

# U-HIGH MIDWAY

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## Third time's the charm: Lab selects principal

After 10 months and three rounds of finalists, next U-High principal will be New Yorker Stephanie Weber

BY MICAIAH BUCHHEIM-JURISSON  
EDITOR-IN-CHIEF

Stephanie Weber will be U-High's new principal, assuming the role on July 1 as announced by Lab director Robin Appleby in a March 28 email to the community.

Ms. Weber, whose leadership experience includes several administrative roles at a variety of independent schools, said she found U-High attractive because of its commitment to what she sees as the important components of a great education.

"I've known of Lab my whole educational life because it has a reputation as a school that's really rich in intellectual inquiry and creativity, and all the components of what are often called progressive education, and what nowadays we see as a really rich education," Ms.

Weber said.

Moreover, Ms. Weber found Lab's commitment to diversity and social justice appealing.

"Social justice is not something that the school just talks about and aspires toward," Ms. Weber said. "though I think there's always more to do, I think that the school is doing a good job. We live in a certain kind of privilege. So what do we do with that not only for ourselves, but also to make the world a better place has to be woven in the fabric of a school, and I think that has always been woven into the fabric at Lab."

Most recently, Ms. Weber served as assistant head of school and upper school at the Hewitt School, an independent K-12 all-girls school in Manhattan.

She holds an M.A. in mathemat-



**Principal designee Stephanie Weber said adults need to have a greater appreciation for intellect and ideas of young people.**

"Ms. Weber has a lot of experience running high schools, as well as strategic and visionary experience, which are really important as the high school grows and makes the most of its facilities," Ms. Appleby said. "I would say there were themes in feedback about her from students and teachers:

ics from Wesleyan University, an M.Ed. from Harvard University, and a B.A. from Hamilton College.

Laboratory Schools Director Robin Appleby finds Ms. Weber's combination of experience and understanding of high schools, along with community members' comfort with her, particularly attractive as a candidate.

people felt great comfort in her and her experience. People found her to be a listener, and warm and thoughtful in her responses."

After visiting U-High, Ms. Weber in particular noticed the sense of belonging amongst students.

"I was really wowed by the classes I saw, the students I met, the teachers I met," she said. "There was an intensity to the school, but also a real warmth. I could tell that people were really committed to the search, and wanted to make sure it was really successful."

Ms. Weber also commended what she saw at U-High.

"I think another big difference at Lab was that the community certainly seemed to be more open, and felt free to express themselves and feel comfortable asking questions," she said. "They were certainly going to speak up without reservations. There was a high level of investment, and also there was a great sense of humor: people took their jobs seriously, but didn't take themselves too seriously."

One of Ms. Weber's goals as principal is to manage different disciplines and incorporate them into the classroom.

"In terms of education, I think that we've always worked in these sort of silos of discipline," she said. "There's so much you can learn in each, and there is a lot to explore in the crossover between disciplines. But now we're looking at so many areas of school we've never looked at before — coding, engineering, even social justice."

Another of her goals is learning to treat students as contributors of information within these "silos of discipline," which, according to Ms. Weber, is of greater importance than ever.

"Students these days feel a greater sense of responsibility for what's happening in the world, and they want to be involved in that," Ms. Weber said. "We need to have a greater appreciation for intellect and ideas of young people, as contributors rather than just consumers of information."

## For 24 years, Darnell tastes the fruits of his labor

Known to commuters, fruit seller is a fixture at Lake Shore intersection

BY SARAH PAN  
NEWS EDITOR

It's 7 a.m., late March, but the frigid air makes it feel more like January. There's a sharp wind, and the sun is still set fairly low in the sky. While there aren't many pedestrians on this part of 57th Drive, the road that curves around the north side of the Museum of Science and Industry, there are still a fair number of cars on the road. Adults move toward work in the city, while students from schools like U-High are exiting Lake Shore Drive.

Walk toward Lake Michigan past the museum on a morning like today, and you'll find Darnell in the intersection.

He stands by a few stacked cardboard boxes and crates. The tallest box contains scattered fruits of various shape and color. His dark hands quickly work with a nearby collection of plastic bags, expertly sorting the fruit for sale: a few bananas, bunch of grapes, two or three clementines. One bag for \$3, two for \$5.

As people stop, he quickly completes the transaction before returning to his setup in the middle of the street between green lights. Darnell smiles while packing another bag.

"This is what I do, this is what I do," he said. "This is what I've been doing for the last 24 years."

The light turns green. Cars speed by until the nearby traffic light changes from green to red. Potential customers are again in range, and Darnell looks around, fruit in hand.

"I'm trying to keep people healthy," Darnell says, grinning.

"I'm trying to make some money too, but I'm trying to keep people healthy, keep them eating fruit."

He considers for a moment.

"Trying to pay my bills, which is rough, but I still gotta get these people their fruit out here every day."

Darnell is on his feet selling fruit Monday through Friday mornings, from 6:30 to 11 a.m., sometimes noon. He said he buys his fruit locally at the International Produce Market on the west side, turning and pointing behind him, looking back.

"All through the winter," he said. "Even when it snows. It rains, snows, sleets, hails — I'm basically out here."

Born and raised in Chicago, Darnell now lives in the suburbs with a spouse and two kids, with whom he spends the weekend.

"It's just the winter I worry about," Darnell said about the changing seasons. "I've already done 24 winters. I've done 24 winters selling fruit. But people still buy in the winter! They don't care, they're in their cars, they're warm! Y'know what I'm saying?"

On an average day, Darnell said he sells to between 50 and 75 people, with 20 to 30 regular customers who buy every day without fail. The number one item, he claims, are bananas.

*"I just wanna let everyone know to put some fruit in your life every day, y'know? Just do that for me."*

— Darnell



MIDWAY PHOTO BY BENJI WITTENBRINK

**APPLES, BANANAS & CLEMENTINES — OH MY.** Awaiting his next customers, Darnell shows off this season's fruits during a red light at the intersection of 57th Drive and Lake Shore Drive, where he works for four and a half hours every weekday morning.

"I guess because of the potassium that's in the banana. Everyone needs the potassium," he said as he continued packing bags, breaking the end off the top of each banana with a sharp "crick."

"But y'know, everybody loves grapes. I don't know no one who don't eat grapes."

Noise and motion fill the scene: honking horns, stopping brakes, waving arms. The sounds and gestures interrupt Darnell's speech, and he turns to make a sale.

After returning from the car, he says, "It's much more dangerous out here now. Cars be flying through here now. Back in the day, people took their time. People

rushing now. It can be dangerous, that's why I wear this vest." He pulls at his fluorescent yellow and orange traffic vest. "So they can see me. So I won't get hit."

With the sun fully emerged from the horizon, Darnell pauses. He recounts how he used to have a restaurant, but the business ultimately failed. Even then, he was selling fruit at the same time, and when the business ended he just continued following the fruit. One day he hopes to open another restaurant.

He picks up another banana and plastic bag, starting the cycle again.

"I just wanna let everyone know

to put some fruit in your life every day, y'know? Just do that for me."

Darnell has a natural warmth that has kept him selling these past 24 Chicago winters. The sun has risen fully, and despite the chilling wind, Darnell smiles brightly.

"I might have to sell it all my life," Darnell says, looking around for nearby cars and potential customers. "I just might have to do that. I hope not, y'know. I hope I can move on to somethin' bigger and better. But right now, this is where I'm at in life. This is where I'm at for the last 24 years, and it's a blessing. It ain't a lot of money, but I always say something is better than nothing."

### INSIDE

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Hi, hi, Birdie. Under the direction of Liucija Ambrosini, the theater department prepares for its spring musical production, "Bye Bye Birdie."



#### 6 • 7 • CENTERSPREAD

Our South Side: More than crime stats. Students talk about what living in Chicago means to them and the misconceptions they face every day as a result.



#### 10 • SPORTS

As the only two girls on the baseball team, Angela White and Asha Futterman face stereotypes and other teams as they try to rack up wins.





# Engaging in conversation

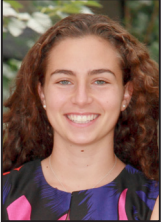
## Challenging topics provide core for student-led Social Justice Week

BY ALEX HARRON  
MANAGING EDITOR  
AND SOUNDJATA SHAROD  
MIDWAY REPORTER

"I'm white. How do I engage in conversations about diversity?"

This is the name and topic of one of 20 workshops during next Thursday's assembly period, where students will participate in activities for Social Justice Week.

Thursday's assembly time will be extended 9:40-11:45 a.m., and workshops will be mandatory. Students signed up online for workshops over the last week.



Leah Umanskiy

During Social Justice Week, there will also be optional interactive workshops during lunch and after school.

During lunch on April 20, Jeff Greenfield, television journalist, author and a spring fellow at the University of Chicago Institute of Politics, will speak to students about the upcoming election and the media.

"A lot of students feel very passionate about social issues in our community and the world, but Lab fails to bring it all together," Leah Umanskiy, who is coordinating the events, said. "We need a cohesive way to help our community, and Social Justice Week is just a start."

Workshops will address subjects like racial and socio-economic class, gender identity, gender equality, sexual orientation and political spectrum.

They will be run mostly by students and student clubs, but science teacher Daniel Jones and history teacher Paul Horton will also lead workshops during the Thursday Assembly period activities.

Workshops range from MUN member Ilana Dutton's "Gender Equality in the Workplace" to Refugee Club member Olivia Issa's workshop, "Take a walk in our shoes: Stories of Syria" to Taylor Thompson and Sam Fleming's "Roots: Untangling the Strands of Race." Green Team Co-President Angela White will run a workshop called "BeLeaf in Yourself" about deforestation and its effects on daily lives.

"It'll also focus on the impact on communities that live in the forest, and indigenous people who have their rights taken away especially by logging companies," Angela said. "Then, the active, social justice portion of our workshop is to have people decorate stickers to put on paper towel dispensers reminding people to be conscious."

# Less math, more reading on SAT

BY MARISSA MARTINEZ  
MIDWAY REPORTER

March 2016 brought the biggest redesign of the SAT since 2005. Substantial changes include lengthy reading components in both the critical reading and math sections, and an optional essay portion.

Gone are extraneous vocabulary words. Added are more words—in math problems and reading passages to interpret.

According to U-High college counselor Melissa Warehall, the most recent version of the SAT deemphasizes the essay portion by making it optional, reverting to a 1,600-point scale.

"Though it is optional," Ms. Warehall said, "in order to make a level playing field, colleges are saying, 'We want you to take the SAT with the essay, but we're not going to use it evaluatively. We want you to have taken it so you will have had the same test-taking experience as everyone else.'"

Junior Eliana Waxman, who took the SAT for the first time in March, thinks the new version is more applicable to daily life due

to less of an emphasis on learning new vocabulary specifically for the test. Instead, those who took the test had to determine meanings of complex words through context from larger passages.

While there are limited amounts of practice tests available, students were able to study by using tutoring program Academic Approach and ACT study book.

Along with these resources, all sophomores and juniors took the PSAT in October, which mimicked the new version.

"The PSAT helped me immensely in some ways and not in others," Eliana said. "It helped me prepare for taking standardized testing, especially the SAT, under pressure and in a room with other people. The layout of the PSAT was also quite similar to that of the SAT. However, I didn't find the PSAT helpful in terms of some of its questions. They tend to be simplified from the actual test. Therefore, doing well on the PSAT did not predict how a student would do on the SAT material wise."

The newest version of the SAT

is bound to the Common Core standards implemented in public school curriculums across the country, focusing more on content rather than theory, as was done in the past.

"I don't think there is going to be any change in how it's used by colleges," Ms. Warehall said. "It's still supposed to predict what the original SAT predicted in the 1920s, which was potential for success in your freshman year."

Since then, several changes have been made to the components and content, resulting in the 2005 SAT, which featured an essay portion in addition to critical reading and math, as well as a new 2,400-point scale. However, most colleges disregard the essay portion of the SAT or ACT, Ms. Warehall said. Instead, they value college application essays, which can be revised and are considered more reflective by admissions officers.

According to Ms. Warehall, the SAT and ACT assessed students in different ways. The SAT contained more reasoning questions, while the ACT was based more on what high school juniors should know.

