

Long commutes, added anxiety and the pressure to fit in. Students may face a lot of problems to attend U-High, but most decide it's worth it for the educational benefits.



Tattoos mean more than just ink injected into skin, as some use them as a way to remember major life experiences — and even grow closer to their families.



Sophomore Franz Wild commits to her indoor track leadership role by staying in shape and consistently supporting her teammates even with a tibia fracture.



University of Chicago Laboratory High School

U-HIGH MIDWAY

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‘Enough is enough!’

Through walkout, students show solidarity with Parkland survivors

by **LEAH EMANUEL**
ARTS EDITOR

Joining a national movement, Lab middle and high school students engaged in a planned walkout March 2 at 10 a.m. to stand with the students from Florida’s Marjory Stoneman Douglas High School in their movement to end gun violence.

Faculty, administrators as well as some parents and even lower school students joined the congregation on the Midway Plaisance, as cameras and microphones from television, radio and other Chicago news media captured the event. The agenda included moments of silence at the beginning and end, with speeches from U-High students and one middle school student as well as a reading of the names of the 17 lives lost.

The Lab Schools’ event was March 2 because other national and local events are planned for dates during the Lab Schools’ spring break.

Student organizers who spoke at the event emphasized the need for change and the power of students’ voices.

“We hold the power to rewrite the narrative that this nation tells. You are the future of all of us. Our voices matter. Our voices unified can create impactful change that can and will save lives,” junior Isha Singh, an organizer, said.

The goal of the walkout was to not only to stand in solidarity with the students from Douglas but to inspire Lab students to participate in the growing movement against all forms of gun violence.

“We don’t want just thoughts and prayers anymore, we want to make our communities and our schools and our neighborhoods safe,” senior Natalie Glick said. “We are creating a future for America that we want to live in: a country without mass shootings. No more lives should be lost to guns, not sitting in class and not standing on your block.”

Other speakers included eighth grader Brent Pennington, freshmen Miranda Collar, Carley McClear and Aisha Ziad and senior Talia George-Karron. Natalie and Talia are Midway editors but were not involved in the Midway’s coverage in print or online.

Chicago efforts to join the national movement also include March for our Lives Chicago, organized by Natalie Daskel, a senior at Francis W. Parker School in Chicago. The march will be in Grant Park at 11 a.m. March 24.

Natalie Daskel created a Facebook page for the Chicago march, which quickly gained supporters.

“More students started to contact me and we came together and some organizations and adults with a lot experience organizing offered their resources and it just

“We’ve been raised and taught to believe that we can, in fact, change the world and when given the opportunity we really have capitalized on that, and I think that’s amazing.”

— DANIELA GOMEZ,
FLORIDA SENIOR

kind of spiraled into a really big thing,” she said.

Similar to the marches transpiring across the country, Natalie Daskel said the aim of the Chicago march is for everyone, but particularly teens and students, to step up and voice their opinions.

“We just hope that throughout the country politicians from both sides of the aisle will come together to push for change on this issue,” she said.

The marches, rallies and speeches have been planned primarily through Facebook, Twitter and Instagram. By utilizing social media outlets, students from Douglas have spread their message around the United States and gained support from around the world.

“We really can harness social media and make a real difference, a real tangible difference,” said Daniela Gomez, a senior at Pine Crest School in Boca Raton, Florida, just outside Parkland, in an interview with the Midway.

Inspired by the students from Douglas and mourning the loss of her close friend Nicholas Dworet, who died in the shooting, Daniela got involved with the movement.

Daniela said, “When I got the pleasure of hearing Emma González and working with all these students and doing interviews, I’ve realized that it doesn’t matter what these people are doing now because our generation is coming of age and our generation will be of age and we’re unstoppable.”

She said that there is a difference in this generation, and that they won’t settle for politicians neglecting their constituents’ voices.

“We’ve been raised and taught to believe that we can, in fact, change the world and when given the opportunity we really have capitalized on that,” she said, “and I think that’s amazing.”

Titled “Never Again,” the aim of the students’ movement is to unite the country and promote gun control while remembering the lives of those who died in the shooting.

“They had no reason to not hope for the next day, to not wake up and think this is what I’m gonna do tomorrow,” Daniela said. “We really have to realize that this can’t just be a Florida movement. This has to be a national movement because this can’t happen again.”



MIDWAY PHOTOS BY TERESA XIE

SIGNS OF SUPPORT. Raising both voices and posters, seniors Elena Sparrow and Alicia Haydon walk out for gun control and solidarity with victims of gun violence March 2. The day before, art teacher Sunny Neater-DuBow made available supplies and her classroom to people designing posters.



PUTTING A FACE TO A NAME. Middle school and high school students hold signs displaying the names, faces and interests of the 14 students and 3 adults people who died Feb. 14 at Marjory Stoneman Douglas High School in Parkland, Florida. At the walkout, participants wore orange ribbons to signify the official color of gun violence awareness.

State approves gun control laws

by **DHEVEN UNNI**
EDITOR-IN-CHIEF

In the weeks following the shooting at Marjory Stoneman Douglas High School in Parkland, Florida, Illinois legislators have passed multiple pieces of new legislation regulating the gun sales industry. These policies have been approved by the General Assembly and await approval by Gov. Bruce Rauner. They take effect automatically if he does not veto within 60 days.

House Bill 1467 bans bump stocks and trigger cranks while providing definitions that include devices that can make a semiautomatic weapon fire at the rate of an automatic and guns that fire by turning levers in a circular motion.

House Bill 1465 bans sale of assault weapons and 50 calibre ammunition to persons under 21 excluding the military, those transporting for sale in another state, people using them only for sport and actors using prop weapons.

House Bill 1468 expressly defines “assault weapon” to include guns with folding or telescoping stocks and ammunition in a revolving cylinder or 50 calibre weapons excluding shotguns and antique weapons along with a previous list of weapons not considered to be “assault weapons.”

Senate Bill 1657 specifies new license requirements for gun dealers that mandates they receive a license from a not-yet-appointed Gun Dealer Licensing Board.

Cultural clubs struggle to recruit members

Leaders cite event planning difficulties, lack of representation

by **SONNY LEE**
DEPUTY EDITOR

Despite the growing number of students in the high school, clubs like Muslim Students' Association and Latinos Unidos have found difficulty in gaining members, causing residual problems which result in fewer events and less attention to the club.

Senior Luis de Pablo, a member of Latinos Unidos, believes the coordination in terms of timing, available spaces and incentives as some of the barriers that prevent groups like Latinos Unidos from creating events to incorporate students outside of the club to attend events.

In addition, clubs like Asian Students' Association and Black Stu-



Luis de Pablo



Briana Garcia

dents' Association have annual established events such as the Lunar New Year celebration and Martin Luther King Day Assembly. But for Latinos Unidos, creating new events comes with more difficulties.

