

The University School News

The Voice of the Student Since 1898

Tuesday, May 14th, 2019

The Oldest High School Newspaper in Ohio

2018-2019 Print Edition

In This Issue:

At US

- **Politics at US**
by Brady Condon '20
- **An Interview with Monsieur Kieron Cindric**
by Rohan Krishnamurthi '21
- **Reforming the Society of Skeptics**
by Jack Sacks '20
- **Depth and Breadth: Electives at US (page 4)**
by Ali Gardezi '20
- **Sports**
- **US Lacrosse**
by Kevin McMahon '21
- **US Track & Field Launches a Promising Season**
by Spencer Thomas '21
- **Reviews**
- **Choose Life: A Review of Danny Boyle's "Trainspotting"**
by Sai Karnati '20
- **Review of Sekiro: Shadows Die Twice**
by Stefan Leonard '21
- **Opinion**
- **The College Admissions Scandal in Perspective**
by Jack Miranda '20
- **AP Spanish: Personal Exploration and Grammatical Fluency**
by Tate Flack '20
- **Time to Go: Confederate Statues in the United States**
by Sumner Jones '19
- **Should the United States lower the voting age?**
by Daniel Anselmi '20

The College Admissions Scandal in Perspective

By Jack Miranda '20, Staff Writer

As only a young 9th grader, I was hesitant to pick up and begin reading the 1,000-paged novel *It* by Stephen King, which seemed more like a daunting task rather than a read for pleasure. Even though the book has been published for around 30 years, the story of a clown terrorizing a small town in Maine had somehow always managed to come up at school or on social media. So, after a lot of deliberation, I finally decided to pick up and read one of King's masterpieces, which opened my eyes to a different perception of the world we live in.

Throughout the nation, juniors in high school are beginning to write essays, complete standardized tests, and visit colleges. Most juniors will be completing a college process that tries to be fair but is by no means perfect. At least everyone has to be hardworking to get into their dream school... or do they?

During March, this common belief was shattered as it was revealed that at least 50 rich individuals used wealth to illegally improve their children's chances

of getting accepted at well-known schools such as UC Berkeley, Stanford, and Yale. There were two ways that that parents got their children into these selective schools.

First, parents bribed athletic coaches to recommend their children for sports that the children did not even play. For example, Lori Loughlin, known for playing Aunt Becky on the television show *Full House*, paid \$500,000 in order to have her two daughters be recommended for admission by the University of Southern California's rowing coach. Second, parents could pay large sums of money in order to have an adult take standardized tests for their children.

Once this scandal was revealed to the public, it put a lot of distrust in the college admissions process. However, upon hearing about this scandal, University School students had varying reactions. Upon hearing about the scandal, Garrett Blum '20 commented on the insignificance of the whole event. Garrett explained, "It was a minor event blown out of proportions. It only included a few participants."

See "College Admissions" on page 4

Reforming the Society of Skeptics

By Jack Sacks '20, Staff Writer

When I attended past Society of Skeptics meetings, I have made a number of observations. First, I was always surprised by how well-read some students are on current events in politics, and their ability to express their knowledge into a civil intellectual debate is even more impressive. Even with all of the reading that many students are required to complete in their English and History courses, a brave few still find the time to read editorials or other political literature on a daily basis. At the same time, I also observe that what I have described here is exactly what often deteriorates the civil intellectual debates that the Society of Skeptics tries to foster.

Almost every time a new Society of Skeptics meeting is announced in assembly, the issue for discussion, which always has political implications, is one that has risen through media in recent times. Most often, the issue for discussion is a current event circulating on all the front pages, which nearly implies that it is some controversial event in politics. Thus, the Society of Skeptics

is always contending with extremely contentious political issues, and to top it off, the current event that spurred interest in the issue normally occurred within the same week of the meeting.

Clearly, there are many up-sides to holding meetings for timely, politically charged issues. Students can argue about their most proximate impacts and predict future outcomes and implications. Moreover, the Society of Skeptics serves as a forum for students to hear viewpoints from across the political spectrum, which generally allows students to become better informed as citizens and likely better informed at the polls when they graduate.

However, discussing the most recent and controversial issues in politics often makes the civil intellectual debates at the heart of the Society of Skeptics a lot less civil and intellectual. Typically, meetings begin with Mr. Paik expressing a very incisive view of the issue and its implications, but from there, many meetings distill to a few of the same zealous students raising their hands to pass dissenting opinions from opposite sides of the political

See "Society of Skeptics" on page 2

Should the United States lower the voting age?