"Personally, I do not believe the changes are positive," she said. "I regret that we can no longer offer our students an array of choices. We basically have two versions of the ACT you can choose between."



Melissa Warehall



Eliana Waxman



MIDWAY PHOTO BY MICAIAH BUCHHEIM-JURISSON

**MAKING THE CASE.** On April 7, President Obama returned to the University of Chicago Law School to encourage Senate Republicans to approve his Supreme Court nominee, Merrick Garland. The president argued that he fulfilled his duty to provide a nominee, regardless of it being his last year in office, and now senators should hold a hearing and a vote. President Obama taught at the Law School from 1992-2004, and Judge Garland grew up in suburban Lincolnwood.

# Faculty weigh benefit of schedule change

BY GRACE ANDERSON  
EDITOR-IN-CHIEF

Surveys of individual teachers will be conducted in coming weeks to determine the underlying purpose of any schedule changes in the future.

Recently, the scheduling committee submitted a model for change based on Northside College Prep High School's system that would include a mixture of block and daily schedules. The office of the registrar determined that this system would not be practical for meeting U-High's graduation requirements.

Faculty chair Mark Krewatch explained that the discussion at a faculty meeting on March 1 centered around whether different departments feel there is a need for change.

"The meeting was a much more preliminary step to try and decide if we want to do anything," Mr. Krewatch said, "how we would go about it, what kind of a priority it is, and how much time people are willing to invest in it."

While the majority felt that there is a need for alterations to the existing schedule, Krewatch said some departments did not see a need for significant change.

Math department chair Paul Gunty explained the value of the increased contact time obtained with the current schedule

"The new schedule increased our class time, since we got 30 extra minutes," Mr. Gunty stated. "We are not in favor of going into bigger blocs of class because we value the frequency with which we see our students."

"The question is, where we don't have consensus, is how pressing a need this change is," Mr. Krewatch explained. "For some departments, particularly music, art, journalism, computer science, it's

*"The question is, where we don't have consensus, is how pressing a need this change is. For some departments, particularly music, art, journalism, computer science, it's pressing. It has a huge impact on what they can do and what they can offer."*  
— Mark Krewatch, faculty chair



Mark Krewatch



Paul Gunty

pressing. It has a huge impact on what they can do and what they can offer."

Mr. Krewatch noted that one of the main concerns for these classes is simply not having enough students to fill a class.

The key focus now will be on determining the underlying purpose of any change to the schedule.

"If we're going to sink a lot of time into this, we have to really carefully define what exactly a new, different schedule needs to do and we need to agree on that," Mr. Krewatch stated. "People in all departments have to be willing to make sacrifices and give something up in order to get that agreed upon need served."

Ultimately, the question still remains as to how the many and varied needs of departments can be fit into one day.

"People want more time," Mr. Krewatch said. "They want more options. They want to be able to teach across divisions. They want less student stress, more offerings. Some of us want more interdisciplinary offerings between classes. We want more depth in learning over superficiality. And how do you get all of those things into a day?"



MIDWAY PHOTO BY LILLIAN NEMETH

**RAINING YELLOW, PINK AND BLUE.** On April 5, the Asian Students' Association celebrated Holi, an Indian spring festival that represents sharing love, where students threw colored powders at one and other.



# Finance Club plans to invest most of \$100,000

After raising the money last year, Finance Club seeks and debates companies in which to invest

**BY ALEX HARRON**  
MANAGING EDITOR

\$100,000. That's the amount the new Finance Club raised over the course of nine months. With \$45,000 invested in six stocks so far, the club has plans to invest nearly all of the money by the end of the school year.

Founded by Schuler Small and Alec Kaplan last year, Finance Club consists of 30 members with history teacher Christopher Janus as their adviser.

Alec said he and Schuler worked with students from the University of Chicago's Booth School of Business to set up an investment plan and guidelines, but the Lab students developed their own framework.

The support of Laboratory Schools Director Robin Appleby and the Alumni Relations and Development Office have been critical to Finance Club's success in fund-raising, according to Mr. Janus.

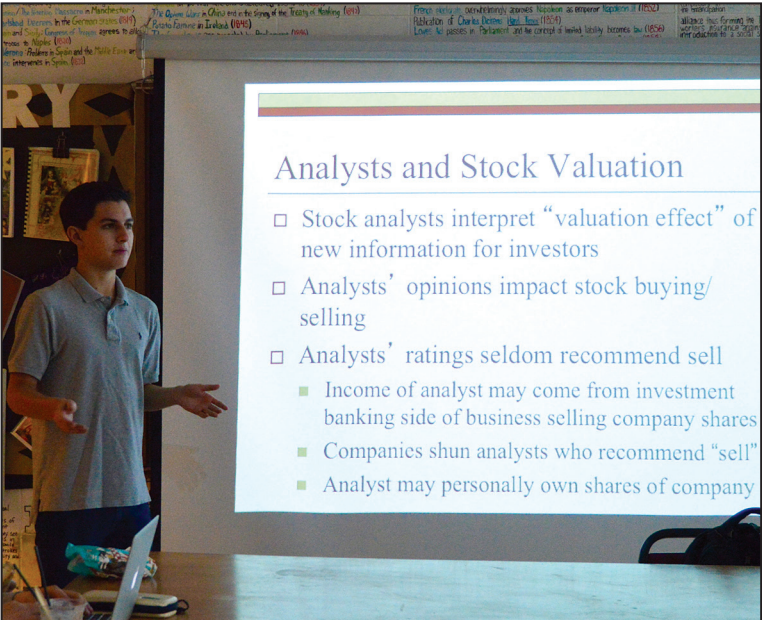
"No club in the school has raised \$100,000," Mr. Janus said. "It's a

Finance Club portfolio  
**CVG**, Convergys Corp., software services  
**CMG**, Chipotle, fast casual dining  
**DECK**, Deckers Outdoor, apparel including Uggs footwear  
**HCI**, HCI Group, insurance  
**JBLU**, Jet Blue, airline

unique concept where we've been able to get the director and the development office on the same page. I think that's because the adults recognize that this experience of actually investing is a good one. Also it teaches students how to ask for money, which is the texture of modern life. People are always after you for money."

According to Alec, the development staff helped compile a list of Lab alumni and parents involved in investment funds or investment banking to identify people interested in supporting their club.

Finance Club has already invested between \$7,000 and \$8,000 in



MIDWAY PHOTO BY IMMI FOSTER

**STOCK VALUATION.** Junior Alec Kaplan gives a presentation to Finance Club members about how stock analysts inform people choosing to invest and the issue of moral hazard.

each of six companies with plans to buy 12 to 15 stocks by June.

Alec emphasized that the club's process of choosing stocks is very democratic.

"Club members work individually or together, and they create

their own stock presentations," Alec said. "They find companies they think would be a good buy. We gave members a number of statistics and aspects in a company to look for when making their presentation. After presenting,

the stock needs majority vote and then the board has final approval."

Many members were attracted by the experience of learning about investments without risking their own money, according to sophomore Roxanne Nesbitt.

"I joined Finance Club because I wanted to learn more about investing and the stock market," Roxanne said. "I thought the whole concept of the club was really cool, and it seemed like a good opportunity to get hands-on experience with investing without using my own money."

Finance Club members will elect students to top positions for next year with hopes of having juniors and seniors in leadership roles.

"They not only have to convince the board, but also the club, that they are going to be helpful and effective board members," Alec said.

Regardless of how their portfolio performs, Alec said the plan is to give 5 percent of the club's total assets back to the school at the end of the year.

"We care a lot about philanthropy," Alec said. "We are managing people's money, and we want to make sure we are being supportive and responsible."

# Maroon Key Society launches to help promote Lab

**BY ARIEL GANS**  
EDITOR-IN-CHIEF

Speak from experience.

This is the idea behind the Maroon Key Society. Welcoming its first 25 students at the beginning of Winter Quarter, the Society is dedicated to advancing Lab through services such as tours, orientations and school events.

After the successful student-led tours at the October Alumni Reunion and Admissions Open house, Maroon Key Society was created by the directors, admissions, alumni relations, development and dean of students offices. Now, it's run through the Alumni Relations and Development office. Hired shortly after the program's inception, Development Associate Amanda Lissak, coordinates the group of students.

"We created this program to create a better tour system so that when you visit and take a tour, it's not just the facts," Ms. Lissak said. "It's also a great opportunity to raise school spirit. There's a sort of pride that these students feel when they're walking around."

In the fall, high school teachers and coun-



MIDWAY PHOTO BY ALEXIS PORTER

**SETTING UP.** Sophomore Roxanne Nesbitt organizes signs with raffle options for parents and alumni.

selors nominated 50 students to become Maroon Keys, expecting roughly 15 to be interested. It turns out half of them were, including sophomore Florence Almeda.

"I decided to accept because I thought it sounded like a really cool opportunity," Florence said, "especially since I was nominated by the faculty — it felt like an honor. I really love showing off Lab, and I really want to bring people to Lab and be a part of that experience."

Another Maroon Key, junior Jameel Alau-sa, was a little more hesitant to commit to the program.

"What sold me on it was what they were bringing to the school," Jameel said, "and how important of a role the Maroon Key members played in impacting the alumni."

After multiple training sessions and one-on-one meetings, the Maroon Key program formally launched on March 12 with Connections 2016.

"It's essentially a volunteer program, but you have all sorts of opportunities: you aren't doing the same thing every time," Ms. Lissak said. "I think that's the greatest appeal. There's not a huge time commitment where you need to dedicate 20 hours a week. You can sign up for four hours a month and that will fulfill the minimum requirement."

Hours completed during the program

cannot count toward the students' service graduation requirements, but they do count as general community service hours. Furthermore, once a Maroon Key, students are locked-in until graduation. However, if they fail to fulfill their requirement of one assignment each month, they are relieved of their position.

"When I first got here I realized that the people who were showing around prospective students were people that I literally didn't know at all," Florence said. "They were these adults who I knew were affiliated with the school, but they were never students here. Of course they were very informed, but I wondered how they could speak on this experience and show-off Lab to students if they hadn't gone through it."

It's for this reason that Ms. Lissak believes in the essentiality of the program.

"We should always have students doing the tours, because they have this personal connection and actual stories to tell rather than just random facts like how big something is or how many students are in a class," Ms. Lissak said. "They can actually tell you what a class is like."

# Student Council election coming up

**BY KATERINA LOPEZ**  
MIDWAY REPORTER

The Student Council election will be held April 29. Students will vote online via their own device or computer for a president, vice president and two Cultural Union representatives to represent their respective grades, along with a president, vice president, secretary and treasurer for Cultural Union.

Candidates began petitioning

April 11 and must have 20 signatures by April 25. Petitions must be approved by Dean of Students Ana Campos, after which campaigns may begin on April 26.

All candidates for Cultural Union positions will deliver speeches Wednesday, April 27 during high school lunch in the cafeteria.

On April 28 during Thursday open period, current freshmen

and juniors will give their speeches, and later that day during lunch current sophomores will give theirs.

This is the second time students will vote electronically for student council. Students may use their own computers or one posted in the high school lobby between 8 a.m. and 3 p.m.

Results will be posted that evening.

# Whitney Young admin to head student services

**BY ZOE GOLDBERGER**  
MIDWAY REPORTER

A search committee has selected Nicole Neal to fill the role of Director of Student Services. She will join Lab's senior leadership team July 1 and will oversee 24 members of the faculty within the learning and counseling services across the Lab Schools.

According to Director of Educational Programs Scott Fech, who led the search committee, Ms. Neal was not only qualified because

of her academic background but mostly because of her wide experience with children of all ages. She was vice principal at Beulah Shoemaker Elementary School in Hyde Park, and spent nine years at Whitney Young High School managing admission.

Ms. Neal spent a day at the Lab Schools meeting teachers, parents and administrators. She has started spending more time at Lab to begin her transition to this new community.

Former Director Ken James retired in December, making the search for a new director a difficult and lengthy process, lasting almost six months.

"Mr. James retired in the middle of the school year," Mr. Fech said. "This considerably narrowed our search pool because most people are in academic year contracts. Since we did not find an adequate candidate during our first search, we had to open it up again and found a great match."

DISCOVERY DAY

A man with glasses, Dr. Thomas Gajewski, is speaking at a podium. He is wearing a grey suit and a dark shirt. A laptop is on the podium in front of him. The background is dark with some lights.