"There's a lot of bureaucracy to get there," Luis said. "You have submit things to people, you have to get it approved, and they tell you there's a limit to how many posters you're supposed to put up, stuff like that. And from the student body, people don't go to events unless you give them a really good reason to, even if you them free food and stuff, people won't always necessarily show up."

Dean of Students Ana Campos suggested that if a club is facing difficulty on planning events and gaining members, they could reach out to her or the clubs faculty sponsor in coming up with new ideas.

Latinos Unidos President Briana Garcia, a senior, explained that although the club holds important discussions during meetings covering topics such as whitewashing and the pronunciation of names, the lack of membership prevents many of the issues to be heard by students outside the club.

Briana acknowledged that the student body does not have many Latino students.

"I feel like there's a lack of representation of Latino students at school and because of that, a lot of people aren't really concerned with our community," Briana said.

While some clubs constantly host events to engage with the school, Ms. Campos believes that hosting events and having a large membership don't necessarily define a club.

"If there's not that many people in a club, you can still think about if there is a prompt or a question that you want to have other students discuss, you can still organize that and invite people to come."

— ANA CAMPOS,
DEAN OF STUDENTS

"I don't think a club has to be big," Ms. Campos said, "I think they just have to define for themselves what they want to be. Some clubs are perfectly comfortable having conversations amongst themselves on a weekly basis around whatever the issues are, and then other clubs really like to put something out there for the whole community and engage with people around different topics."

MSA also draws on a small student population. Additionally, the club must meet on Fridays to pray, adding another level of difficulty

to gaining members.

Because Fridays are a popular time for most clubs to meet, MSA President Sahar Siddiqui believes the main issue the club is facing is scheduling.

MSA has not gained any new members, leaving the club smaller than last year due to those who graduated.

Recognizing this issue, MSA hopes to incorporate more students next year.

Ms. Campos also had some suggestions to help clubs acquire more attention.

"The primary way for a club to bring attention to themselves is to remind everyone that they are out there and inviting them to conversations around topics that they are having, or planning an event or a program that they're doing," Ms. Campos said. "If there's not that many people in a club, you can still think about if there is a prompt or a question that you want to have other students discuss, you can still organize that and invite people to come."

Arguing way to the top, debate duo achieves historic U-High success

by **JACOB POSNER**
FEATURES EDITOR

The greatest debaters in U-High's history are not lost to the past — in fact, they walk the halls of the school today.

As a debating duo, seniors Dheven Unni and Michael Hellie have earned six bids to the Tournament of Champions this season, making them the most successful debate pair in U-High history. The pair earned a sixth bid at the California Invitational in Berkeley Feb. 17-19.

Dheven and Michael ranked ninth seed out of 185 teams in the varsity division. Michael was 13th best of 370 individual speakers.

The Tournament of Champions is April 28-30 at the University of Kentucky in Lexington. Prior to Dheven and Michael's accomplishment, the highest number of bids a U-High debate duo earned was two.

Obtaining a bid is difficult, ac-

cording to Dr. Sonny Patel, the duo's debate coach. It requires lasting until the final rounds.

In the case of the California Invitational, Dheven and Michael lasted until the octofinals, when only 16 teams were left.

Dr. Patel attributes Dheven and Michael's success to the different skills they offer, as well as their partner dynamic.

"Michael was pretty exceptional from his beginning. He was a voracious reader, and he developed and diversified the arguments he knows, meaning different kinds of postmodern, poststructuralist philosophy," Dr. Patel said. "To know that kind of scholarship really well, he's kind of singular at the pace with which he does this. A good amount of his success in this partnership is Michael's ability to use that fund of knowledge in very creative ways."

Dheven, on the other hand, is skilled in debate organization and

"I think part of the success of them as a duo is that both of them are willing to listen to each other's criticism. They are the harshest on each other, and I think that drives both of them to do better."

— DR. SONNY PATEL,
DEBATE COACH

game flow.

"One of his strong suits is that he can both debate in terms of policy, things that are very grounded and substantial, as well as things that are very philosophical," Dr. Patel said. "I think part of the success of them as a duo is that both of them are willing to listen to each other's criticism. They are the harshest on each other, and I think that drives both of them to do better."

JOURNALISM PANEL



MIDWAY PHOTO BY SOPHIE HINERFELD

STOPPING ALTERNATIVE. James Warren, former Chicago Tribune managing editor, makes a point during the Feb. 13 panel about fake news and the media, which was moderated by Talia Goerge-Karron. Other panelists were Ann Kimbrough and Charles Whitaker, both professors at Northwestern University's Medill School of Journalism.

NEWS IN BRIEF

Diversity committee holds daylong retreat

Insensitivity to students' identities is a common problem as identified by the Diversity Advisory Committee at a daylong retreat Feb. 5. The group met to analyze interview transcripts with students about their experiences around diversity, equity and inclusion.

The diversity committee consists of faculty, staff, parents, five students, and eight new liaisons chosen from Lab faculty and staff.

The DAC met to address and solve conflicts between people at the Lab.

"[Members of the Lab community] are having a lot of trouble understanding each other, and the diversity equity inclusion state-

ment that surrounds Lab — or is supposed to surround Lab," committee member Saige Porter, a junior, said.

The group also reviewed a 2016 survey of Lab parents, students and teachers asking about diversity issues they noticed, comparisons between Lab and other schools, previous work done at Lab. The committee reviewed applications for the vacant position of director of diversity, equity and inclusion.

In planning a strategy for diversity, equity and inclusion programs, the committee is narrowing ideas to determine what actions to take, according to Lab Schools Director Charlie Abelmann.

The group is also will also be looking at future interviews about experiences from students, par-

ents, faculty and staff across the lower and middle schools as well.

— GRACE ZHANG

Alumni Relations director resigns

Effective immediately, Christopher Jones, associate director of school for finance and operations, will serve as interim executive director of alumni relations and development. This appointment is in response to the resignation of Nora Hennessy, the previous executive director of alumni relations and development.

Ms. Hennessy had only been at the Lab school for a few weeks, but in a Feb. 22 email message to the Lab Schools community, Director Charlie Abelmann wrote, "At this point in her life, this role was simply not the right fit."

Mr. Jones will head Alumni Relations until a replacement is found.

— IVÁN BECK

Spring Fling replaced with dance marathon

Due to low Spring Fling attendance year after year, Student Council will instead host a dance marathon for all Lab students, from nursery to high school students.

The event, held Saturday, April 14, will benefit Chicago nonprofit My Block, My Hood, My City. The marathon will take place in Upper Kovler from 4-10 p.m.

The beneficiary charity introduces students from under-resourced Chicago neighborhoods to new opportunities, such as museum trips, and sailing lessons and neighborhoods across the city.

Student Council will charge \$5 to watch and \$25 to dance and enter the grand prize raffle, which is different for each school. High school students who dance for all six hours can enter a raffle for a Lollapalooza ticket.

"I hope that this event will be able to bridge together the different schools," Florence Almeda, Cultural Union president, said.

Every hour, student groups will perform. Students and families can bid in a silent auction on the sidelines of the dance floor.