By Daniel Anselmi '20, Staff Writer

Last month our school welcomed Svante Myrick, Mayor of Ithaca, the youngest elected African-American Mayor in the history of the United States. He spoke during assembly, during my G-Block English class, and to Pembroke. During his visit to my English class, there was a question and answer event. I spoke up, asking, "Given the calls from the highest ranking member of your party, do you support lowering the voting age to 16?" Mayor Myrick glanced at me and declared firmly, "Yes... I would be in support of low-

ering the voting age to 16. It's all arbitrary." I appreciated his openness and enthusiasm to answer our questions, but his response is something I haven't been able to get over. According to the Center for American Progress, "Only 23% of students scored at or above the "proficient" level on the last National Assessment of Educational Progress test of civics knowledge and skills." It disquiets me to think that youngsters could be given the right vote despite a lack of knowledge on crucial public issues. We need the brightest, most well-informed citizens, and the right to vote is a task

See "Voting Age" on page 3



Mayor Svante Myrick pictured above

US Lacrosse

Sports Section

By Kevin McMahon '21, Writer

After last year's devastating loss to rival Chagrin Falls in the Regional Final, the Preppers stepped up their off-season training by incorporating lifts, morning practices, wall ball sessions during lunch, and even an indoor box lacrosse team. Despite having team lifts in the past, this year, Coach Alvarez implemented a new strength and conditioning program. In this new system, the team follows a workout card, which includes the exercises and the weight to ensure everyone is getting stronger. Junior Miles McIlvaine shared his input on

the workout program saying, "It got us stronger and more mentally tough. In past years, we've had team lifts, but very few members of the team showed up. This year, lifting has allowed us to become more physical on the field."

The head coach for the Preppers is Hans Rydquist who will continue to lead the team in his fourth year as head coach. A fantastic addition to this year's team is assistant coach Kevin O'Brien. Aside from teaching English, Coach O'Brien started a yoga club as well as a book club for the lacrosse seniors. The yoga club consists of morning and afterschool classes allowing all US students to step away from the

See "Lacrosse on page 3"



Politics at US

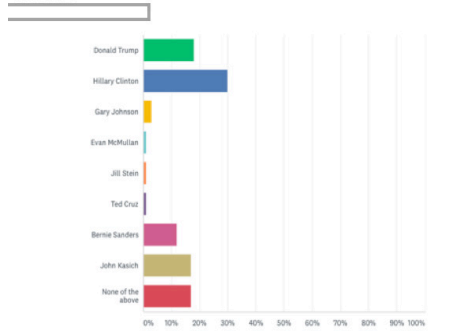
By *Brade Condon '21, Writer*

The 2020 election is closer than most people think. Dozens of candidates have already begun fundraising, and the first candidate debates are scheduled for late June. As yet another important moment in our lives as Americans nears, we need to think about what we need to learn. To find that, we need to look at what we already know or already should know, especially when it comes to our community.

Recently, a poll was created by the US News team, and filled out by 177 US students and teachers. The poll ranged in topics from Presidential picks to interest in politics. While these results can be indicative of President Trump's future prospects and other future political events, nothing is guaranteed. The three things found from this poll go as follows

1. University School did not pick President Trump

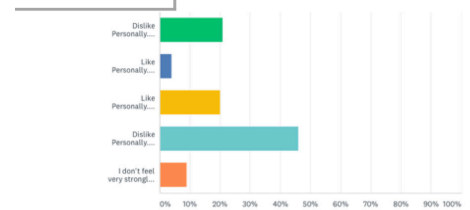
What Presidential Candidate did you most support in 2016 General Election?



Donald Trump was not a popular candidate. Although he won the Electoral College, he lost the popular vote by almost 3 million. University School followed the national trend on this issue. Although Hillary Clinton was not especially popular either, she almost had double the support of Donald Trump.