MIDWAY PHOTO BY TERESA XIE

**WORDS TO END CANCER.** On April 7, Dr. Thomas Gajewski spoke to U-High about his findings in new cancer immunotherapy research. STEM/Discovery Day was organized by STEM club led by junior Athena Chien. Throughout the day, guest speakers came to classes to talk about STEM topics ranging from psychology to the Microbial Revolution.



# Theater program says hello to ‘Bye Bye Birdie’

Spring production will echo past Rites of May shows in colorful set design and style

BY ALEX LUND  
ARTS CO-EDITOR

In the last theater production of the year, actors will prove their singing and dancing chops in the hit musical, “Bye Bye Birdie.”

The show follows Conrad, a young rock ‘n’ roll star who returns to the small Ohio town where he grew up and his relationship with one of his biggest fans before he is drafted for the war. Originally published as a book and later adapted for the screen, the musical film version of “Bye Bye Birdie” was released in 1963.



Michael Rubin

Mattie Greenblatt, a senior who has been stage managing for three years, hopes that performing a better-known musical will excite the Lab community and inspire fellow students to come see the show on May 19-21.

“Some of the plays we put on are not usually as popular,” Mattie said. She said that others have been old, or the kind people weren’t interested in.

“I’m really hoping that the musical this year will be a lot different,” she said, “because this is the first time since my freshman year that we’ve really chosen a very popular musical. With a proper, very popular musical, I think it’ll be at least a bit more enticing.”

Michael Rubin, a sophomore, auditioned for the spring production after the SET production piqued his interest, and landed the lead role in the musical.

“This is my first production in high school theater,” he said. “But I was in ‘Fiddler on the Roof’ and ‘The Government Inspector’ in middle school. I was inspired to join because ‘Bye Bye Birdie’ is a really great musical and I really wanted to see what theater in high school was like.”

Michael will star as Conrad Birdie alongside 14 other cast members, understudies and a chorus.

“It seemed like a really fun group, and auditioning was always something I wanted to do but never had the time to do it. I play Conrad Birdie, the Elvis-type character, which requires a lot of preparation. According to Mrs. [Ambrosini], I need to work on my hip motions, and overall ‘sexiness’ to really embody the character.”

Despite the effort students involved in theater productions put into their work, some members of the crew feel their art is underappreciated compared to other extracurriculars at Lab.



MIDWAY PHOTO BY SAM FLEMING

**FITTING INTO ROLES.** Head costume mistress Lizzie Sullivan, who is also assistant director, fits sophomore Sam Dubose for his costume during an after-school rehearsal. Sam will play Hugo Peabody, the jealous boyfriend of Kim MacAfee — president of Sweet Apple’s Conrad Birdie Fan Club.

## “Bye Bye Birdie” Cast

Albert Peterson	Jacob Shkrob
Rose Alvarez	Autumn Espinoza
Mr. Harry MacAfee	Willis Weinstein
Randolph MacAfee	Derek De Jong
Kim MacAfee	Nicole Horio
Hugo Peabody	Sam DuBose
Mrs. Mae Peterson	Marissa Martinez
Conrad	Michael Rubin
Mayor	Nicholas Merchant
Mayor’s Wife	Kellie Lu
Mrs. Merkle	Sophie Hinerfeld
Ursula	Jamie Williams
Harvey Johnson	David Anderson
Mr. Johnson	Lee Friedman

“It’s incredibly disheartening,” Mattie said. “I know last year I went to as many of the boys soccer games as I could — I thought it was really cool, I enjoyed watching it, it was a lot of fun sitting with people, it was good to watch my school friends do things and I don’t think we ever really receive any of the same level of support. Especially for the actors, I feel bad, because it’s very intimidating to go on stage and find that, just with a glance through a curtain somewhere,

a quick look into the audience, there’s like maybe a fifth of the seats filled when we have almost 300 seats. It’s real sad.”

Allen Ambrosini, a drama teacher, says the spring production will have similarities to past Rites of May productions.

“For anyone who remembers the outdoor Rites of May stages, this will be similar to that in size. It’ll be a lot of fun, lots of color, and we’re finally able to use the facility to its maximum.”

Though members of the program wish they had more moral support from other community members at Lab, “Bye Bye Birdie” still promises impressive music numbers and a visually pleasing set design.

“Mrs. Ambrosini has really pushed us to go full out on props because we’re in the new theater,” Mattie said. “The spring show is always a much bigger stage too — just a lot more visually impressive. Having looked at the diagrams and started to put it together, I’m already really excited about that and it’s going to be very pretty.”

With more room to do what they want, Liucija Ambrosini, a drama teacher, thinks that “Bye Bye Birdie” will bring a new, positive and exciting energy to the theater.

“It’s a great show, it’s absolutely a great show,” Mrs. Ambrosini said.

## Senior guides cast to success

BY ALEX LUND  
ARTS CO-EDITOR

For three years, senior Lizzie Sullivan has devoted herself to the drama department — laboring daily after school for a little something she calls “magic.”

It’s been worth it.

“My first show I ever did was Edgar Allen Poe — we staged some of his stories and poems,” Lizzie said. “When I was an underclassman it was a great way for me to meet people outside of my grade. And now as an upperclassman, I get to meet younger people that I usually wouldn’t be interacting with. So it’s a great community.”

After joining the theater program sophomore year without any particular role in mind, Lizzie found her niche in assistant directing and costume design. Lizzie is serving both positions for the upcoming spring production, “Bye Bye Birdie.”

“She’s contributed tremendously to the quality of life in the theater,” Liucija Ambrosini said, “and has certainly learned a lot about doing theater. She’s very organized and she’s learned how to do all of these wonderful skills that she’s developed. She works well with people, and that’s something that a theater person needs to be able to manage time, and being organized — it’s hard.”

Under the guidance of upperclassmen her sophomore year, Lizzie quickly learned the ropes of the program from graduates Nel Middlested and Loren Soznick.

Lizzie praised the direction from Nel and Loren, who helped her through directing the fall and spring shows as well as costumes.

Though Lizzie doesn’t do theater outside of school, Lab’s program takes up most of her schedule. This year, she became the head of the Student Experimental Theater board. Besides theater, Lizzie spends her time doing community service and being a part of the Spectrum and feminist clubs at school, which she prioritizes equally.

“It’s really fun that I get to interact with everyone,” Lizzie said. “I didn’t really join theater thinking this would be exactly my role. I didn’t really know what I would be doing, but I really like that I can have a part in creating a production. It’s also really fun to see actors grow, as the production goes on, as years go by.”

Even though Lizzie doesn’t act in the shows, she still loves being a part of the program.

“For me, something special about theater is like, you take just the words and you literally bring them to life. And, you know, it involves effort on everyone’s part through the whole thing. The actors work really hard, everyone behind the stage works really hard — it’s a group effort.”

# The Revival brings improv comedy back to its roots

BY DHEVEN UNNI  
ASSISTANT EDITOR

From the outside, The Revival looks almost nondescript, a small door among many. On the inside, it’s an entirely different story. On the inside, the venue is large and spacious, with a massive stage and high ceilings. The Revival may look small at first, but it reflects a big part of Hyde Park’s culture.

Lab schoolers know Hyde Park as home, but what they may not know is that improv comedy was born there. The Revival, an improv studio in the heart of Hyde Park, is bringing improv back to the neighborhood.

The Revival opened on 55th Street and University Avenue in January, attracting crowds of improv students eager to learn but unwilling to travel to the North Side.

Leading the project is John Stoops, a performer educated at Second City who decided to bring improv comedy back to the same corner it was invented on. Mr. Stoops moved to Chicago in 1995, taking a job at an ad agency which

## The Revival

1160 E. 55th St. in Hyde Park  
For tickets: 866-811-4111  
For information about classes:  
Email [classes@the-revival.com](mailto:classes@the-revival.com)  
Website: [the-revival.com](http://the-revival.com)

The summer program will be posted soon.

also offered free classes at Second City. After learning about the roots of improv comedy, he asked the University of Chicago to help him revitalize the art form and bring it back to Hyde Park in the form of The Revival.

“This project started with an idea to return improv to its birthplace,” Mr. Stoops said. “At that time, I considered Hyde Park its birthplace. I wasn’t thinking as specific as this particular corner. The very first meeting I had was with the University of Chicago. I asked them if they were interested in the notion of returning improv comedy to its roots. Their

response was ‘absolutely,’ and they said they owned a space on that exact corner. That was purely luck. I would have been happy anywhere in Hyde Park, but here we are. Once the university, our landlord, offered their encouragement, we were up and running.”

Mr. Stoops found his inspiration from a group called the Compass Players, who invented improv.

“After being an improv performer myself for many years, I have a great love for the art form,” Mr. Stoops said. “The reason we are here is twofold: improv comedy, that so many of us associate with the Second City, was invented as an art form here in 1955 by a group called the Compass Players. They were an offshoot of the University of Chicago.”

After the Compass Players broke up, the director moved to the North Side to found Second City, where improv gained popularity.

“As we sit here in 2016, the performing arts community is overwhelmingly slanted towards the North Side,” Mr. Stoops said. “Theaters are all over there, but there

are precious few on the south side. The thought was to return improv to its birthplace while also offering south-side voices a platform to share their art.”

Mr. Stoops has hired a variety of teachers to educate young, up-and-coming improv performers.

“The single biggest lesson in improv, which all of us at every level need to remind ourselves of, is that improv is not about jokes,” Mr. Stoops said. “It’s not about punchlines. It’s about listening. That is one of the hardest skills to master. The biggest ‘aha!’ moment that comes out of a beginner improv class is that realization. Most people come in thinking that they’ll have to ‘be funny.’ That is not what this is about. It is about listening.”

The listening skills that improv cultivates can even have benefits for different careers, according to Mr. Stoops, as it teaches you to build on ideas.

“These are skills that are wildly applicable to careers down the road,” Mr. Stoops said. “I think most people who get into an improv class for the first time come

into it with a certain degree of fear. I give people enormous credit for just crossing over the threshold. What’s special to me is that people will always tell you that is was so much more than they expected. It becomes anything but scary. It becomes fun, interesting, creative. The art form changes lives. I’ve seen that happen time and time again.”

Improv comedy has become a huge influence in Mr. Stoops’ life ever since he started taking classes, so opening a studio has been a longtime dream of his.

“The brilliance of improv is that it only happens once,” Mr. Stoops said. “It can never and will never be repeated. If you’re in the audience, you get to witness it; if you’re not, you missed it. It’s a one-shot opportunity. That makes it special and different from other art forms. If you go see ‘Othello’, it’s the same whether you see it next weekend or a hundred years from now. This is theater of the moment, created entirely on the spot, and there’s an energy to that which can’t be replicated.”





MIDWAY PHOTO BY BAILEY GARB

# 2,000 YEARS OF CHINESE HISTORY

1,000 convicts created the massive clay army, which took 10 years to assemble. Centuries later, the warriors have come to Chicago's Field Museum

**BY WILLIS WEINSTEIN**  
MIDWAY REPORTER

For only \$2,500, you can have your own 5-foot-tall terracotta warrior replica. Where might one obtain such a well priced tchotchke? Not SkyMall, not EBay but the gift shop of the Field Museum.

Or, if you're interested in witnessing history first hand, you can stop by the "China's First Emperor and His Terracotta Warriors" exhibit, which began March 4 through Jan. 8, 2017, at the Field Museum. The exhibit, which features objects such as ancient coins, model chariots and the famous terracotta warriors, was made possible thanks to a partnership between the Field Museum and the Shaanxi Provincial Cultural Relics Bureau, Shaanxi Cultural Heritage Promotion Center and Emperor Qin Shihuang's Mausoleum Site Museum of the People's Republic of China.

One of the great archaeological discoveries of the 20th century, the warriors were uncovered in 1974 by a farmer, whose fields lay near the tomb of Qin Shi Huang, the First Emperor of China, who died in 210 BCE.

The exhibit itself, which centers around a display of Qin Shi Huang's earthen retinue meant to accompany him into afterlife, offers an informative-yet-underwhelming glimpse into the First Emperor of China's dominion and the warriors themselves. On a crowded day, where museum patrons form tight crescents to peer into display cases and old women weave through the crowd on Rascal scooters, the exhibit takes roughly 45 minutes.