"Typically we just do dances — maybe we'll do a few lunch events here or there — but we never do anything of this scale," Florence said. "Hopefully it's something that people will continue into the future."

— OLIVIA CHENG



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Two murals defaced with identity-based slurs

Schools work quickly to deal with graffiti, but some upset about communication gaps

by **OLIVIA CHENG**
MIDWAY REPORTER

In the past two months, two murals were defaced with targeted slurs — and both were painted over within two days. Few people noticed or heard about the defacements at the time they occurred, raising issues of transparency and communication of such incidents.

On Feb. 14, a homophobic slur appeared on the mural located on the second floor of the middle school near a painting of a girl with a pride flag on her shirt. In a separate instance on Jan. 17, a student noticed the word “Jew” scrawled next to the First Amendment mural outside Judd C016.

Cole Summerfelt, senior, said he learned of the homophobic graffiti from a middle school teacher and informed Lab Schools Director Charlie Abelman during his Arts-Fest workshop Feb. 21.

Cole said he understood that administrators must protect the privacy of those involved in disciplinary issues, but he expressed concern that hate speech appeared in school and that so few people, from students to administrators, even knew that the

“When an entire group of people, when an entire marginalized identity is attacked in such a could-have-been permanent way, it should be known.”

— COLE SUMMERFELT, SENIOR

slur had appeared on the middle school mural.

“When an entire group of people, when an entire marginalized identity is attacked in such a public and could-have-been-permanent way, it should be known,” Cole said.

Neither Dr. Abelman, High School Principal Stephanie Weber nor Dean of Students Ana Campos were aware of the First Amendment mural incident.

Ms. Campos said she first learned of the middle school mural incident from Spectrum adviser Daniel Jones approximately a week after it happened, and she soon informed Ms. Weber.

According to Joe Wachowski, director of operations, graffiti is common at school, and operations team members typically remove it right away by sanding or painting over it. He said if they believe the graffiti will cause potential harm or looks like gang graffiti, the team will send an image to the dean of students and department of safety and security.

“We do not take these things lightly and



MIDWAY PHOTO BY IVÁN BECK

THE REPAIRED MURAL. A student wrote a homophobic slur on the LGBTQ rainbow flag. The slur has since been covered.

we definitely do not hide anything that could cause potential harm to our students, faculty and staff,” Mr. Wachowski responded by email.

However, he said the operations staff did not hear about the middle school graffiti. Operations staff painted over the Judd hallway graffiti immediately.

Mr. Jones said that he wished administrators had been more transparent with at least faculty. While he did not believe that administrators were necessarily homophobic or

racist, Mr. Jones thought that administrators might not know the best way to handle identity-targeted graffiti, resulting in what he saw as a trial-and-error approach.

According to Dr. Abelman, every situation requires a different plan of action, and the Lab Schools’ size means there is always a lot going on at once.

“Not everyone knows everything that’s going on all the time,” Dr. Abelman said.

Dr. Abelman added that every Tuesday, administrators from all schools hold a meeting to discuss health, safety and community issues, and that principals typically inform him of safety issues they are working on. However, information may fall through the cracks.

“I don’t have an intent to cover up anything,” Dr. Abelman said.

The Feb. 28 high school bulletin noted the Feb. 14 mural graffiti incident and emphasized that the Lab Schools do not tolerate hate speech.

Recalling the mandatory assembly fall quarter regarding offensive language and actions in school, Cole said the bulletin was not an adequate platform for responding to the pride flag mural slur.

Cole said, “It’s underwhelming, and it’s kind of disrespectful to the LGBTQ+ community.”

Regardless of the administration’s response, any student experiencing discrimination should contact Title IX Coordinator Betsy Noel.

Faculty union, director at odds about new policy

by **MICHAEL RUBIN**
MANAGING EDITOR

A new fingerprint-based background check requirement has placed Lab Schools Director Charlie Abelman and the Faculty Association at odds. Dr. Abelman has proposed the mandatory procedure for all Lab Schools employees as a condition of employment.

According to the Illinois State Code, all schools that have been given “non-public school recognition” status by the Illinois State Board of Education have been required to conduct fingerprint-based background checks of employees hired since July 1, 2007. Although the law only applies to faculty hired on or after that date,



Charlie Abelman



Jim Catlett

Dr. Abelman has decided to mandate that all employees undergo this process.

The Faculty Association, the teachers’ union, believes faculty hired prior to the July 1, 2007, date should not be required to comply with this new procedure. The clerical union has not expressed a concern about the fingerprint background checks.

Current practice is that before being hired all employees must undergo a criminal background check, which includes a check of the sex offender database. Dr. Abelman believes this process is not sufficient. The fingerprint-based background check will not only identify past crimes committed by employees, but it would also notify the director’s office if an employee is arrested moving forward.

“Generally, the standard [is that] individuals who work with children get fingerprinted as part of a background check,” Dr. Abelman said.

Dr. Abelman believes requiring all current Lab School employees to participate in this process is

best practice. He also believes implementing the fingerprint-based checks shows a commitment to keeping students at Lab safe.

After Dr. Abelman communicated to all faculty and staff of this policy change, the Faculty Association filed a grievance and an unfair labor practice charge on Feb. 23.

“The first communication given by the director said that all teachers would have to be fingerprinted as a condition of continued employment of the school,” Jim Catlett, Faculty Association president, said. “That kind of statement represents a change in the conditions of employment at the school that would have to be bargained with the union.”

Despite Dr. Abelman’s belief that requiring all faculty to undergo the fingerprint-based background check is best practice, Mr. Catlett and the Faculty Association maintain employees hired before July 2007 do not pose a security threat or risk to the school.

Mr. Catlett said the FA has agreed to follow the policy for faculty hired after July 2007.

“But we’re talking about faculty that have given 11-plus years to this school,” he said. “We don’t think they’re a safety risk to the students or the school.”

The fingerprint background checks won’t be implemented until Dr. Abelman considers the merits of the grievance. Pending his decision to follow through with the new practice, the grievance may progress to a third-party arbitration to settle the policy change.

Dr. Abelman holds strong that it is crucial to eliminate any doubt that faculty and staff in contact with students on a daily basis pose a threat to their wellbeing.

“If I can prevent something horrible from happening to kids, where a person had a previous record and should not have been around youth, I want to be able to prevent it,” Dr. Abelman said. “The last thing I want is to have an incident happen that could have been prevented. If they had a record and it happened, it really is a tragedy. It’s the difference between an accident and a tragedy in my mind.”

COMPUTER SCIENCE COMPETITION



MIDWAY PHOTO BY EMERSON WRIGHT

COMPUTER FUN. Junior Campbell Phalen and Rohan Sugden, a junior from Neuqua Valley High School, work together on a computer science problem at ProCom 4.0, a programming competition hosted at U-High March 3. Students worked together on code, but awards were granted to each school. Neuqua Valley students earned first place.