2. Overall, University School has a negative view of President Trump

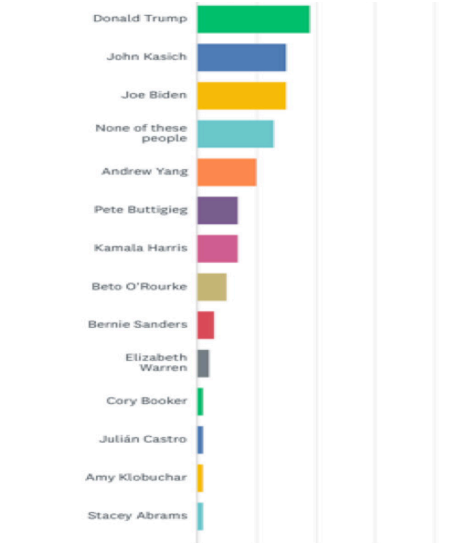
What is your general opinion on President Donald Trump?



Even now, it seems like President Trump is an unpopular leader. Most polls during the course of his Presidency have failed to put him over a 50% approval rating. Yet again, University School seems to feel the same. Whether it be in a Society of Skeptics meeting, or just looking at social media, it seems that Trump is always doing something to irritate someone. A majority of respondents dislike Trump personally, and it may hurt his electoral chances. Several studies have found that the 2016 election was based off of personality, including studies from Stanford, and the Washington Post. This is not to discredit those who personally like

Donald Trump. Although a smaller portion of both US and America as a whole, those who support Trump are extremely unlikely to change their opinion on him. Although Trump's unpopularity may seem to damage him, it is important to consider that his base of supporters are energized behind him.

3. Donald Trump still holds the lead in 2020



Even though Donald Trump is a historically unpopular president, according to the poll above, he is still the most likely candidate to win in 2020. Other than some minor competition, Trump seems to have his nomination almost guaranteed. Unlike Trump, the Democratic Party has 20 declared candidates running alone, with several more likely to run. While this splitting of the vote may account for Trump's lead in our poll, it may also lead to an extremely competitive, and potentially toxic, primary for the Democrats. On the other hand, Trump simply needs to consolidate support among the Republican base. If John Kasich declines to run, then Donald Trump may benefit from a small number of Kasich supporters flocking to him, putting Trump far ahead of the other candidates. Ohio, on the other hand, differs in opinion. In several polls, Trump is found to be losing against several Democratic candidates in a general election. Although Trump may be ahead at University School, if he wants to guarantee his election, he needs to focus on maintaining his 2016 numbers in Ohio.

So overall, it seems as if 2020 will be an election for the history books. The first primary election is not until early next year, and anything can happen in the meantime. What this can do for us is give supporters of a certain candidate an idea on what they need to do to help their candidate. Trump supporters need to focus on Trump's policy rather than his personality. Democratic supporters need to quickly unite around one candidate, and the rest of US needs to remain politically informed, as these affairs will impact our everyday lives.

Society of Skeptics

Continued from page 1

spectrum, seeking to reach a conclusion about which side is correct, based on which student showed up to the meeting better informed on the statistics and technicalities of the issue. Clearly, this does not sound like an effective way for anyone to comprehend the issue on a deeper level. The objective is for students to express their opinions of course, but only ones that offer some acute insight so that the group as a whole can reach conclusions about the immediate and future implications of the issue. If every meeting fragments into the same repetitive partisan political nonsense, only recapitulated to fit the circumstances of the most recent political issue, students will always leave Society of Skeptics meetings always disillusioned and confused, rather than enlightened and informed.

Such a complicated problem obviously warrants something more than a rudimentary and vague solution. There is no easy way to urge students to put political partisanship aside to discuss the most realistic impacts of a very political-

ly charged and recent issue. Thus, I believe that a way to attenuate the fervent cross-spectrum political dissents that often ignore the real issue is to incorporate less timely issues to the agenda of the Society of Skeptics. Instead of talking about front page issues from yesterday, why can we not discuss front page issues from decades ago?

The objective of the Society of Skeptics is not to be analogous to a history class, but by incorporating historical issues for some meetings, students can examine their modern impacts and parallels in modern politics. From this, not only will students be subsequently better informed of historical precedents for discussions of current issues, but students, like historians do, will be able to make careful and insightful assessments of the historical issues unlike they are able to with timely, politically charged issues. Incorporating some historical events into the Society of Skeptics on occasion will allow students to engage in true civil intellectual debates that are not limited by the belligerent partisan politics of the modern world we live in.

