new school of global architecture, helping to bring the city further into the modern day.



WIKIPEDIA COMMONS
PHOTO BY TONY WEBSTER

WILLIS TOWER. Built in 1973, the Willis Tower (aka Sears Tower) has become the centerpiece of the Chicago skyline. Its pioneering use of a unique nine-tubed structure named for its architect Fazlur Rahman Khan allowed it to hold the title of the tallest building in the world for nearly 25 years. Most other tall buildings since have used the tubular structure in some way and although it is no longer the tallest building in the world it is a pioneering architectural icon.

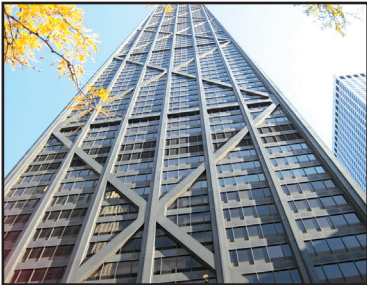


PHOTO BY FLICKR
USER BOSCH DANJOU

JOHN HANCOCK. Completed in 1968, the John Hancock Center is one of the most famous buildings of the Second Chicago School. It follows a tubular structure, however, the Hancock is also known for its signature X-braced exterior. The Hancock quickly became a staple of the Chicago skyline, and is now one of the premier examples of both the Second School of Chicago and use of X-braces. The 95th floor restaurant offers one of the best views in the city.



WIKIPEDIA COMMONS
PHOTO BY POTRO

TRUMP TOWER. The 98-story structure was built to model the First and Second Chicago schools while keeping up with more recent architectural trends. The tower was built as an homage to the city's past while bringing the skyline into the present with its flashy design. Each setback in the structure highlights the height of a nearby historical landmark and the structure of the building itself is meant to be a throwback to the Second Chicago school.



WIKIPEDIA COMMONS
PHOTO BY KEVIN MCGILL

CRAIN COMMUNICATIONS BUILDING. Commonly known as the Diamond building, when built it was heralded as a "smart building," meaning it had advanced environmental and security controls. The unique split down the center of the building creates a slanted and disjointed roof, but although its design interrupts the more classic architecture of Michigan Avenue, over the years it has become an iconic Chicago skyscraper.



MIDWAY PHOTO BY SAM FLEMING
ROBIE HOUSE. Designed by Frank Lloyd Wright, it is one of many Hyde Park buildings highlighted by Open House Chicago this weekend.

CAF opens Chicago for exploration

BY ABBY SLIMMON
MIDWAY REPORTER

Have you ever wanted to explore the city's secret rooms, private mansions, theaters and skyscrapers? These hidden gems throughout Chicago-land are rarely ever open, except one weekend a year.

On Oct. 15-17 from 9 a.m.-7 p.m., the Chicago Architecture Foundation will host the city's annual architecture festival, Open House Chicago, which allows public access to over 200 buildings that are normally closed off.

Hyde Park has nine Open House Chicago sites, including the First Presbyterian Church of Chicago, Robie House, Grand Ballroom, Powhatan, KAM Isaiah Israel Congregation, Regents Park Apartments, Shine of Christ the King Sovereign Priest, Quadrangle Club and the University of Chicago South Campus Chiller Plant. U-High students may pass these every day on their way to school but have never had an opportunity to learn what's inside.

Open House Chicago was created in 2011 by the Chicago Architecture Foundation, a nonprofit organization with programs, tours and events for all ages. Their overall mission is to inspire people to discover why design matters.

OHC's sites are spread throughout 20 different neighborhoods which allows Chicagoans of all ages to explore unknown parts of town. OHC also provides exposure to the city's different cultures because the sites reflect the diversity and history of the neighborhood they are in.

"Open House Chicago is the way to sneak inside hundreds of places around the city that are usually not open," OHC Program Manager Eric Rogers said. "It's a great opportunity to explore and get to know the city — and it's totally free."

The Open House Chicago website offers a full list of the sites and displays them on a map, so visitors can plan their day efficiently and according to what appeals to them the most.

OHC encourages visitors to use Metra trains, CTA and Divvy bikes if possible to move among the neighborhoods and sites.

Open House
Chicago:

Dates: Runs from
October 15-17 from
9 a.m to 7 p.m.

Locations: Aon
Center, Columbia
Yacht Club, Robie
House, Grand Ball
Room, Quadrangle
Club and many
more.

Architecture event exhibits global trends



SOURCE: CHICAGO
ARCHITECTURE BIENNIAL

"Make new History" reads the tagline for the 2017 Chicago Architecture Biennial, which opened Sept. 9, and continues through Jan. 1. The Biennial is the largest architecture and design exhibition in North America and showcases the diverse array of architecture and design from throughout

the world.

This year the Biennial will specifically highlight the topics Image, Material, Building and Civic Histories. Exhibits are at 20 locations, including eight venues in Hyde Park and the University of Chicago campus as well as downtown at locations such as the Chi-

cago Cultural Center and the Museum of Contemporary Art.

The Biennial is "looking at the past to inform the present" and hopes to showcase a more immersive form of architecture that relies on showcasing the evolution of cities and the forward-thinking architects within them.