Fall assembly recognizes accomplishments

Commemorating the year’s achievements thus far, U-High students and faculty gathered Feb. 15 in Gordon Parks Arts Hall for the Mid-Year Awards Assembly.

Fine Arts

The following students received honors in the Scholastic Art and Writing Awards: Sally Carlstrom, honorable mention, illustration; Risa Cohen, silver key, digital art; Marcelo Gutierrez-Miranda, honorable mention, design; Kyle Kay, gold key, two honorable mentions, illustration; Tosya Khodarkovsky, honorable mention, painting; Sofia Kouri, gold key, two silver keys and three honorable mentions, photography; Eva Massey, gold key, silver key and honorable mention, photography; Camille Rehkemper, silver key, jewelry, honorable mention, painting, honorable mention, illustration; Sharanya Srinivasan, silver key, mixed media; Orion Stroud, silver key, illustration, two honorable mentions, sculpture.

Four students had their work

shown at the Illinois High School State Art Exhibition, Feb. 25 in Bridgeport: Kendall Clark, Risa Cohen, Marcelo Gutierrez-Miranda and Sofia Kouri.

Six seniors had their work shown at the IHSAE Senior Exhibition Feb. 25: Amber Huo, Kyle Kay, Miranda Mireles, Camille Rehkemper, Sahar Siddiqui and Sharanya Srinivasan.

Quinn Davis had his work shown at the Nike RSVP Gallery.

Math

Ten students earned one or more perfect scores on the North Suburban Math League exam: Fiona Abney-McPeck, 2; Aditya Badlani; 3; Roma Bhattacharjee; Nicholas Pietraszek, 3; Rithik Puri; Freddie Tang, 4; Charles Chen; Jessica Pan; Neena Dhanoa; Roshni Padhi, 4; Elbert Du, 3.

Five students earned one or more perfect scores on the Illinois Math League exam: Fiona Abney-McPeck, 2; Elbert Du, 3; Freddie Tang, 2; Aditya Badlani; Roshni Padhi.

Music

Jessica Huang, violin, competed at the Illinois Music Educators Association District and State Festival. She was awarded third chair at state in Peoria. Sam DuBose, keyboard, was chosen to participate in ILMEA District Jazz Festival. Nicole Horio and Jacob Shkrob were selected for the All-District Choir. Michelle Weaver, Stella Heon, Miles Warshauer and Will Greenstone were selected for the All-District 9/10 chorus.

History

The upcoming edition of the In-Flame Journal will include articles written by Mili Shah, Emma Picker and Neha Ramani.

Sports

Tia Polite, Jeremy Chizewer and Harrison Shapiro were selected for the IHSA All-State Academic Team for displaying both outstanding academic and athletic ability.

— COMPILED BY AUDREY MATZKE
AND AMANDA CASSEL

Who will lead our state?

Illinois voters head to the polls March 20 to cast ballots for governor, attorney general and other state offices. Early voting began March 5. Polling locations can be found at chicagoelections.com. Voters can register in person on Election Day.



ARTWORK BY AMBER HUO

Incumbent draws challenge; Dems want job

★ REPUBLICANS ★




Bruce Rauner




Jeanne Ives

- Illinois Govenor 2015-Present
 - Chairman of Chicago Public Education Fund
 - Chairman and co-founder of private equity firm GTCR
 - B.S. from Dartmouth College '78, M.B.A. from Harvard University '81
 - Endorsed by: Gov. Eric Greitens (R-Missouri), Gov. Eric Holcomb (R-Indiana), Cook County Republican Party
- Illinois House of Representatives (R-42) 2012-Present
 - Member of Wheaton City Council
 - Platoon leader in U.S. Army 1987-1993
 - B.S. from United States Military Academy '87
 - Endorsed by: Illinois Sen. Tim Bivins (R-Dixon), Illinois Rep. Peter Breen (R-48), Chicago Republican Party


★ DEMOCRATS ★



Daniel Biss



Christopher Kennedy



J.B. Pritzker

- Illinois Senate (D-Evanston) 2013-Present; House of Representatives (D-17) 2011-2013
 - Assistant Professor of Mathematics at U. of C.
 - B.A. from Harvard University '98, Ph.D. from MIT '02
 - Endorsed by: Former Sen. Adlai Stevenson III; U.S. Rep. Robin Kelly (IL-2); Richard Thaler, Nobel Prize-winning economist
- Founder of Top Box Foods non profit organization
 - President of Merchandise Mart Properties
 - Trustee of Ariel Investments
 - Chairman of Joseph P. Kennedy Enterprises, Inc.
 - B.A. from Boston College '86, M.B.A. from Northwestern University '94
 - Endorsed by: U.S. Rep. Danny K. Davis (IL-7), U.S. Rep. Bobby Rush (IL-1), former Illinois Senate President Emil Jones
- National co-chair of Hillary Clinton for President
 - Chairman of ChicagoNEXT
 - Founder of Pritzker Group Venture Capital
 - B.A. from Duke University '87, J.D. from Northwestern University '93
 - Endorsed by: U.S. Sen. Tammy Duckworth, U.S. Sen. Dick Durban, Illinois Secretary of State Jesse White

★ Ives stands narrow chance

Incumbent Gov. Bruce Rauner faces an opponent, Illinois Rep. Jeanne Ives. The contested primary reflects a distinct uncertainty and dissatisfaction among party faithful, according to Politico.

Ives, a social conservative, joined the primary race after Rauner signed legislation expanding taxpayer-subsidized abortion covered by Medicaid or state employee health insurance.

She has also publicly criticized the governor's economic policy and his inability to work with House Speaker Michael Madigan, a Democrat.

In January, the Central Committee of the Chicago Republican Par-

ty voted to back Ives in the primary. Although Ives' policies reflects popular ideologies held by traditional republicans downstate, she trails Rauner by up to 20 points according to a new poll by the Paul Simon Public Policy Institute.

One aspect contributing to Ives' inability to compete with Rauner involves an attack ad sponsored by the Ives campaign portraying abortion, trans-rights and Chicago's status as a sanctuary state as negative repercussions of Rauner's tenure as governor.

In February, Illinois Republican Party Chairman Tim Schneider called on Ives to take down the ad.

— MICHAEL RUBIN

★ Billionaires dominate primary

J.B. Pritzker, \$3.4 billion net worth. Chris Kennedy, \$1.2 billion fortune shared by the Kennedy family. Daniel Biss, \$32,000 per year.

This illustrates the vast economic differences among the three leading Democratic candidates for governor.

Alongside them, three other candidates are competing for the spot in the general election: Madison County Regional Superintendent of Schools **Bob Daiber**, former director of CeaseFire **Tio Hardiman** and physician **Robert Marshall**.

Although six candidates are technically in the race, Daiber, Hardiman and Marshall have struggled to surpass marginal support from voters according to recent polling by Southern Illinois University.

With the primary election approaching in less than two weeks, tensions between the six gubernatorial candidates are rising. In a March 1 forum held at U. of C. for all six candidates, Kennedy ac-

cused Pritzker of using "the language of racists" during a conversation with former Gov. Rod Blagojevich about African-American candidates to fill Barack Obama's U.S. Senate seat.