An Interview with Monsieur Kieron Cindric

By *Rohan Krishnamurthi '21, Writer*

In this edition, the US News interviewed Monsieur Cindric to discuss how his first year teaching at US has been. Read this interview to learn about his mastery of the French language, his passions for theater and art, and his many travels abroad.

Where are you from?

"I grew up in Findlay, a small city near Toledo, surrounded by cornfields. Findlay itself is a self-sufficient city, but the surrounding communities are agriculturally-oriented. It feels like a much smaller place."

What activities were you involved in during high school?

"I was involved in show choir, speech and debate, high school musicals and plays, student council, We the People, which is a government competition, and diving."

How did you develop a passion for French? How did you pursue it?

"I fell in love with the French language and culture as a sophomore in high school when I began taking French. I took it for a few years in high school. I continued it in college and took it as a second major, in addition to art history. I studied abroad in Paris for half of my junior year, and I think that that really solidified my passion for French, French literature, art, and thought. That semester was really a dream come true. After finishing undergrad, I remained in New York and began pursuing a career in acting on stage."

How did you pursue theater?

"I have been doing theater since I was 10 years old. I grew up doing community productions and I was very involved in theater in high school. I would travel around the state and region to participate in productions. I would go to Michigan, Toledo, and Columbus. Shortly before graduating from college, I began auditioning for professional productions in New York. It was really intimidating. I had no idea. A lot of the other men had gone to programs for musical theater and dance. They had been trained and programmed to compete for these jobs, and I really had no idea. But, I figured it out; it was a trial-by-error. I made friends and began taking dance classes in New York. Within a few months I gained my first job as an actor. The first production was a short tour of Bye Bye Birdie. I played an ostensibly

nerdy character named Harvey Johnson. We toured around the US for about 4 months."

What made you want to teach at US?

"I wanted to be close to my family in Ohio, and I had gotten my masters and my teaching certification at Ohio State. I knew that US was a really excellent school from my own time in high school and meeting students from US in college. I knew that the students from US were very bright and hardworking, and that this school provided lots of opportunities. Also, one of my best friends was living in Cleveland. I liked the idea of being able to create a rigorous curriculum and being to discuss difficult topics with students in class, in an environment that values critical thinking."

How have you liked teaching at US so far?

"I've had a great experience. Being a first-year teacher is challenging for anyone because you have to build your curricula. It's a lot of work. It's also been exciting and I have had great support. There are lots of wonderful, friendly teachers here who have provided moral support. That's important in a city that is new to me. It is nice to feel that I have a community here beyond doing a job."

What are you currently involved in here at US?

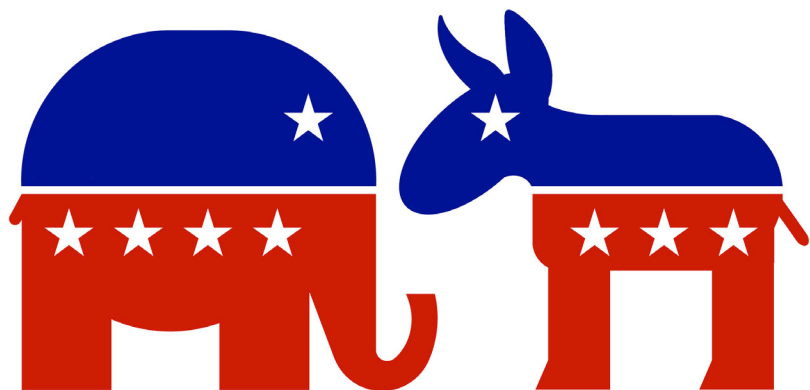
"I was coaching diving. I am an advisor for the Gay-Straight Alliance. I have three sponsees. They are all very kind, hard-working, and it's been a joy to get to know them and hopefully offer support to them. I'm also part of the yoga club."

What activities and hobbies do you have outside of school?

"I paint, typically with water colors. I do portraits of people's animals. Sometimes I get commissions for those. I love to dance: ballet, jazz, also just dancing for fun. I love going to films, seeing movies. I like baking, although I don't do it that much. And I'm still doing theater. I love going to museums. I like all arts - anything creative. I like to write also. I wrote a children's book a couple years ago."

What is one interesting thing about you?

"I guess that the fact that I lived out of a suitcase for the better part of eight years is the most interesting thing I did. I went to a couple hundred American cities and a dozen countries in different shows."