Though the famous warriors are the exhibition's focus, there's a lot

***"The beauty of the warriors comes from the sheer number of them; they impress because they are a veritable army of thousands of unique soldiers standing at the emperor's attention."***

**Terracotta Warrior Exhibit at Field Museum**  
**Hours:** 9 a.m.- 5 p.m. every day, through Jan. 8, 2017  
**Cost:** \$26 for a Discovery Pass for nonmuseum members provides basic admission plus access to the terracotta warriors. \$13 for museum members gives you the same pass.

of missed opportunity to explore the complex bureaucracy of Qin dynasty China or the life of the Emperor himself. At most, we see some ancient coins or bricks with government serial numbers, or a brief wall portrait of the emperor looking out on a lake studded with herons.

As well, the sampling of statues at the exhibit doesn't convey the true majesty of the terracotta warriors. The beauty of the warriors comes from the sheer number of them; they impress because they are a veritable army of thousands of unique soldiers standing at the emperor's attention. As individual art pieces, the figures are rather underwhelming. This is partially due to time; which has stripped the statues of their originally vibrant colors, and the fact that a modest formation of six earthen soldiers doesn't fill you with awe.

If you finish the exhibit and are hungry for more, you can stop in at the The Field Bistro for a bite to eat, or sate your hunger with knowledge. The Alsdorf Hall of Northwest Coast and Arctic Peoples, right across the way from the terracotta warriors, displays artifacts of native North American tribes. Since U-High's curriculum sadly doesn't cover Native Americans, it's an interesting exhibit for history buffs, and the clothes on display are both beautiful and interesting.

For those around in the summer, the museum has free admission days for Illinois residents June 21-23. If you're not in town then, a Discovery Pass (\$26) gives you basic admission plus access to the Terracotta Warriors. Museum members get the same things for just \$13. Family passes, which admit two adults and two children, can also be obtained at a Chicago Public Library location.

## Four walls, dozens of clues, one escape

**BY NATALIE GLICK**  
MIDWAY REPORTER

Black covers the walls around the room, a large red clock with the numbers "60:00" on it waiting to start counting down. An eerie atmosphere lies inside of the prison room at Fox in a Box. The expectations of the challenge are low due to lack of knowledge about escape rooms. Five strangers each have the same goal: try and escape in under 60 minutes.

Escape rooms were first introduced in 2006 in Silicon Valley. Two years later the first room in Kyoto Japan was made. By 2015 there were over 2,800 escape rooms across the world, and the numbers keep growing. For many people the appeal of an escape room is the complicated puzzle that need to be solved with a group of people.

The main goal of the room is to work as a team to try and figure out how to escape. Bringing any other objects into the room is not allowed, meaning the aid of Google will not be available.



**Midway reporter Natalie Glick experienced an escape room firsthand. "The main goal of the room is to work as a team to try and figure out how to escape."**

Fox in a Box at 47 W Polk St has four different themed rooms: the Bank, the Bunker, the Lab and the Prison. Each one of the rooms offers a different challenge to its participant.

After getting locked inside the room, everyone begins quickly trying to find a clue to get out. It becomes a mess of people pulling and tugging on drawers in the room. Each time a clue was found, the puzzle gained more complexity. The hard part was not finding the clues, but trying to understand the meaning behind them.

The one clue that caused the most trouble for the group was a picture of the room. Sitting in a circle in the middle of the room trying to decipher what a picture of the room was the falling point for my team. Yelling, talking over each other and an overall lack of communication was the problem. We sat there watching the clock slowly tick away, while not doing anything productive. Sitting there watching time slip away made all hope of getting out disappear.

The amount of time spent trying to get out of the room did not seem worth it. Clue after clue I could not understand, leading to three people whom did not know yelling at me. The amount of intensity and pressure was at some points too much to handle. On top of all of that, the fact that there was no way of communicating with anyone outside of the room added onto





- Escape Rooms in Chicago**  
**Room Escape Adventures**  
408 S. Michigan Ave.  
\$28 per person  
chicago@roomescapeadventures.com
- Escape Artistry**  
1579 N. Milwaukee Ave. #350  
\$28 per person  
(773) 789-9535
- Escape Chambers**  
4906 W. Irving Park Rd.  
\$30 per person  
(773) 647-1840
- The Great Escape Room**  
160 E. Grand Ave. #500  
\$28 per person  
(312) 281-8915
- Fox in a Box**  
47 W. Polk St.  
\$33 to \$45.50 per person, depending on number of people  
(312) 878-7899

the negative experience.

With all that being said, the idea of the escape room is to build a strong team, and a sense of what teamwork is. If given a chance to attempt an escape room again, it would be with a group of people that need team building, and be more mentally ready for the challenge that escape rooms offer to those to attempt them.

## QUICK Q

*What was your favorite museum exhibit or experience?*

- NIGEL VAN HA, SENIOR:**  
  
"I really like the East Asian pottery section at the Art Institute. The pieces are beautiful not because of extreme ornamentation or decoration, but because of how simple and elegant they are."
- SARAH MARKOVITZ, JUNIOR:**  
  
"When I was 12, I went to the Swiss Museum of Transport, and it was the coolest place. It was basically a huge playground, you could rent scooters or bikes to go from one building to the other and I remember there was a glider type thing where I was strapped in to be lifted off, it was incredible."
- CLARA DANDY, SOPHOMORE:**  
  
"There was a museum in Dusseldorf, Germany, called k21, and we went to an exhibit called 'In Orbit' and you could crawl on a giant net that was hung over two stories. It wasn't a stable ground, and it was really hard to walk on, but it was the coolest thing ever."
- SHIVA MENTA, FRESHMAN:**  
  
"The giant whale in the Field Museum that is made of bones because it was massive and the bone structure of the whale was super cool."



# SOUTHSIDE IDENTITY



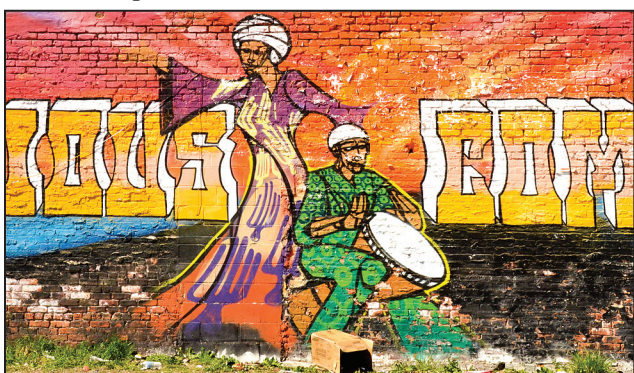
**47TH AND PRAIRIE.** The now-faded Chicago Blues Mural, featured in the 1980 “Blues Brothers” film with Ray Charles singing in front of it, stands adjacent to Shelly’s Loan and Jewelry Company.



**57TH AND LAKE PARK.** Sitting beneath the 57th Street viaduct, “The Spirit of Hyde Park,” painted in the mid-1970s and restored in 2012, shows riots next to more abstract images of peace.



**47TH AND CALUMET.** “The Wall of Daydreaming and Man’s Inhumanity to Man,” painted in 1975, depicts various aspects of urban strife including drugs, violence, and prostitution.



**GARFIELD AND INDIANA.** In an empty lot between two vacant building, this unnamed mural portrays two musicians alongside the words “Conscious Community” in front of a vibrant sunset.



**79TH AND STONY ISLAND.** “Bright Moments, Memories of the Future,” lies adjacent to the New Regal Theater and features jazz and blues greats including Billie Holiday, Dizzy Gillespie and Nat King Cole.

MIDWAY PHOTOS BY BENJI WITTENBRINK AND PAIGE FISHMAN

Sprawling south from Roosevelt Road and west from Lake Michigan, Chicago’s South Side boasts a hefty reputation. To some, it’s “Chi-Raq.” To others, it’s home. U-High seems a “bubble” of privilege and safety, but discussions of inequality have raised questions on our role in the community and misconceptions of the area that cannot be ignored.

## MY SOUTH SIDE:

While U-High students come from across Chicago, the student body is composed predominantly of Hyde Parkers and Northsiders. Three students from the South Side of Chicago share their perception of their neighborhood and their relationship with U-High, noting the sometimes conflicting cultures. Interviews by Clyde Schwab.



**MIRA JACOBS**  
Mira lives in the Roseland neighborhood. She described assumptions many U-High students have about the college process and the balance between U-High and her neighborhood socially.

**MIRA JACOBS**  
I live in over in Roseland. There are a lot of people, at least on my block, that have been around for a long time, a lot of older people. There are a lot of buildings with nothing in them, they’re just sitting there. I know most of my neighbors simply because my Mom has lived here. But still the area around us isn’t the best to be outside.  
We have Fenger High School right there. A couple years ago, a boy died at Fenger because he was stomped to death and shootings happen around the area, but they don’t necessarily happen on my block. Across the street from us, we do have some neighbors who’ve been doing some time. In that area, my family, or no one directly related to me has been shot at or anything, so sometimes I feel like I’ve been desensitized to it. Someone gets shot and you

feel bad, but at the same time it’s becoming regular so you can’t have that many feelings towards it because the next day it’s gonna happen again.  
People here are used to different things. With people from my neighborhood, you might be the first generation to go to college, but here you have legacies of families who’ve gone to college forever. Here [at U-High], you’re worried about getting into a certain college, and some people are focused on the name of the school or the fact that their parents went there or what it will do for them, but people from my old school are more focused on paying for it, and being able to graduate successfully and doing something not only for themselves but for their family.  
I feel like for people at Lab, it’s assumed that you’re going to be great. I have family members

that are truck drivers, teachers or random things that get them by but it doesn’t really take them anywhere else.  
It’s hard to balance my old set of friends and Lab people at the same time. At my sweet 16, I was so nervous because I wasn’t sure how my old friends and my new friends would interact. My old friends interact a certain way, and it’s just how I am and it’s not like I’m different around my Lab friends but they’re two completely separate groups.  
You’re bringing them together and you’re in the middle. My old friends know me, but coming to Lab, I was open and talking about different things and I was more aware of things in life, so I have that side of me so my old friends might think “Mira’s changed” but my Lab friends might be like I don’t know who Mira is. It’s still hard finding balance together.



**BRIAN DEAN**  
Brian recounted the history of his neighborhood, Woodlawn, and its sometimes negative influence. He detailed the difficulty of reconciling the culture of his neighborhood with that of U-High.

**BRIAN DEAN**  
I live in Woodlawn, just south of here. My family moved in when I was six, the neighborhood has changed a lot. It’s not perfect today, but it’s gotten a lot better. Woodlawn was the neighborhood where the Blackstone Rangers, a Chicago gang, was founded. A lot of the older people in my community are heavily influenced by that, and my generation has felt that as well, but it’s starting to lift a bit.  
The constant struggle to survive was really consistent among everyone in the neighborhood at the time, and it got passed down from generation to generation. It’s affected me in a way. I can see and identify with that influence, and I’ve grown up with people who’ve become victim to that influence, and you can’t do anything but have love for them because that’s where you’ve come from.

I know seeing that as a young child made me know that’s not what I wanted to do and caused me to be much more involved in my school work and activities.  
Because my parents grew up in with that struggle but my father went to college and my mother went to beauty school, they’re making a constant effort to stay away from that and to expose us to different things from the conditions in which we’re living.  
I think that a common misconception is that when you go [to the South Side], there will be a uniform bad people, but the reality is that there are people who come out of struggling conditions who have full intentions on doing the right thing. There are people who are a lot more focused on beating the odds than what people think they are... There is a diversity among people on the South Side just as there is around the city, and you will have good



**KERRY VINSON**  
Kerry lives in Greater Grand Crossing. He explained his experience and friendships in both his own neighborhood and in the Lab community in Hyde Park, as well as the ways his neighborhoods has changed.