Thus, Pritzker has spent time during his campaign reaching out to African-American communities throughout Chicago in attempts to apologize for his blunt and offensive remarks.

In the same forum, Biss was called out for his sponsorship of a 2013 law that reduced public employees pensions in an effort to deal with the state's massive debt to retirees.

The Illinois Supreme Court unanimously ruled the law unconstitutional in 2015.

Although Biss advertises himself as the middle-class candidate, Pritzker accused him of failing to stand up for the middle class, and he also blamed Biss for 450,000 workers who lost their pensions due to a bill passed into law by the Illinois House of Representatives.

— MICHAEL RUBIN

NEWS IN BRIEF

New dean position will support teachers more

The administration is looking for someone to help improve the the teaching and learning environment at U-High. Starting next school year, a new administrator, dean of teaching and learning, will support teachers.

"The dean is an academic administrator whose primary responsibility is collaborating with and supporting high school faculty and department chairs in the areas of program design and development, pedagogy, and professional growth within and across disciplines," Principal Stephanie Weber wrote in an email.

The dean will research developments in education to ensure the U-High curriculum includes the latest educational practices.

Ms. Weber wants the students and teachers to feel like they have the support and help they need to explore new ideas or educational practices in the classroom. With all the other important responsibilities she has as high school principal, Ms. Weber does not believe she can give this the amount of attention it deserves.

The administration plans to hire the new dean this spring.

— ABBY SLIMMON

Model UN team finds new success in Boston

U-High's Model UN delegation won best large delegation award at the Boston University Model UN Conference Feb. 9-11. This was the second time this quarter the team earned the honor.

The conference was noteworthy as some of the team's juniors got an opportunity to coordinate the team's efforts, which begins a transition to new leadership for next year.

The team will compete at the Northwestern University MUN conference April 12-15.

— NIKHIL PATEL

Science team advances to state competition

The varsity science team took third place overall at the Neuqua Valley Regional competition in Naperville and will move on to the state competition later this spring. Additionally, the junior varsity team earned second place in its division.

"We did very well despite encountering several obstacles," science team captain Sam Morin, a senior, said.

— SAMIRA GLAESER-KHAN

Students chosen for All-Schools Council

Four students were selected by Principal Stephanie Weber for the All-Schools Council: Freshman Zach Sharp, sophomores Ben Cifu and Anika Gupta, and junior Rachel Zemil will join the group to improve student communication and representation across the Laboratory Schools. The members were chosen based on an application where applicants identified key issues in communication for the school to focus on.

According to Ms. Weber, members of the All-Schools Council will also be responsible to help develop a strategic plan for the school and will work with the administration in discussions regarding scheduling, usage of space and equipment, security, and admissions. Additionally, the All-Schools Council will be expected to plan activities involving the entire school.

— ELLA BEISER

10 vie for opportunity as Illinois attorney general

by **MICHAEL RUBIN**
MANAGING EDITOR

For the first election since 2002, Lisa Madigan is not running for Illinois attorney general. After more than 15 years protecting Illinois consumers, fighting fraud from cell phone companies and creating initiatives to fight violence against women and children, Ms. Madigan has decided to not pursue a fifth term.

The lack of an incumbent in the race has opened the possibility for several candidates to seek the po-

sition as Illinois' top attorney.

Among the Democratic candidates are Illinois Rep. **Scott Drury**, former chief administrator of the Independent Police Review Authority **Sharon Fairley**, Democratic Committeeman **Aaron Goldstein**, former federal prosecutor **Renato Mariotti**, former Illinois Gov. **Pat Quinn**, Illinois Sen. **Kwame Raoul**, Highland Park mayor **Nancy Rotering** and Chicago Park District president **Jesse Ruiz**.

On the Republican side are for-

mer Burr Ridge mayor **Gary Grasso** and attorney and former Miss America **Erika Harold**.

In February, the Chicago Tribune endorsed Sharon Fairley in the Democratic primary and Erika Harold in the Republican primary.

The Tribune said Fairley's work as chief administrator to Chicago's Civilian Office of Police Accountability demonstrated her independent and thick-skinned personality. Harold continues to demonstrate the drive and ap-

proachability necessary to serve as an effective attorney general, the Tribune said.

Sen. Raoul, Mr. Ruiz and Ms. Madigan all have children who attend the Laboratory Schools.

Raoul received endorsements from the Chicago Teachers Union, the Cook County Democratic Party, and U.S. Rep. Danny Davis. Ruiz has received endorsements from former U.S. Secretary of Commerce Penny Pritzker, Exelon CEO John Rowe and Cubs co-owner Laura Ricketts.



MIDWAY ILLUSTRATION BY AMBER HUO

Is U-High worth it?

Some students weigh challenges of attending U-High against educational payoff

by **EMMA TRONE**
SPORTS EDITOR

Even before the sun rises, some U-High students are out of bed and preparing for a rigorous day of classes, clubs and sports. As some pour their breakfast cereal, they weigh their mental health with the promise of knowledge — as others pack their bags with textbooks and laptops, they consider the opportunity to get ahead with the nagging question: Do I belong?

With its prestige and educational environment U-High attracts students, but certain students have to overcome the additional weight of long commutes, mental health issues and cultural isolation in order to attend.

Long commute

U-High students and families who make lengthy commutes to school sacrifice hours of sleep and socializing.

“I live around Roscoe Village, on the North Side,” sophomore Quari Ewing said. “While that isn’t really far from school if you drive, I have to take a bunch of different trains and a bus to get to school. It takes me about an hour and a half to commute every day, which is kind of frustrating because I don’t get enough sleep.”

While waking up as early as 5 a.m. each morning can be grueling, some U-High students have learned to adapt and thrive, both academically and socially.

“It was hard to adjust at first, especially in freshman year, but in general, these days it’s just kind of my thing,” Seamus Flannery, a junior who lives in Naperville, said.

Students who live near one another in far-flung suburbs can form friendships through carpools or shared rides on public transportation.

While Mili Shah and Seamus attended the same middle school before entering U-High, they didn’t become friends until freshman year, when they began taking the train and then a bus to school each morning.

“It’s nice to take the train with people and have someone to talk to during the commute, because I would be bored out of my mind otherwise,” Mili said.

However, lengthy physical distances between these students and the majority of U-High students can sometimes feel isolating.

“You still have your friends, but you always have to plan everything to the dot, in advance,” Mili said. “A lot of my friends are more last-minute people, and that’s not really possible for me when you live far away.”

But for Mili, Seamus and other commuting students, the U-High experience is worth the painfully early mornings and late nights.

Senior Nathan Blevins lives in northwest suburban Bartlett, which means he spends up to four hours a day commuting to and from school. Despite only getting around five hours of sleep a night, he said U-High’s prestige outweighs his sacrificed time.

“Lab’s a very good school, and people recognize that,” he said. “I don’t think there’s another experience like Lab any other place.”