US Track & Field Launches a Promising Season

By *Spencer Thomas '21, Staff Writer*

While the US track and field team has seen good years in the past, this team has more firepower than ever before. This year's team has an elite group of young runners, jumpers, and throwers. Additionally, due to transfer rules, this will be senior captain Gabe Laskey's first full season since his freshman year. Laskey will be a versatile asset to the team this year competing in three separate events, but his greatest contribution may be his leadership. Look for Laskey to not only grab some key points in meets but to mentor the team and prepare them for future success. This team includes a stacked distance unit, led by junior standout Justin Iler. Expect to see Iler leading the pack in the 3200m run. Also shining on the distance card are upperclassmen Michael Castellanos, Graham Clark, and Cole Bowes. Finally, underclassmen Ben Lafave and Griffin Walsh complete the balanced unit that is undoubtedly the highlight of the team.

Despite the elite group of distance runners, the sprinting team is still a

force to be reckoned with. Aside from senior star Gabe Laskey, the sprinters are led by sophomore relay specialist Michael Beros, who anchors the 4x400 relay. The 4x400 relay is not only the final race in the meet, but it's looked at as one of the most important ones. This race showed its importance, as it was the deciding factor in the Prepper's one point victory over Walsh Jesuit earlier this year. Also passing the baton is junior Ethan Webber. Webber has put it all on the line for the team, which can be seen by his facial injuries that came after a stumble during a baton transfer.

The team has shown what they can do this year, with numerous wins just weeks into the season. This year's team is a culmination of the rigorous training done throughout the winter and early spring. A balanced, young team, eager to improve, this year's team is ready to show what they can do. Overall, this team has the potential to be one of the best track teams University School has seen in a long time, so be sure to catch them in action before it's too late.

Choose Life: A Review of Danny Boyle's "Trainspotting"

By *Sai Karnati '20, Staff Writer*

As Mark Renton (Ewan McGregor) sprints away from the police in the opening scene of *Trainspotting*, he utters the following words: "choose life." This infamous phrase was a well-meaning slogan meant to dissuade drug abuse in the '80s. To "choose life" is to put away the drugs and focus on bigger things. In *Trainspotting*, an unconventional movie about the struggles of heroin addiction, choosing life doesn't seem like such an easy feat.

Released in 1996, *Trainspotting* is director Danny Boyle's second box-office hit—following *Shallow Grave*. It's based on the book of the same name by Irvine Welsh, which comprised fictional short stories of Scottish and British heroin addicts. The movie follows addict Mark Renton's attempts to escape his current life and come clean. His friends—Spud (Ewen Bremner), Sick Boy (Jonny Lee Miller), Begbie (Robert Carlyle), and Tommy (Kevin McKidd)—join him along his journey.

Among the most striking aspects of the movie is its vivid portrayals of drug use. The movie, unlike what's usually seen today, glorifies the thrill of using heroin. Ranging from slight buzzes to full psychedelic trips, *Trainspotting* isn't afraid to reveal what makes millions flock to the drug. Mark even admits, "I chose not to choose life: I chose something else. And the reasons? There are no reasons. Who needs reasons when you've got heroin?"

In interviews, Boyle has stated that he wanted to represent the real reason why heroin addicts stay addicted. To him, it would be an unfair assessment of heroin addiction if such aspects of it were left out. But *Trainspotting* doesn't stop there. While showing its benefits, the harmful consequences of addiction are also apparent. Mark, along with the other addicts in the film, experiences symptoms ranging from constipation to complete social isolation. Nowhere is this most evident than in Tommy, a character that initially took pride in abstaining from drugs. While battling with severe depression, though,

Tommy asks Mark to fix him some heroin. However, Mark's "minor" favor marks the devolution of Tommy's character later in the film, and Mark is well aware of that. Though touching on a serious subject like addiction, *Trainspotting's* iconic, zany style is ever-present. The movie's humor is spot-on, and its weirdest scenes—like Mark diving into a toilet or a baby crawling on his bedroom ceiling among others—really challenge the audience's imagination. The movie is stylistically beautiful in other aspects. In numerous scenes, the camera is positioned in creative and interesting ways that lend to the film's wackiness. And the music, from Iggy Pop's "Lust for Life" and the film's feature song "Born Slippy" by Underworld, suits each scene perfectly.