**KERRY VINSON**  
I live in Greater Grand Crossing. When I first moved there in 2006, it was kind of rough but as people moved in and out, it got better. Now, it’s in a good spot compared to where it was. There was a lot of violence and crime — bad influences. It still happens, but there’s less. I haven’t had any problems with having to actively avoid those influences, you would do what you would do and they would do what they would do.  
I’ve been at Lab my whole life, I spend most of my time with people from Lab. The reason I don’t feel divided between two neighborhoods is that I have so many memories and so many friends in both neighborhoods that I really value. I’ve been going to Lab since kindergarten, so I feel like Hyde Park is my home, but I also feel like the neighborhood I live in is my home. I used to go

outside in the back yard and play, just typical stuff you would do as a kid, and I was able to have that opportunity both in my neighborhood and in Hyde Park.  
When you year “South Side of Chicago,” you think lots of violence, lots of gangs. People get one view of the South Side and put all the neighborhoods together, and they assume that the entire South Side is the same way. It’s not viewed as distinct neighborhoods, it’s viewed as one big block.  
The first thing I can say that the South Side means to me is home. There’s definitely a sense of community, and there’s like... loyalty. Everyone looks out for everyone. If a neighbor is sick, we take care of them, take out their garbage, help them around the house. Everyone is working together, and everyone feels loyal to each other. There’s a much different vibe in

my neighborhood now. When we first moved here, every day you got home, you went inside, and that’s where you stayed. But now, you come home, you go inside or outside, barbecue in the summer and spring, do yard work or sit on the front porch. Now you can go outside and do whatever you want without being scared or anything.  
I disagree with the idea that all the African American students just socialize with each other. I have friends that live up north, and we’ve been really good friends for quite a long time... Most of us have known each other since Lower School, and that’s when we all lived in different neighborhoods, so it’s really just the friendship we’ve kept through the years. It’s a lot more about who you end up being friends with and who you are than separate stuff like where you live.

## INJUSTICE. SEGREGATION. CULTURE. HOPE.

### Students describe misconceptions of Chicago life

BY TALIA GOERGE-KARRON  
ASSISTANT EDITOR

Systemic socioeconomic segregation. Misconception of black men. Corruption. Unequal education. Unjust. Culture pockets. Not “Chi-Raq.” Hope. This is what Chicago means to many U-High students.  
The Social Justice Club sponsored a photo titled “What does Chicago mean to you?/What is Chicago to you?” which resulted in a photographic discussion on issues and culture throughout Chicago.  
Some students did have inhibitions about writing negative perceptions of Chicago for the whole school to see. “Some people were kind of scared to give negative answers because they knew they would be posted around the school,” Kara said. “It shows that

*“[‘Chi-Raq’] just showed and added negative connotations to Chicago. Because of that, I felt like only the people in Chicago really know about Chicago. There is violence, but there’s also people trying to improve the violence.”*

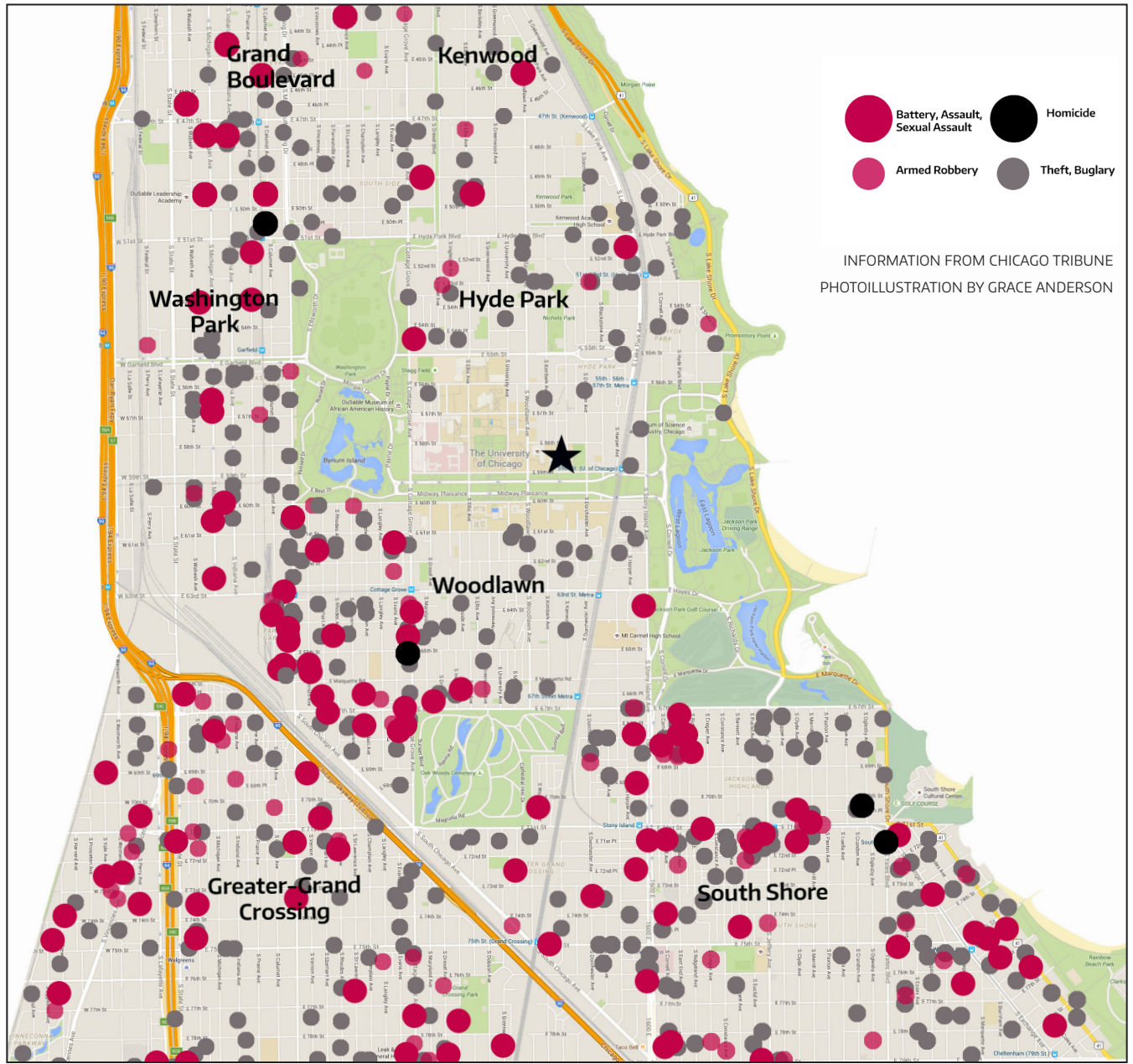
— Che Raoul, senior

Lab as a community is very diverse and we lots of different experiences and opinions.”  
Sophomore Olivia Issa remarked on the divide between public and private schools. She is a competitive dancer that works with dancers from across the city, the majority of which do not go to U-High.  
“Their class sizes are twice the size of ours,” Olivia said. “I’ll say, ‘I’m taking AP Computer Science this year, while their schools would not dream of teaching computer science.’ We get penalized for cutting class, and I mentioned that, and this girl turned to me and said, ‘Someone cut class 42

consecutive days and still passed the class.’ There’s no safety net for them, and that’s terrifying because we’re all going to make mistakes.”  
Other students addressed racial inequality both at Lab and in the greater community on the South Side. Kara explained there is a lack of discussion on race at U-High and she hoped this project would address that gap.  
“Race plays a role in Lab’s everyday community,” Kara said. “I think that at Lab, race is a very sensitive topic to talk about and how we feel about diversity as a whole... I think that people are scared to talk about the racial issues when things like Laquan McDonald getting shot and police brutality happen.”  
While Hyde Park is a diverse neighborhood, Kara remarked that U-High students tend not to pay as much attention to the racially segregated areas of Chicago. Kara lives downtown where she sees many different races living and working cohesively.  
“I think that a lot of kids at Lab either live in Hyde Park or on the North Side,” Kara said. “Hyde Park is a super diverse area... there are so many parts of Chicago that are strictly white, or strictly black, or strictly latino. Lab kids don’t pay that much attention to those areas.”  
In light of increasing protests, Kara remarked on the changing nature of the public view on police brutality and race in America and the need for education to continue this trend.  
“People are becoming more aware of what it’s like being a black male in Chicago and America,” Kara said. “The people that are under the impression that police brutality of African American males is not something that exists need to become more aware. People that don’t think there’s racism in the world need to be educated.”

## SOUTH SIDE CRIME

While families live, eat and work on the South Side, it remains one of the locations with the highest crime rate in the country. This often prevents outsiders from appreciating the historical culture of this part of the city but is also a key piece to understanding the region.



INFORMATION FROM CHICAGO TRIBUNE  
PHOTOILLUSTRATION BY GRACE ANDERSON

## SOUTH SIDE EATS

BY MICAIAH BUCHHEIM-JURISSON  
EDITOR-IN-CHIEF

The South Side of Chicago has a rich culinary history ranging from classic soul food to African cuisine and hip cafes, exemplified by these neighborhood staples.

### Lem’s Bar-B-Q

311 E. 75th St.  
Greater Grand Crossing

The line usually stretches out of the door at this Chatham fixture that’s been open since 1968, and after tasting the food it is easy to see why (though admittedly the space inside the store is quite small — there is only the line, no eating space). Don’t worry though — the line tends to move quickly. The two massive hickory smokers house the slabs of meat soon to be doused with the Mississippi-style mild sauce. The smoky, slightly sweet, tangy rib tips underneath a bed of fries are some of the best in Chicago (and don’t forget about the hot links). Open from 1 p.m. to 3 a.m. on Fridays and Saturdays, but worth eating any time of day.



### Yassa African Restaurant

3511 S. Martin Luther King Dr.  
Bronzeville

Aside from its absolutely delicious (and inexpensive) Senegalese food, Yassa’s low-key environment and exceptionally friendly staff and chefs who are eager to converse with guests make it a great hangout spot. Dibi and Maffe are highly recommended, both of with come with flavorful and succulent cuts of lamb and chicken. Also recommended is the ginger drink (the proprietor, who is over 60 but looks 45, claims that his youthful visage is a result of frequently sipping this rejuvenating beverage). Besides, what other restaurant has a picture of music legend Akon on the menu?



### Currency Exchange Cafe

305 E Garfield Blvd.  
Washington Park  
Artist Theaster Gates started this well-decorated cafe/hangout spot located just west of Washington Park. There is ample hangout space with a library collection, and soon, a 35mm slide collection, both which are accessible to patrons. The premise of the cafe centers on Theaster Gates notion of repurposing abandoned spaces (hence its home in an old currency exchange building), and it doesn’t stop there — the repurposed tables, mugs, doors and signs make for an fascinating, heterogenous aesthetic. The cafe serves southern soul, Filipino and Mexican food, and features classics like jambalaya, fish and grits, buttermilk pancakes and chilaquiles. Serves breakfast all day and lunch starting at 11 a.m.



### Experimental Station

6100 S. Blackstone Ave.  
Woodlawn  
According to its website, the Experimental Station aims to “build independent cultural infrastructure on the South Side of Chicago.” It hosts various institutions, including Blackstone Bicycle works (a community bike shop that repairs and sells used bikes and hosts programs for youth to learn how to work with bikes), the 61st Street Farmers Market, both of which host worthwhile events and programs throughout the year. In addition to regular Farmers Market events, the Experimental Station also regularly hosts workshops on healthy eating and cooking, as well as other cultural events. Also housed at the experimental station is the documentary studio the Invisible Institute and the local paper, “The South Side Weekly.”



MIDWAY PHOTOS BY MICAIAH BUCHHEIM-JURISSON AND CLYDE SCHWAB



# Privilege calls for social responsibility

One hundred thousand dollars. By anyone's measure, that is an exorbitant amount of money, incomprehensible to nearly all high schoolers. It's greater than what more than 80 percent of Americans make in a year — and is at the disposal of the 30 teenage members of the Finance Club. Much of our city won't see that kind of money in many years of work, and it's our job to not only teach students how to invest, but to be socially responsible.

*As the Midway sees it...*

To be clear, the money raised by the club was done so legitimately through solicitation, and the fact that they succeeded in raising funds to that degree is not only commendable, but impressive and an accomplishment in itself. But what does it say about how Lab students perceive money? Taking charge of your education, writing a plan and running with it is a value of this school, but what does that teach stu-

dents about the value of money? However, it is less about what these students accomplished in the context of Finance Club but what their accomplishment exemplifies in terms of the scale to which students here have access to money. Students here can be granted massive amounts of money, and yes, this is to our benefit, but it teaches us nothing about, if not a warped understanding, of its value. Lab students have the rare opportunity to steward this level of capital, but at the cost of learning its value, and that sends a message to students.