Esha Mishra, a sophomore who lives in Schererville, Indiana, said the commute is worth the drive.

“When I was applying to high

schools, U-High was my top choice because it offered everything that I wanted in a school,” she said. “I’ve made so many amazing friends and memories, so my experience here has definitely been worth it.”

Added anxiety

Although Lab’s rigorous academics attracts students and families, it can also become a strain on the emotional and mental health of students.

While Michelle Husain, a junior who has attended Lab since Nursery 3, believes that U-High offers educational value, she has also found the Lab environment harmful to her mental wellbeing. She said that, despite struggling from the beginning of eighth grade to the end of freshman year, she only received the school’s attention after a friend expressed concerns.

“The transition to high school wasn’t too bad and I was able to balance a social life and the workload, but I was still stressed,” she said. “Teachers would pile on assignments and every day seemed to be the same and drag on for hours and hours.”

She said eventually she hated going to school because of what she called “the mindless routine.”

“I feel like if I did go to a different high school things might have played out differently,” she said.

Michelle has also found U-High’s competitive environment demoralizing and demeaning.

“I really hate how the school increases the competition between students, even though everyone is already highly stressed,” she said. “The student recognition assemblies are pointless for the students

“I think making the decision to go to Lab kind of propelled us into a different world, because it felt like we were really transitioning environments and cultures. We were going from a community that was not that focused on education, to a community where education and work had a much larger emphasis.”

— NAME WITHHELD

who aren’t receiving anything. Why would you put a bunch of kids into a room and reward some and make the others clap for them?”

Fitting in

For some students, enrolling at U-High can also come at the cost of feeling isolated on a socio-economic and cultural level.

One boy, whose name has been withheld, said his family’s choice to attend Lab arrived only after deep deliberation about the merits of a Lab education, against the impact of separation from his cultural community.

“I think making the decision to go to Lab kind of propelled us into a different world, because it felt like we were really transitioning environments and cultures. We were going from a community that was not that focused on education, to a community where education and work had a much larger emphasis,” he said. “People who like studying, people who like to get ahead and to really make

themselves the best in whatever they want to be, aren’t looked at as awkward but kind of as an emblem or a model for the community instead. And it was that culture that really drew us in.”

He said he has periodically struggled to reconcile his family’s more modest background and income with the backgrounds of other students.

“I know a lot of these people have families that went to Lab, and went to Princeton and Yale and schools like that. So it felt, in the heart of this community, do I belong here? Or am I keeping the illusion that this is a place for me?” he said. “It feels like the people around me are several steps ahead always, even with summer opportunities and these jobs they get out of college, and the legacy advantages that they get at other schools. And all of those things made me think, ‘Do I belong here, or am I still a step behind?’”

The sky grows dark. Students flip through a history reading or annotate a copy of “Othello” while the train chugs steadily towards the suburbs. After finally reaching their front doorstep, they are comforted by the familiarity of home but are also anxious to complete the countless assignments before them.

As they eat dinner, they weigh the pressure for success with the opportunity to get ahead — as they unpack their overstuffed backpacks, they ponder their place in the U-High community, and the impact a U-High education will have on their future.

And they get to do it all again tomorrow.

Tattooed

Lasting memories created with ink

by **SONNY LEE**
DEPUTY EDITOR

A ding greets customers as the door opens and closes. The dull drone of buzzing from the machines in the back mixes surprisingly well with the Metallica blasting on the speakers. Fierce tigers, panthers, smoking guns and daggers are just some of the traditional tattoos framed neatly on the walls of Taylor Street Tattoo. A wood-and-glass display case, filled with more sketches, separates the front waiting area from benches and tables in the back, where customers receive their desired ink design.

Senior Matan Diermeier-Lazar sits shirtless on one of the black folding chairs, scrolling through his Snapchat and waiting for the initial design of his tattoo to dry on his right rib cage. It's a design he put together himself on Photoshop, and hours later, he emerges with it permanently tattooed on his torso.

With the end of high school signaling the final stage before adulthood, some students are taking the opportunity to mark their bodies forever, placing ink on their skin to remember a significant part of their lives.

Matan's tattoo features the Chicago skyline with a reflection of mountains underneath. The city skyline, Matan said, commemorates his four years of high school in Chicago, while the mountain reflection underneath reminds him of his love for skiing, a sport he has done for most of his life.

"I didn't grow up in the city," Matan said, "but I moved here for high school, and it's definitely been an important period of my life. You make friends for life, you go through experiences, you find out what your values are, and I did that all in Chicago, so it's a pretty emotional city for me, a lot of



ARTWORK BY AMBER HUO / PHOTO PROVIDED BY MILO DANDY

TATTED UP. The four Dandy siblings line up in age order to show their matching tattoos. They chose to each get a number between one and four, in the order of their birth, tattooed on their shoulders.

memories."

Matan had been interested in tattoos ever since he turned 18 last summer, and explained that he wanted it not only for the meaning but also for the beauty that he sees in tattoos as a form of art.

John Wayne, Matan's tattoo artist, explained there isn't necessarily a single reason why someone would get a tattoo. It could be for the aesthetic, the memories, a form of commemoration or just something to add to the collection.

"Me personally, I went with what was meaningful first," Mr. Wayne said, "and then you kind of get your eyes opened more and more and you just see cool art and you want to collect them. It's like music, you don't know why you like it sometimes, but it just strikes a chord in you."

For senior Milo Dandy, his tattoo was also a form of family bonding.

Milo and Clara Dandy, twins, share similar tattoos with their older siblings Rafer and Wyatt, also twins. The siblings tattooed a number between one and four, in the order of birth, on their left shoulder blades.

"I think it's a form of art, but in this case, you know, you're putting art on yourself," Milo said. "I also think a lot of people have individual reasons for getting tattoos, most of which are similar to why I got a tattoo, because it has a real, deep meaning to me and I'm OK with having that show on my skin. It's something I won't ever forget—and don't want to forget."

Due to her religious faith, senior Sahar Siddiqui cannot get a permanent tattoo. She has compromised and has been considering giving herself a stick-and-poke tattoo, a DIY, semi-permanent tattoo that doesn't go as deep as a nor-

mal tattoo, allowing it to fade completely after a couple years if done correctly. Sahar sees the value in placing a meaningful piece of artwork on her body to remind her of her family, and the hardships they faced immigrating to America.

"One of the ideas that I had comes from this really big tree that I have in my house that my grandma first brought when she first came here from India to remind her of home," Sahar said. "At the time, it was a really small seed and she had sown it into her shirt, because you aren't allowed to bring plants from other countries. So she brought it over, and it grew, and now it's a huge, seven-foot tree that has these small flowers that bloom in the summertime, so I was thinking I'd get one of those little flowers just to commemorate them and the struggles they went through."

From negativity to artistry, views have changed

Though deep, meaningful stories aren't new to the scene of tattoos, they were once, and sometimes still are, associated with negative connotations.