For the most part, *Trainspotting* is understandable and accessible to its audience. But certain scenes include harsh Scottish accents that hinder them from being comprehensible—namely with the character Begbie. Nevertheless, it doesn't detract from the film as a whole, just a few lines of dialogue.

Wild but surreal, *Trainspotting* has become a cult classic, and it's understandable why. The actual practice of trainspotting is when one watches trains go by and usually notes their characteristics. On the same lines, you should certainly watch *Trainspotting* as you might not find another movie of the same caliber pass by.



Lacrosse

Continued from page 1

classroom or sports fields to focus on their mental health.

With the addition of Coach O'Brien and the leadership of senior captains Jake Kapp, George Brinn, and Critter Coughlin, the program got off to a strong start during the preseason. Thus, as the season rolled around, the coaches had the challenge of separating the players into a varsity and JV team. This year's varsity team is composed of 30 players, which includes 15 seniors, ten juniors, three sophomores, and two freshmen. The underclassmen will look to learn and improve based off of the play and advice from the upperclassmen. Senior Captains, as well as players such as George Curley, will look to give such advice during their final season at University School. When talking with some of the older varsity players, they all like the experience of this year's squad as they have been playing at a high level for years, and they will do a great job of mentoring the younger, newer members of the team. This experience was showcased in a dominant season-opening win over Solon. However, the Preppers lost their

next two games against crosstown rival St. Ignatius and last year's Division I State Champion, Cincinnati's St. Xavier. These two losses made them realize once again how much they did not like to lose and put a chip on their shoulders going forward. This chip has certainly proved to be motivational and has led to three straight wins over Kenston, Hudson, and rival Hawken. The play of the team is starting to come together behind the superb offensive play from seniors Connor Zwagerman, George Brinn, and George Curley as well as outstanding defense from senior goalie Critter Coughlin. Much like in hockey, Critter is an invested leader who will do whatever it takes to win.

The team is starting to find their stride and would love some support as they face some fierce competition in the upcoming weeks. The Prepper's host rival Chagrin Falls on Thursday, April 18th and would like to see as many students and faculty as possible. Another game to watch out for is on Thursday, May 2nd where the Pepper's will take on Shaker Heights High School. Over the last couple of months, this rivalry between US and Shaker has only intensified, and the team will need your support in the stands. The 2019 University School Lacrosse team is off to a fantastic start, so look for them to make a deep run into the playoffs.

Review of Sekiro: Shadows Die Twice

By *Stefan Leonard '21, Staff Writer*

This year, From Software's developers have created another masterpiece that will be praised for years to come. Set in the 1500s, during Sengoku-era Japan, this action-adventure video game encapsulates the brutal conflict of this time period with the help of its storytelling and mythical twist. At first, the protagonist, named Sekiro (nicknamed the one-armed wolf), is rescued from the brink of death and later learns about the destruction of his city, which he dedicated his life to protect. From there, Sekiro grabs his katana and sets out to fulfill his destiny to somehow save his prince from the war-torn lands.

From Software does an amazing job of setting up the story through its high-quality cinematics; however, after the short tutorial, the game does not give the players any time to slack off. Since From Software is the same game design company who created both the *Dark Souls* series and *Bloodborne*, players already anticipated a difficult game. Unlike other third person combat games, *Sekiro* consists of a fighting mechanism which requires the use of the attack, defense, and evasive maneuvers. Without mastering all three of these functions, it is simply impossible for anyone to complete the game. The enemies are designed in such a way to force the player to use the block, the dodge, and the swing of the katana together to ultimately emerge victorious in battle. This skill is not easy to acquire and is one of the small problems of the game that

both attracts and pushes away potential players.

All in all, *Sekiro* is truly an amazing game that has several hours of different quests and storylines that will surely keep the player busy for a long time. However, even with this in mind, the game is not for everyone. At first, *Sekiro* seems like a world strictly telling the story of the social upheaval, political intrigue, and near-constant military conflict that occurred during the Sengoku-era. However, players soon discover that the developers expanded this universe and had incorporated many mythical elements such as the magic-wielding prosthetic arm and giant troll-like enemies. Nevertheless, if you were a fan of *Bloodborne* and *Dark Souls* games, *Sekiro: Shadows Die Twice* is the right game for you.



Voting Age

Continued from page 1
that requires responsibility.