It's not a surprise that as a private school with high tuition, we have more money than most schools, and families who send their kids here because of this generally make above the average household income. Even so, it's a lot to give to a club. Understand this amount of money outside of the context of Lab and your family income.

If these students don't know the value of this money in the real world, it's risky to have them investing it. You can't fault students for not appreciating the amount of a dollar when they perceive it

as a different relative amount. Not only is it important for our students to have an accurate world view, but in order to spend that money wisely students need to understand its value. While we have this tremendous privilege, we shouldn't let it become our norm or assume that everyone has this kind of opportunity — you won't be in this bubble forever.

At Lab, we're all in this bubble, but we don't all come from the same financial background. This year Lab has made it a point to stress social justice, and included in that are issues of economic inequality. The majority of kids at Lab would agree that they are above the poverty line or well-off. But just because you are aware of your class, or that you are better off than most people, or have access to something that they don't, that doesn't mean that you understand the meaning of it, internalize it or are conscious of it.

It's important to think about it actively and acknowledge it consistently. You can acknowledge that your privilege gives you a certain set of opportunities, one of which is a club with \$100,000. We should be using this in con-



ARTWORK BY ELIZABETH CHON

junction with the awareness that isn't representative of our fellow students and community, and is in fact quite different from that of our society.

No one should feel bad for this opportunity, but we shouldn't think that this is normal. There are dangers to doing so, and it's important that we work to protect ourselves from them. We have a responsibility to not let the value of money and our privilege roll off our backs and to understand what it means whether

*“Much of our city won't see that kind of money in many years of work, and it's our job to not only teach students how to invest, but to be socially responsible.”*

or not you're actively handling money. One's understanding of money's value is based off of their experience, and the unusual nature of our community's mentality about money can be blinding, and for some, alienating. There's a lot to be both proud of and thankful for as far as resources go at Lab.

However, this wealth promotes a unique culture and mentality surrounding money and its value, that is not often talked about at our school. It is because of how economically atypical a community like ours is that it becomes that much more important to keep in mind the rarity of our situation and to maintain a certain awareness of our privilege.

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

## Should seniors share college news on social media?

It's no secret that academics at U-High are incredibly competitive, and college admission is no exception. As seniors decide which school they will attend next year, college counselors urge students to keep their decisions to themselves. Traditionally, during the final week before May Project, seniors are invited to wear a shirt announcing their school of choice and post their decision to Facebook. But for those who choose their school earlier, should they wait until that designated day to share? Two Midway staff members debate the issue.

### If you want to celebrate, do it

BY ELENA MAESTRIPIERI  
HEALTH EDITOR

After four years of hard work, SAT and ACT prep, AP exams and a year-long college application process, seniors await the email that says: “Congratulations!” Whether from a first choice or safety, the feeling can be exhilarating. In the



Elena Maestriperi

grand scheme of things, getting accepted into college is one of the biggest achievements for seniors.

College counselors tell us: “keep it to yourself.” They say that sharing the news of your college decision could hurt the feelings of a peer who was rejected. It goes without saying no one is endorsing bragging, by any means.

Each senior can choose if they share their decision and who they share it with. However, many seniors unintentionally cast a negative light on themselves when they choose to share — especially on social media.

Students shouldn't have to feel guilty for sharing their achievements or achieving in the first place. In fact, not only should students not judge their peers for their decision to share, but we should be celebrating the achievements of our classmates who have gone through the same exhausting process, more or less, as we have. It is true, that with the innumerable “Student Recognition” assemblies, celebrating suc-

*“Whether we share our news today, tomorrow, in May or three months ago, we shouldn't be shaming each other for finding our match.”*

cess is not foreign to Lab culture. We celebrate our peers' achievements all the time. Yet when it comes to, essentially, the pinnacle of a high school career, we are told what? Keep your mouth shut?

Lab culture also plays a part in falsifying a correlation between a student's college and their worth as a student and a person. It's easy to let your college decisions affect your self-esteem in both positive and negative ways. However, a lot more goes into picking a college than just your academic abilities. Colleges differ in competitiveness, but so do programs within a college. Certain schools and programs are more expensive than others. Some schools are too close or too far away for students and their families; the list of factors goes on and on. It would be unrealistic to determine how “good” someone is based solely on where they plan to go to school.

As May 1 approaches, many seniors are already preparing themselves for the next chapter of their lives. Some have made their decision back in December. The rest of us still have some time to decide which school is our perfect fit. Whether we share our news today, tomorrow, in May or three months ago, we shouldn't be shaming each other for finding our match.

### It's best to hold off until May

BY ARIEL GANS  
EDITOR-IN-CHIEF

Decision time. Well, for some of us. Since as early as December, seniors have been hearing back from prospective colleges, and even committing to them. It's a pinnacle time in any high schooler's life, but at U-High,



Ariel Gans

where students are so heavily conditioned to believe that the college they go to directly correlates with their success in life, these decisions can be especially upsetting or affirmative. This creates a

delicate etiquette about how to go about sharing decisions. At U-High, where one applies is considered extremely personal, even between friends. If you are lucky enough to get into your top school, for instance during the Early Decision 1 round in December, should you still wait until May 1 to post the news to Facebook? In my opinion, you should.

For one thing, at the beginning of December, before the first decisions are released, seniors attend a college workshop where the college counselors present a PowerPoint that reads in bold, “please do not announce college decisions on Facebook (or any other social media).” The counselors warn seniors of the tensions this causes amongst classmates, not to mention the bragging, gossip and rumors that can ensue.

Furthermore, those who were

admitted during the early decision rounds likely have not experienced getting denied or deferred, and do not know how upsetting it can be. Even a friend who seems like they're over their denial or deferral might just not know how to tell you how much they're hurting. On Facebook, you forget just how many people are seeing your post, and no one wants salt in their wounds. The fact is that it can be very painful for students who do not get into a particular college to see others be admitted at this time, even if they didn't apply there.

By all means share your news — celebrate whenever and however you want — it's ultimately your decision. In fact, I encourage you to tell your close friends, family and recommendation writers, but be aware that there are people who will resent you for it and feel awkward around you. Furthermore, everyone knows that you were told not to and are choosing to anyway. So is it that important to you to post early? Close to 90 percent of colleges this year have some form of a Facebook presence for their prospective and admitted freshmen, usually a page or group. These are great places for you to post about your excitement, without any potential damage.

I in no way believe that you have to hide your news or keep it a secret, but to announce it on social media in December comes off as pretty insensitive. It's not that people don't want you to be happy or celebrate. It's that they want you to wait. There is a time to share your news with the world, and if you wait for it, we can all have something to celebrate together.

## U-HIGH MIDWAY

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# Intolerance can derive from dairy diet

BY SONNY LEE  
ARTS CO-EDITOR

"I loved dairy and drinking milk."

But the problem for sophomore Maya Paloma was she needed a pill to not feel uncomfortable after every scoop of ice cream.

Maya explained that being lactose intolerant was extremely difficult due to her love of dairy, and although Lactaid pills helped, if she forgot to bring them, food got boring.

"I couldn't have any of the pizza for dinner," Maya said, recalling a time when she forgot to bring her Lactaid pills to her favorite pizza restaurant, "so that was pretty upsetting."

Maya was one of 40 million Americans who are lactose intolerant.

Maya explained that she used to drink milk with almost every meal with no problem, but in fifth grade, she began experiencing painful stomach aches to the point where she would need to lie down until the pain passed after eating dairy products.

"My mom noticed my sickness and thought I might be lactose intolerant," Maya said. "We went to my doctor and she said to try going lactose-free for a week. And I immediately felt so much better."

Lactase, an enzyme that is pro-

duced in the small intestine, helps break down the sugars found in dairy products. School nurse Mary Toledo-Treviño explained that when people lack the enzyme to fully break down the lactose, it results in the gastrointestinal system creating very irritable reactions like cramps, stomach aches, diarrhea and gases.

Maya explained that if people eat enough of something like lactose, their bodies can begin to reject it because they no longer can produce the enzymes to break down the food.

"I was lactose intolerant for maybe three or four years," Maya said. "And I think it was a process of taking the Lactaid pills, which assisted my body to process the dairy, and continuing to eat dairy in small doses. And because of that process I am now not lactose intolerant."

Mrs. Toledo-Treviño explained that though lactose intolerance is common, there are aids, like Lactaid, which is a medicine people can take shortly before ingesting dairy that will minimize the symptoms.

"It's a very particular condition that causes people to have to modify their diets in such a way that they have to avoid anything that would contain lactose, so that way they don't have to deal with those



ARTWORK BY KAT FLOCKE

symptoms anymore," Mrs. Toledo-Treviño said.

Mrs. Toledo-Treviño explained that though lactose intolerance is common, there are aids like Lactaid, which is a medicine people can take shortly before ingesting dairy that will minimize the symp-

toms.

Lactose intolerance may not be as serious as certain allergies, but Mrs. Toledo-Treviño explained that people should still be aware of the condition when eating out or sharing food.

# Lab should test students for scoliosis

BY ELIZABETH CHON  
OPINION EDITOR

Despite the fact that scoliosis affects over 7 million people in the United States, it is a fairly common skeletal condition that can easily go unnoticed. Scoliosis typically starts at the beginning of puberty and worsens with growth.

A child may not be aware of a curvature in his or her spine without a screening from a health professional, and some may skip yearly checkups, which is when most doctors check for spinal abnormalities.

For those who don't get screened until they are done growing, it will

be too late.

In many public schools, scoliosis testing is mandatory. It is a quick and simple screening where a student bends down while a school nurse looks at the spine for any abnormal curvatures. Especially since scoliosis needs to be diagnosed as early as possible for maximally effective treatment, it is something that all students, including Lab students, should be screened for. Anyone could have scoliosis; there are no risk factors or known causes.

According to Lab Nurse Mary Toledo-Treviño, Lab does not test its students for scoliosis because there is generally a low concern — it is a greater concern in public schools since there tend to be more students with limited financial or insurance availabilities.

The next best option would be a school nurse, who can do a quick screening just to find out how they're doing on a day-to-day ba-

sis.

"For us, it hasn't been a screening that we do on a regular basis and that's because we expect students to get a yearly physical with their doctors as they should be getting done," Ms. Toledo-Treviño said. "Doing a full physical assessment is the best way to find any skeletal abnormalities. Our experience is that a lot of Lab students' parents are very on top of things, making sure that they are getting their yearly physicals with their doctors, so we aren't as greatly concerned."

Although it's safe to say that most Lab students have access to health care, it doesn't necessarily mean that every student is going to yearly checkups and getting screened for scoliosis.

Lab wouldn't even have to hire anyone or invest in extra resources, and it's much better to be safe than sorry.

Even if Lab doesn't require sco-

*"Lab wouldn't even have to hire anyone or invest in extra resources, and it's much better to be safe than sorry."*

liosis testing for all students, it should at least be discussed in health classes. If a student wants to be screened, all he or she has to do is reach out to the school nurse and come in for a quick screening.

Scoliosis can start at any time during skeletal growth and requires urgent treatment because it is a growth-related issue. Treatment can range from a back brace to surgery and earlier treatment is more effective.

Though school-wide scoliosis testing would be ideal for Lab, there should at least be some discussion on the subject so that students are aware of the condition.

# Gardasil succeeds in preventing HPV in teens

BY MARISSA MARTINEZ  
MIDWAY REPORTER

Human papillomavirus, the most common sexually transmitted infection in the United States, affects approximately 6.2 million people annually. Through increased use of the HPV vaccine, Gardasil, rates among teens have decreased over the past decade.

While Gardasil has been effective at lowering teen infection rates, only 40 percent of U.S. adolescents are receiving the correct dosage, according to the Centers for Disease Control and Prevention. University of Chicago nurse practitioners think more students should get vaccinated.

According to the CDC, the long-lasting HPV vaccine is recommended for women 13 to 26 years of age, as well as men 13 to 21 years of age. These vaccines, given as three injections over a six-month period, target four strains of HPV, which can cause primarily cervical cancer in women and anal cancer in men, as well as other cancers of the reproductive system, regardless of gender.