"I think people do have a misconception about people with tattoos, but that misconception comes from an actual, real perception of people legitimately doing it to be a part of a criminal organization," science teacher Daniel Jones said.

Mr. Jones has a large, colorful insect tattooed on his right forearm, appearing to latch on to his body. It was inspired by the meat-eating cockroach *Eublaberus posticus*, and

Mr. Jones explained he noticed how people avoided him occasionally when they noticed the tattoo.

Though these reactions aren't new to tattoos, tattoo artist John Wayne explained that tattoos used to be much less accepted by general society.

"As soon as it hit popular culture, it became more acceptable," Mr. Wayne said, "because years before me, pretty much only bikers, sailors and military people had tattoos, and it meant that you're sketchy, you've been in jail. That sort of thing was the norm for years. But then pop culture hit and tattoos were everywhere, like on TV and other forms of entertainment."

— SONNY LEE

"As soon as it hit popular culture, it became more acceptable, because years before me, pretty much only bikers, sailors and military people had tattoos, and it meant that you're sketchy, you've been in jail."

— JOHN WAYNE, TATTOO ARTIST

ARTSFEST



MIDWAY PHOTO BY SOPHIE HINERFELD

FLASH MOB. Waving phone flashlights, students dance to the music of 2010 alumnus Stephen Bardo, who performed at the Artsfest closing ceremony Feb. 22, ended a daylong celebration of the arts. Following a performance by the Jesse White Tumblers at the opening ceremony, students participated in four arts workshops throughout the day.

'Pippin' will give actors more chances to dance

by **ABBY SLIMMON**
MIDWAY REPORTER

This May, the drama department will have magic to do for the U-High community.

The department announced the Broadway success "Pippin" will be the Spring musical. Try-outs were Feb. 28-March 5, and rehearsals have begun to prepare for the shows on May 17, 18 and 19.

In "Pippin," a 1972 musical, a traveling performance troupe of actors led by the Leading Player tells the tale of a prince searching for adventure and meaning in his life, only to find that happiness is not as easily achieved as he thought.

Throughout the story, Pippin realizes that it is not about the destination but the journey.

Over the years, there have been many different interpretations to the story.

The lyrics and music were written by composer Stephen Schwartz, who also wrote hit musicals "Wicked" and "Godspell" as well as contributed lyrics to films "Enchanted" and "Pocahontas."

"Pippin" has great music, and

when it first came out it was a huge hit and then they did a revival where it was once again very successful," drama teacher Liucija Ambrosini, who will produce the show with her husband and teaching partner, Allen Ambrosini, said. "It's a terrific show. It's got a lot of really interesting characters that we are very excited about."

Over the years the theater department has produced a number of highly acclaimed musicals.

"All of our past shows have had really strong characters just like 'Pippin,' so I know we are building a great musical theater situation for students," Mrs. Ambrosini said.

Senior Nicole Horio has been involved in nine U-High productions and explained that "Pippin" has more dancing in it than any show they've ever done, so she's excited to learn how to dance in "Pippin."

"I've seen 'Pippin' once, and it's a phenomenal show, and I'm very excited to see how the Ambrosinis stage it because it's a very technical show with a lot of tricks," Nicole said.

Art allows self discovery, confidence

For senior, art is a way to cope with difficulties

by JACOB POSNER
FEATURES EDITOR

Rapt attention, uproarious applause, a standing ovation — a powerful voice projects out to the audience. In an ultimate display of confidence and vulnerability, Elizabeth Meyer tells her story through her essay “On Teendom” during the Martin Luther King Jr. Assembly Jan. 11.

Through late middle school and high school, art helped coax Elizabeth’s natural confidence to the surface. It has always been a way for her to cope with difficulties in her life: sexual assault, depression, anxiety, Type 1 diabetes.

The inspiration for “On Teendom” originated at an NYU film camp last summer. While there, she produced a three-minute film about her introduction to Chicago’s underground art scene through her father, but she said her experience was tainted by harassment from male students.

“I found myself being harassed and touched, pushed away from the camera, not allowed to use the editing software simply because I was female, and when I would sit and talk with other females in this program, they would have the exact same experiences.”

“On Teendom” — a five-page



PHOTO BY ISABELLA KELLERMEIER
RISE UP. Elizabeth reads her essay “On Teendom” at the MLK Assembly Jan. 11.

double-spaced personal essay — is a reflection of her experiences over the last five years, what it’s like to be a teenage girl.

“Whenever I hear other teenagers talk about things that I relate to, it just feels so good to know that I’m not alone in this, and I’m not crazy. So I wrote the essay to let people know that they’re not alone, and they’re not crazy.”

Sunny Neater, Elizabeth’s teacher for an independent study in art, would not have expected Elizabeth in sophomore year, or any student really, to have taken the stage and present as she did during the MLK assembly this year.

“I saw her going from this sophomore, who was trying to figure out if Lab is a welcoming or right place for her, to being this senior who’s standing on the stage, who’s not asking Lab if it’s the right place for her, but telling Lab it is the place where she’s going to take up space. Instead of asking, it’s telling: ‘I’m here, this is what I want. Make some room.’”

Before this year, Elizabeth said she felt invisible in 562 students.

“It’s hard to be this one person I know of with a disease in a community of individuals,” she said. “It’s very scary and isolating.”

With her diabetes diagnosis in eighth grade, she started to write, mainly focusing on descriptive, flowery fictional short stories with themes of magical realism.

“There were all these really adult aspects of my life that I didn’t know how to handle because I was this 13-year-old little girl, who was being thrown into this world that was really scary,” she said, “and so I began to write.”

Elizabeth said she felt the Lab administration handled her illness poorly, which was mentally and emotionally harmful. Her feelings of isolation increased, culminating in what she described as a “massive mental breakdown” her freshman year.

To help cope, during sophomore year, she started producing a self-published, handmade magazine that included art and interviews of Chicago artists, poetry and discussions with Lab classmates.

“I really didn’t feel like I had a voice here, and I had friends who were seniors, but I really had no