What seems to be most damning at this time is that the House Speaker Nancy Pelosi (D-Calif.) supported this message; a person trusted to do what is lawful and equitable. Speaker Pelosi stated, "I myself have always been for lowering the voting age to 16, I think it's really important to capture kids when they're in high school, when they're interested in all of this, when they're learning about government, to be able to vote." There are different ways of encouraging interest in government and capturing kids in high school other than lowering the voting age. One idea would be

for teachers to hold roundtable discussions that advocate freedom of thought and non-bias speech. The overall theme I gathered from discussing the topic with my friends in my United States History class with Mr. Lewis was that "16 years are uninformed and too naive to take on the role of voting."

This must not become a partisan issue or a mechanism to win elections; we have to return back to the traditional ways of governance. I want the country to be the greatest, and it can be if all citizens are familiarized on the state of the union. We can educate teenagers effectively without giving them the right to vote at a time when they are still evolving.

College Admissions

Continued from Page 1

People are just getting too mad about this unlikely possibility.” Prajwal Guruprasad '20 had a similar opinion, stating, “People have been using wealth to get ahead for a long time. This event is just another example of historical patterns coming up again.” On the other side of the spectrum, some students were appalled. Brady Condon '21 was disappointed that this even happened, stating: “Hard-working students were replaced by those of affluence. It’s horrible that the rich can use their money to take away a rightful student’s place at their dream schools.”

This affair paints a dark outlook on the college admissions process, and it also brings up some valid issues about using wealth to gain an advantage in life. Many students at University School can afford to pay a tutor for the ACT or SAT. We also

all have access to wonderful college advisors that many high school students don’t have. While one might argue that the use of wealth is present in both the college scandal and in being tutored for standardized tests, these two things are completely different because of the legality of the situation. People in general search for advantages they can use to advance, and individuals with money have a considerably easier way to find these advantages. This affair reminded both the country and this school of this idea. It is important to remind us of how lucky we as University School students are.

At the end of the day, Sai Karnati '20 explains it best, stating “this reveal was significant for the country. It brought down an unjust loophole used by the rich, but it also created some much-needed discourse about a topic that is usually ignored.”



Time to Go: Confederate Statues in the US

By Sumner Jones '19, Staff Writer

Confederate statues should be taken down because they honor those who fought against the US, they perpetuate more conflict if not removed, and they are physical examples that represent a society based upon racism.

The Civil War occurred because the South wanted to secede from the US. The CSA believed they were being taxed unfairly, had little states’ rights, and had no representation. As a result, the Civil War broke out and left the South far worse than before. It was clear that the Union’s dominance proved their superior political ways. However, even after the war had ended, statues of Confederate commanders and soldiers were erected to honor them. In public, glorious, tall, and powerful statues of those who wanted to leave the US stand today. However, to be a nation that prides itself on its unique diversity and unity, these statues of men who did not believe in those values should be taken down.

By not removing Confederate statues, more violence and conflict are inevitable. A main reason that the debate of their presence continues throughout 2018 is a result of the ongoing idolization and demonization from both sides. Members of both sides will gather at specific monuments, and sometimes violent conflicts

breaks out. If statues are to be removed, physical conflict is less likely because there would be no place to carry out the protests. In Charlottesville, North Carolina, a young woman was killed in a protest about the same issue. Had there been no statue for protesters on either side to congregate at, this young woman could perhaps be living today.

The Confederation in the South believed in a particularly racist idea, that blacks are inferior on every level to whites. As demonstrated by slavery and aggression towards blacks, the South never accepted the northern stance on the status of blacks in America. Not only were black families divided and sold, black individuals were lynched, raped, and tortured for sometimes no reason. In one particular instance, a young boy named Emmett Till, was lynched after a white woman, who later admitted she was lying, said that he had made crude remarks toward her. Emmett’s body was later found: swollen, bloody, and decomposed. The South, at the time of the Civil War, would tolerate killings like this. In the 19th century thousands of blacks were lynched. Statues of those who lived in a society that tolerated this should never be allowed in public. While America is constantly improving its diversity and inclusion, the presence of these statues will only hinder the ongoing process.

AP Spanish: Personal Exploration and Grammatical Fluency

By Tate Flack '20, Staff Writer

Unquestionably, AP Spanish is among the most difficult courses at University School. A combination of classroom intensity—modeled by Sra. Daniels—and difficult subject matter buttress its reputation. Near tri-weekly quizzes and a heavy homework load further its difficulty and make the course unappealing to some, however, AP Spanish’s emphasis on the individual makes the class engaging and exceptional.