Jennifer Burns, a nurse practitioner and medical director of the Pediatric and Family Travel Clinic, covers infectious disease service at University of Chicago hospitals and oversees major vaccine programs.

Since 2002, she has tried to fix low pediatric and adolescent immunization rates in Chicago by visiting different medical practices to talk with medical staff about vaccination types.

According to Ms. Burns, the Gardasil vaccine is the best way to prevent the sexual acquisition of HPV, as opposed to just barrier methods of protection, like condoms. She thinks the rise of immunizations is a combination of factors, the strongest being increased provider recommendation.

"The recommendations for this vaccine came out in 2006," Ms. Burns said. "It was very permissive. 'Girls can get this, maybe boys.' It was very unclear and the parents picked up on that. In the last two to three years, we have a lot of funding for providers saying to get the vaccine."

Ms. Burns recommends getting the Gardasil immunization before graduating high school.

The vaccine loses efficacy as one ages, she noted, and receiving all vaccines as early as possible while covered by insurance is the safest bet.

6.2 million people in the United States contract HPV each year

40 percent of U.S. teens who are receiving correct dosage of Gardasil

2nd leading cause of cancer deaths among women worldwide is cervical cancer, often caused by HPV

# What's on your playlist this spring?

High school athletes from all grades share their favorite work out songs



"Put In Work"  
A\$AP Ferg



"Love Runs Out"  
OneRepublic



"Black Coast"  
TRNDSTTR  
(Lucian Remix)



"Hear Me"  
Imagine Dragons



"Faneto"  
Chief Keef



"Hollaback Girl"  
Gwen Stefani



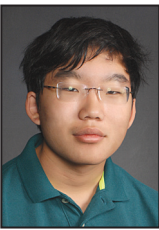
Brian Dean, a senior who was a varsity basketball player, said that this song is one of his work out favorites.



Julia Gately, a junior on the tennis team, said she loves to listen to this song when she runs because it has a good beat.



Megan Moran, a sophomore who's on the JV girls soccer team this spring, loves to play this remix when she practices.



Ryan Lee, a freshman swimmer, can't listen to music when he's in the water, but he likes to listen to this song when he's working out.



Sam Fleming, a sophomore, said he likes to listen to this song when he works out and gets ready to play tennis.



Taylor Thompson, a junior on track and field, said she listens to this song to help her focus her nervous energy before a race.



# Baseball – it’s not just a boys game

BY MAIA BOUSSY  
MANAGING EDITOR

“Part of the reason I have stuck with baseball is just because I wasn’t supposed to,” senior Angela White said. “There is something, I don’t want to say fun, but satisfying about sticking it out.”

One of only two girls on the baseball team, along with junior Asha Futterman, Angela has spent most of her baseball career being one of a small number of girls on various teams in the male-dominated sport, dealing with sexism and discrimination throughout.

Angela played baseball for the Hyde Park Legends and Asha played softball for the Oak Park Windmills and currently plays for the Flossmoor Hurricanes. Here at U-High, Angela played JV during her freshman, sophomore and junior years, while Asha played both JV and varsity as a freshman and sophomore.

After starting baseball at a young age, Angela chose to continue with the sport rather than switching over to softball as the majority of girls do.

“I actually started playing baseball, or tee-ball, when I was about six. As time went on and the later and later it got, the less I wanted to switch over to softball just because that wasn’t the sport I was playing and it would be a difficult transition. Also, especially in the city there aren’t a lot of softball teams, so I would have had to drive hours to go to softball team. It didn’t make sense when I had a little league which met like two blocks from my house.”

Angela remained the only girl both on her team and in her league for the majority of the time she played with the Legends.

Asha joined baseball in 7th grade as a way to stay in shape during a



Asha Futterman



MIDWAY PHOTO BY KARA COLEMAN

**WINDING UP.** Senior Angela White prepares to throw a baseball during practice. Angela and junior Asha Futterman are the only girls on the baseball team. Both having competed on the Lab baseball team since middle school, they have faced adversity and prejudice because of their gender from teammates, coaches and officials.

break in her softball season.

“Softball is the main sport I play, I just play baseball at school because we don’t have a softball team here at Lab. I can’t play with my softball team because they are all playing with their high schools.”

After starting school baseball in 7th grade, Angela had an unusual experience as several girls joined the team, making the gender gap significantly less.

“Seventh and eighth grade baseball were very unique experiences,” Angela said, “because in my grade we had five or six girls on the team which was more than I’d ever been around. In some games there would be an equal amount of girls to boys on the team and that com-

pletely changed the social dynamic. That for me was something that I wasn’t used to and I really valued that.”

However, transitioning to high school proved difficult for Asha, as competition increased.

“I think middle school was a lot easier than high school because in middle school there wasn’t a varsity or JV,” Asha said. “We were all one team, which made it a less competitive environment. Once it gets more competitive, it also gets more sexist and you have to be selected and a lot of reasoning goes into why they choose you or don’t choose you. It was just a lot easier, because you just had to be as good as everyone else. There were still

obviously catchers or something that would say sexist things, but it wasn’t as amplified as it was in high school. Freshman year got a lot harder and I started seeing sexism more just because I was still performing well, but I wasn’t taken seriously.”

Angela also experienced difficulties freshman year, mainly because she felt out of place.

“Freshman year baseball was easily the hardest year of baseball in my life,” Angela said. “Asha wasn’t there so I was the only girl on the team, I was younger and workouts were really hard. The guys were nice to me, but it was just so clear that I wasn’t supposed to be there and I just felt like I

**“You are here to play baseball and they aren’t viewing you as an opponent.”**

— Asha Futterman, junior

wasn’t supposed to be there. It was really hard for me to keep going.”

Sexist comments and treatment weren’t limited to within their baseball teams, also occurring at games.

“It’s the way the other teams treat our team, like making fun of our team because we (both she and Angela) are on it,” Asha said. “The umpires will point out how we are different from everyone. I’ve had a couple umpires tell the catcher (on the other team), ‘Oh make the pitcher to throw a fast-ball down the middle,’ because they assume we aren’t as good as the rest of them (boys).”

“The worst is when they sexualize things. Sometimes they will wink at you or make comments more sexually and that’s the stuff that really gets to me. You are here to play baseball and they aren’t viewing you as an opponent.”

“You go up to bat and the umpire, even if he means well, will say like, ‘Come on over sweetheart,’ and he obviously isn’t saying that to anyone else,” Angela said. “Hearing that on the spot, right before you are supposed to hit the ball, it makes me like 10 times more nervous.”

Angela feels that because she is a girl, she receives constant pressure to prove herself as a baseball player.

“Everyone on baseball team is trying to prove that they are good at baseball,” Angela said, “but for us, we have to prove that we deserve to be there. It feels like we are so far behind, because people look at us and assume we aren’t even supposed to be on the team. So you have to prove that you should be on the team and then prove that you are better than everyone that is trying to take your spot.”

## Moderation, consistency keys to injury prevention

BY CLYDE SCHWAB  
FEATURES EDITOR

As the spring season begins for U-High athletes, the steady stream of the injured flowing into U-High trainer Mallory Mahalov office resumes while the prospect of injury looms.

Despite what she described as a relatively injury free year for many sports, Ms. Mahalov described why certain injuries continually plagued athletes and the need to stay active year round.

“Most of the injuries are caused by going from being sedentary to too much, too fast, which is why we suggest that everyone works out all year round if they’re going to be in a sport or at least start conditioning a month before the season,” Ms. Mahalov said. “So say if you’re playing soccer in the fall, I would hope that if you’re serious about it, you would work out all year round. Keep in shape, and just make sure you’re stretching after, because you could forget that but it could go a long way for preventing injury.”

In between expertly advising students sitting on beds or stretching nearby, Ms. Mahalov described the role of balance and strength in preventing injury.

“The reason these problems happen is we have issues with our strength and balances,” Ms. Mahalov said. “For example, I might

have really strong quads but really weak hip or glute muscles, and you think about the base of our body is our hips, so you could get a strong core and strong glutes and hips. That could prevent a lot of injuries. Kind of the basics of what I do.”

Junior Charlie Sowerby, a track and field captain and now veteran runner, struggled with injuries which began with stress fractures earlier in the year due to a vitamin D deficiency, wearing shoes that lacked stability and excessive running. After his injury, Charlie had to wear casts on both shins during the day and began jogging on a treadmill specially designed to reduce the impact on his shins before he could get back to running.

“Even having finished PT, I’m still only allowed to run every other day and must wear wearing compression calf sleeves on all my runs. I will probably have to stick with this regimen for several years, but I’m still lucky to have been back running this quickly.”

Charlie noted that stress fractures, caused by overworking, resulted from a lack of understanding of his own limits.



Charlie Sowerby

**“Most of the injuries are caused by going from being sedentary to too much, too fast.”**

— Mallory Mahalov, trainer

“In my opinion, my injury was almost unavoidable with what knowledge I had about my body at the time,” Charlie said. “Everybody is different and certain people can handle certain intensities of training, and it is very difficult to figure out what you can and can’t handle.”

Though not currently a U-High athlete, senior Kenny Koenen has plenty of experience dealing with injury, first getting surgery for torn cartilage in his shoulder his sophomore year, resulting from baseball, swimming and weightlifting, and then getting knee surgery from a torn ACL, resulting from a gym class Frisbee game. While he described the difficult but rewarding experience of physical therapy, Kenny noted that his shoulder injury came from improper throwing technique for baseball alongside improper lifting technique. Kenny echoed a similar problem of not identifying the problem with his shoulder quickly enough.

“The shoulder injury was a result of how I threw and benching incorrectly and swimming, which



MIDWAY PHOTO BY SAM FLEMING

**HEAD, SHOULDERS, KNEES AND TOES.** U-High trainer Mallory Mahalov helps sophomore Tia Polite stretch and stay healthy for the soccer season. Stretching thoroughly before practice as well as competitions can help prevent both minor and major injuries.

is what irritated it the most and brought my attention to it,” Kenny said. “When I was playing baseball, my arm would be really sore after practice and I thought that was normal, everyone’s arm is sore after practice. When I was lifting weights, I was going past 90 degrees and I even though my pecs could lift it, my shoulders and back couldn’t provide enough support.”

While injuries can seem like a wholly avoidable problem, Ms.

Mahalov said that the danger of injuries will always be present when pushing oneself.

“If you’re going to go sit on a couch all day, you’re going to feel great. But if you’re going to push yourself or beat yourself with sports or exercise, there’s just wear and tear, you’re more likely to get an injury. If you’re going to be a runner or hardcore athlete, there comes homework like rehab, stretching, foam rolling.”





MIDWAY PHOTO BY KARA COLEMAN

**HITTING THE 'MARKS.'** Junior Charlie Marks grimaces and flexes his body as he sprints along the track on 61st Street and Stony Island during practice after school.

# Runners push event variety

BY ELIZABETH CHON  
OPINION EDITOR

Although competitive runners usually specialize in a select few events, U-High's Track and Field team is training its members to be competitive in a variety of different events.

## Track and Field

According to short distance co-captain Taylor Thompson, junior, the team's strategy for success this season is to encourage runners to try out and train for a range of events, rather than sticking to the events they are already familiar with.

"It's really about getting in position and drawing in more members so that we cover all our bases," Taylor said. "We need to be strong for all the different events; we're moving people around on our team to try different things towards the beginning of the season so that for our championship meets at the end of the season, we

*"I think that right now what our team is focusing on is setting goals, and each meet is starting to count more and more as we progress through the season."*

— Taylor Thompson  
co-captain

can really excel."

Senior Jacob Meyer, who runs long distance, says that winter's indoor season is an important preparation period for the outdoor season, which began spring quarter.

"Even though indoor and outdoor are technically different seasons, indoor is basically just a long pre-season for outdoors," Jacob said. "We look at them as one big season basically, so we aim to peak and run our best at the end of the outdoor season. There isn't an IHSA state series indoors so only outdoors truly matters. I'm really

excited to see what the team can do."

During the indoor season, senior Lucy Kenig-Ziesler and junior Elsa Erling made it to the Illinois Top Times Indoor Championship, the equivalent of state for indoor track.



Jacob Meyer

"We're really proud of our girls for making it to the Illinois Top Times, and we're in a really good position as a team right now," Taylor said. "Looking out towards the end of the year, we have ISL and then our sectional meet. And if we do well in sectionals, we'll go to state. And so I think that right now what our team is focusing on is setting goals, and each meet is starting to count more and more as we progress through the season."

# Girls soccer players hope to improve communication

BY TALIA GOERGE-KARRON  
ASSISTANT EDITOR

Coming off a 6-1 win against Bulls College Prep on April 11, the girls varsity soccer team hopes to win a spot in regionals.

The varsity team has a new assistant coach, Gabriela Loera, who is a graduate student at Robert Morris University. After being recruited for college soccer out of Lane Tech, she went to coach for Instituto del Progreso Latino, a non-profit organization on the South Side of Chicago.

"The team has a good grasp on what the coaches expect

## Girls Soccer

from them," Ms. Loera said. "Every team has to improve and everyone has their different weaknesses. Right now, we're just focusing on being able to work as a team and knowing that as the main goal."

On April 1, the varsity team had their first game against Fenwick High in which they lost 0-4. On April 2, the varsity team won 3-2 against Northside College Prep. On April 5, the varsity team won 2-0 against Willows Academy. On April 8, the varsity team tied 0-0 with Walter Payton College Prep.

Although the varsity team members are close as friends, captain Ciara O'Muircheartaigh remarked on the need for communication on the field, rather than just being

friends.

"I think communication is probably the biggest area that needs improvement," Ciara said. "Even though we have a friendly dynamic, we need more communication on the field. We need to be able to talk on the field because sometimes I feel like we're being too nice to one and other."

Last years varsity team was a very freshman heavy team, which has translated into a sophomore-heavy team for this season.



Ciara O'Muircheartaigh



Sam Aronson

Through coaching and practice, varsity captain Sam Aronson talked about the individual strength on the team.

"I think that since we have so many individually skilled players and we're all friends, I want that to translate into success on the field," captain Sam Aronson said. "Especially because we've been moved down a class, I think we have a chance at playoffs. Over the past year there have been noticeable changes with the skills of

each player, I think everyone has majorly improved. I think the team bonding is stronger than ever because there's a lot of sophomores who have played together."

Following the theme of communication on the junior varsity team, senior Mira Jacobs spoke about the need for communication during games for the team to be more successful as a whole.

"I think the biggest thing we can improve on is communication," Mira said. "The effort and energy are there, but as far as communication when we are at games and practice that can improve."

The next home game will take place on April 20 against Francis W. Parker School.

# Alum assists boys tennis team

BY ELENA MAESTRIPIERI  
HEALTH EDITOR

"I think when you're a player, it's easy to get caught up in your emotions," Sam Frampton, the new assistant-coach of boys tennis, said. "You don't necessarily look at the game from as much of a mental perspective. Coaching kind of forces you to take that step back and really analyze the game, and really think it out better."

## Boys Tennis

This spring is the first time Coach Frampton has ever been a coach, but he played tennis all four years of high school when he was a student at U-High himself. He graduated from U-High in 2011 and went on to Yale University, where he majored in Latin American Studies, and continued playing tennis recreationally.

Coach Frampton said that one of his goals as a coach is to challenge the players to consider the game from a mental perspective rather than just an emotional one.

"At this point, I feel like I'm getting to know everyone's game," he said. "I'm excited because I think everyone has a lot of potential for improvement. A lot of what I'm doing is preparing people for that moment when they have to step up, that's really like the most important thing for me."

Sophomore Sam Fleming shared on his hopes for the team this season as well.

"I think that we have a really talented team this season and I know we are all dedicated," he said. "Hopefully, as a player, I can learn to be more disciplined and become more of a leader. As a team, I think that we need to be more confident and believe in ourselves. We

have great captains, and they can take us far this year."

This year's captains: senior Julien Bendelac, junior Ajay Chopra and junior Alex Gajewski. Julien commented that the team's new assistant coach certainly "knows a lot about tennis."

In the future, Coach Frampton hopes to attend graduate school. He returned to Chicago to spend some time making music. However, tennis remains a favorite pastime, and coaching was the perfect opportunity to keep with the sport while also having the time to focus on music.

"I still play," he said. "Coaching affects how I play. It definitely makes you calmer on the court. You start to realize that maybe if you lose a point and throw your racket or something, that's not helping you. You start to coach yourself."



MIDWAY PHOTO BY PAIGE FISHMAN

**KEEP YOUR EYES ON THE BALL.** Sophomore Sam Fleming practices his serving during a practice after school. "Hopefully, as a player, I can learn to be more disciplined and become more of a leader," he said.

# With new personnel, baseball players optimistic about season

BY WILLIS WEINSTEIN  
ASSISTANT EDITOR

U-High baseball is full of fresh faces.

Young players have been called up to the varsity squad and a pitching coach, Hank Lott, has officially joined the staff after working with the team part-time for three years.

## Baseball

The varsity team opened the season against Grayslake High School on March 30, and the Maroons trailed 3-6 in the fourth inning when rain cancelled the

game. U-High's second game this season resulted in a 4-17 loss against Jones College Prep.

During spring break, 14 players traveled to Orlando for spring training at the ESPN Wide World of Sports. The team played four games, losing all four.

Despite the team's losses, senior Dylan Olthoff, varsity captain and



Dylan Olthoff

catcher, thinks the Florida trip is about more than winning games — it's about forming team spirit.

"Yeah, of course, we want to go in and win," Dylan said. "I think even more than the wins, Spring Break and the Florida trip is about preparing ourselves as a team, getting better and making that leap. It is also a bonding experience, without a doubt. It helps us formulate connections with teammates out on the field."

Hank Lott, who attended Lab, played professionally for the Detroit Tigers and New York Mets and currently works as a scout.

Head coach David Reid, who has worked with the Maroons for three years, thinks this team has good chemistry, pitching, baseball IQ, and a bright season ahead if everything goes according to plan.

"We're gonna have to work on some of our hitting," Coach Reid said. "We're not gonna hit bombs, we're not gonna hit 30 home runs. We're gonna hit for a high average, steal bases, play small ball, bunt the ball, move runners along, hit behind runners, just play fundamentally sound offensive baseball. We've got the players who need to step up. If they do step, we could

have a really special team."

Senior Joe Curci, a captain and centerfielder, shares Coach Reid's optimism, and remains ambitious for the season.

"Well, we have some goals for the year," Joe said. "Win conference. I've never won conference here. And definitely win Regionals. We're down to [Division] 2A this year, last year we were 3A. So, we're gonna be playing smaller schools, which should help us out a bit. We can deal with physical mistakes, but we don't like mental mistakes. So we wanna minimize those and stay focused on the season."



# Advanced math brings fun, success for junior

Wanqi Zhu follows his passion with university courses, STEM lectures

BY SARAH PAN  
NEWS EDITOR

Success is hard to define. Math enthusiast junior Wanqi Zhu has worked to find his own definition in society's academic, grade driven environment.

Particularly influential in this journey was motivational speaker Tony Robbins' workshop series, which Wanqi attended around the same time he entered high school. Robbins, an American self-help author and entrepreneur, promotes motivation and philanthropy through videos and life training programs, such as the one Wanqi attended.

"He opened up my life perception in terms of viewing the world," Wanqi said. "I never really thought about the world as a whole, it was more like, 'OK, I can do well on this assignment by studying, and I can do well on the math contest because I've done math a lot, and maybe I can spend a few hours doing more problems so I get better' and whatnot. But I think he opened me up to understanding more about how others might view the world, so that I can think from their perspective."

In 2010, Wanqi moved to Chicago from his birthplace of Nanjing. His mother was offered a job at the University, and his parents thought that moving to the United States could bring more opportunity for Wanqi as well.

"The culture in China is extremely stressful just because there are too many people in such a crowded space. The whole culture is very success driven, and success is defined in a conventional way,"

Wanqi said.

In the United States, Wanqi discovered an entirely new perspective of happiness and fulfillment. Particularly, he found gratification in mathematics and found innate joy in solving the complicated problems math threw his way.

"I could spend hours working on a problem just because I know the thrill I have when I find a clever solution. That's why just because you can do a lot of problems doesn't really mean anything – there's a huge difference between knowledge and understanding," Wanqi said. "What I like about math is the ability to, in a confined setting, attack unknown problems and work things out in a logical way."

Also interested in computer science, Wanqi created and maintains a personal website, wanqizhu.com. Here, he keeps record of accomplishments and expresses philosophies of life. In the "Future" section he says, "I have learned a lot from my experiences, from people around me and those I've never met, and it is my dream that, whatever form my life end up shaping into, I will be able to give back and build a better world."

"For me, it was more about what I want to say about myself," Wanqi said about the website. "I do a lot of activities, not necessarily involved in the Lab community. People mostly see my name in the bulletin, and see I won this math competition or something, but that's only one thing I do, and it's not the main thing."

This year, Wanqi has been a grader for an algorithms course and a course in discrete mathematics at the University of Chicago. He is



MIDWAY PHOTO BY TERESA XIE

**PREDICTING THE FUTURE.** Wanqi Zhu smiles as he speaks in front of the school for STEM Day at the schoolwide assembly. His speech was primarily focused on how Facebook predicts relationships, a topic he's studied extensively. In his free time, Wanqi enjoys solving math problems for fun, a hobby that's driven him to take elective math courses at the University of Chicago.

working with Gerry Brady, Adjunct Associate Professor in the Masters Program in the Department of Computer Science. "As soon as he turned 16, I asked him to be a grader for Algorithms," Professor Brady said. "When he took the Algorithms course, his course work was outstanding, and his work as grader has been outstanding as well."

Wanqi uses the opportunity to continue exploring math that interests him.

"Most of the classes I'm taking at UChicago, I do for fun. For example, Math Logic is an elective: it's

not a part of the normal sequence most people take," Wanqi said. "A lot of people, when they look at school, they say 'I hate school' and whatnot. I can't say I haven't said the same thing, because there are classes that I would have preferred not taking so I could have time for myself. But I end up learning something cool, likely different from what I expected...I think what's important about learning is the message behind it, the problem solving, the critical thinking, not just facts and knowledge. How would you approach unknown

problems or unfamiliar problems? If you've seen similar problems, how would you adapt to it using the tools you have? That's how things work in real life."

Ultimately, to Wanqi, success is all about making an impact on the people around him.

"I think what drives me is either I enjoy the process, or I know it will lead to something greater in the future, whether that means gaining a better understanding of the world or myself or others around me, or making an impact. I think in the end, that's my ultimate drive."

## STUDENTS IN THE SPOTLIGHT

Much like the first Art in the Dark, the focus was definitely on the students. The event was held April 1, after bad weather forced cancellation on Feb. 24. Artsfest board members coordinating the event put the talents of U-High students front and center. The performances, which included pieces from the whole Jazz Band along with solo singers, also had dances to modern songs like "Back 2 Back" by Drake

and "Down in the DM" by Yo Gotti.

Unlike last year, the event was in the gymnasium rather than the cafeteria. Committee members shifted the focus from watching performances to a more inclusive format. The more spacious venue let people move throughout the gymnasium to enjoy attractions such as the snow cones.

— BY DHEVEN UNNI

## Performers showcase their artistic talents at Art in the Dark



MIDWAY PHOTO BY SAM FLEMING

**ADMIRING HER HANDIWORK.** Sophomore Nicole Horio adds her handprint to the many others painted on the U-High banner at Art in the Dark. Some of the other activities offered were face painting, henna, live performances by U-High students, and a snow cone machine. This was the third Art in the Dark, which came through despite weather conditions that postponed the event until spring quarter. Under normal circumstances, Art in the Dark would have been the night before ArtsFest as a warm-up for the main event the next day.

**BRINGING BHANGRA TO LAB.** Junior Ariel Toole performs bhangra, a traditional Indian dance, at Art in the Dark. Dancing routines were some of the highlights of the event, including hip-hop performances by juniors Alexis Porter and Daniela Garcia. Other artists included singers, along with Jazz Band. The majority of the performances were of newer, modern songs. The range of instruments even included banjo, which was played by senior Maeve Potter. Sophomore Sophie Hinerfeld sang at Art in the Dark, adding her talents to a variety of student performances.

MIDWAY PHOTO BY KARA COLEMAN