Classroom discussions, homework assignments, and tests are built around the shared experiences of the individuals in the classroom. As preparation for the AP exam, students share various personal experiences through the mediums of Spanish conversation and writing. This sharing allows for a special closeness to occur within AP Spanish sections, creating an almost familial atmosphere.

As Kiran Krishnamurthi '19 can attest, “I would say that aside from the unparalleled opportunity to better one’s Spanish that the class provides, the work assigned gives students a unique opportunity to learn more about themselves. Assignments often call upon us to reflect on how some-

thing we cover in class relates to our own life, or how we feel about a certain issue in the world. In the process of responding to these questions, we form beliefs and learn about ourselves.” Here, Kiran describes AP Spanish as a course that transcends strict academic rigor and moves to something like true community building.

Courses like these are immensely important in an increasingly global world. As the world experiences the proliferation of digital technologies and the resulting global interconnectedness, English has become the de-facto language of international finance, politics, and science. Although this might seem to refute the need to take advanced foreign language courses, the reality is quite the opposite. Rather, courses like AP Spanish allow one’s mind to think and explore an entirely new set of words, jokes, and colloquialisms that one may not have explored if one’s mind were closed to a foreign language. With a course like AP Spanish, we foster a true global community built around true connection and not a superficial digital one.

I implore any and all students eligible for AP Spanish to leverage this opportunity to not only challenge oneself but also engage in personal self-exploration.

Depth and Breadth: Electives at US

By Ali Gardezi '20, Staff Writer

The University School course catalog offers a wide range of courses, from Applied Engineering to AP Economics. While most of our schedule is filled with prerequisite courses, such as math and language classes, there are also several semester and year-long elective courses open to students as well. Classes such as AP Economics and Art and Craft of Creative Writing are not required, but every year these two classes attract both juniors and seniors. Electives attract students who possess a genuine interest in the subject material, and are often a great way for students to gain a better understanding of what they might study in college.

The math department offers several electives that appeal to a large number of students. For students who are interested in computer science, courses such as Introduction to Computer Science allow for students gain exposure to computer science and even opens the door for them to take the AP course the next year as well. Having even the slightest exposure to computer science is beneficial for students who plan on studying computer science, engineering, or mathematics in college. AP Statistics is also a great option for sophomores, juniors, and seniors, as taking a college-level statistics course will be beneficial when conducting statistical analysis. Much of statistical analysis

involves running both hypothesis tests and confidence intervals for expected outcomes. Moreover, AP Statistics is recommended for Anderson Scholars in science, as a majority of science projects involve statistical analysis.

The English department offers several writing electives, which all strive to improve students’ writing by reading excerpts from Henry David Thoreau and Maya Angelou. Certain electives are dedicated to one topic in particular, such as “Literature of the Civil War” and “Literature of the Vietnam War”.

Lastly, the science department offers Post-AP courses and electives that cater to students who are interested in a broad range of science topics. Alongside prerequisite courses like biology, chemistry, and physics, courses such as meteorology, geology, oceanography, polymers and material science, and organic chemistry are open to students as well. Science is a broad field, and taking courses in high school may possibly hint to a potential major in college or to a possible career path.

At US, students have a wide range of courses at their disposal. Electives in English, math, science, and history are designed for students to explore their interests and experiment with courses in high school. I believe taking advantage of electives and other unique classes is not only beneficial, but also an important part of every student’s time at US.

Editorial Staff

Editor-in-Chief **Arnold von Engelbrechten**
 News Co-Editor **Tim Sullivan**
 News Co-Editor: **Sukhm Kang**
 Opinion Editor: **Clay Lovell**
 Print Editor: **Anish Ganesh**
 Photo Editor: **Nolan Jones**
 Faculty Advisor **Dr. Matthew Foulds**

Thank you: University School Administration, Ms. Annie Staats, Dr. Matthew Foulds, & Staff Writers.

Feedback and commentary are appreciated. Please write a letter to the editor and send it electronically to Arnold Von Englebrechten.

DISCLAIMER

Content of *The University School News* does not necessarily reflect the views of University School administration, teachers, or faculty. We are committed to the uncensored Voice of the Student.

THE VOICE OF THE STUDENT SINCE 1898