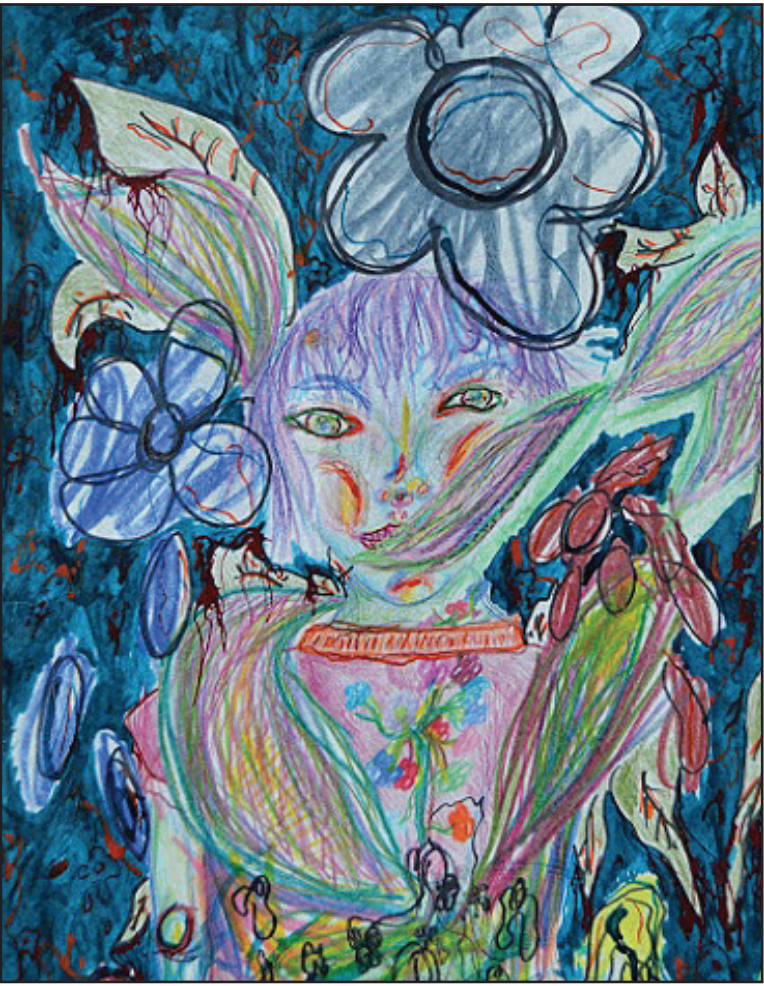


PHOTO SUBMITTED BY ELIZABETH MEYER
PIECES OF ME. In her piece titled “Elizabeth; Self Portrait,” Elizabeth Meyer portrayed herself through an abstract lens.

friends in my grade,” she said, “so I started meeting and interviewing all these artists around the city, and through that I started going to shows.”

She began to go to more and more shows her junior year — poetry readings, art exhibitions and musical performances — finding a space for herself in the DIY Chicago art scene, a community where artists practice their craft outside galleries in places like basements and living rooms.

“Every weekend I would be going to a DIY space, seeing these people making art. It was this amazing feeling to be with these older people who really wanted to listen to me and who were excited about my art and my voice,” she said.

Although she said the scene boosted her personal and artistic confidence, she edged away from it because of drug and alcohol use within its community, as well as

her experience with sexual assault.

“A lot of my art is just based on my personal experiences, and experiences of people I’ve spoken with,” she said, “and it’s not art that I make necessarily because I want to be activist, it’s art that I make because I have to make it because if I don’t create, I’ll be stifled by my experiences, and I think it does have a message of activism or advocacy.”

Ms. Neater said she thinks it’s hard for artistic students to find a space in a school like Lab, with its many STEM but few arts requirements, but Elizabeth has.

“She seems to be confident by showing up as her most authentic self and feeling like she’s made a space for herself at Lab,” Ms. Neater said. “I feel like Lab is full of such quirky and interesting people, but I think, from what I hear, it might be hard to take up space as a really creative, artistic, wide-ranging person.”

‘Black Panther’ brings black representation

Movie depicts country without colonialization

by NATALIE GLICK
DEPUTY EDITOR

While “Black Panther” has broken records in ticket sales, it’s also breaking barriers. The movie created equal representation in the media.

Now African-Americans, including U-High students, can see themselves as heroes.

“Black Panther,” which tells the story of the king of an isolated, metal-rich African nation who gains superpowers through natural resources, is most widely known for being the first comic book movie to have a predominantly African-American cast.

“I thought it was a really beautiful movie with a really important message,” sophomore Sophie Hood, who saw it twice, said. “I loved the imagery and the complexity of the characters. I thought it was really bold to portray a villain who had somewhat of a good purpose. I was a huge fan of the movie.”

Having conflicts between Af-



MARVEL STUDIOS
STANDING STRONG. Two of the strong female characters stand together before a fight scene. People have been drawn to “Black Panther” for its non-traditional portrayal of both African-Americans and women.

rican-Americans and Africans played a large role in why the movie has had such significant success. This storyline hadn’t been seen in the modern media yet.

“I really enjoyed the movie! Everything was so well done from the acting to the scenery to the

costumes and the music,” junior Alexis Tyndall said. “I don’t usually enjoy superhero movies or action movies but the plot besides the fighting was really interesting. The whole idea of the conflict between African-Americans and Africans really drove the movie in a

way that I think a lot of other action movies don’t have.”

One of the most important aspects of the movie, for many, is the representation. Seeing powerful African-Americans on the movie screen means a lot to people.

“It was the first time I felt represented in the world of superheroes,” junior Robert Coats said. “There have been other black superhero movies, but this is the first one that took itself seriously. It was an allegory of the disconnect that Africans and African-Americans have and the right way to go about healing the wound left by slavery and colonization. It also was cool to imagine what Africa could look like without European colonization.”

Having a strong African-American female lead meant a lot to Alexis. She said movies don’t often have intelligent and strong African-American lead characters.

“This is especially true for all the black women in the film who were cast as warriors or scientists,” Alexis said. “I think it’s really hard for black people to have representation that is true to their heritage and ancestry, but ‘Black Panther’ did a really great job at giving us that representation.”

Series highlights teenage rebellion

by MAX GARFINKEL
MIDWAY REPORTER

Murder, a crime spree and romance. In “The End of the F***ing World,” British teens James and Alyssa run away together, go on a crime spree while trying to escape the police, and fall in love along the way.

“The End of the F***ing World,” a British dark comedy released in January on Netflix, has quickly gained fans among U-High students. James thinks he is a psychopath and has killed animals in the past. Now, he plans to kill a person, and he targets the girl he runs away with, Alyssa, who is the embodiment of teen angst and rebellion. She hates everything that is considered “normal.” She asks James out and gets him to run away with her.

The character development of James and Alyssa is the best part of the show. I started the show hating both characters, but by the end I was attached to both James and Alyssa. Both characters come from complicated and tough family lives. James’ mom killed herself when he was young, and he hates his dad. Alyssa’s biological dad left when she was young, and her mom has had twin babies with Alyssa’s unlikable stepfather.

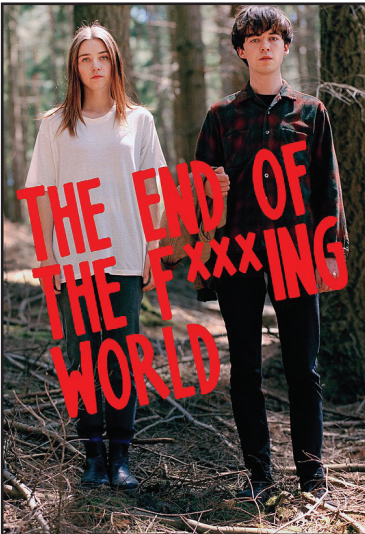
Over the course of the show James develops from a psychopath who only goes out with Alyssa so he can murder her, to someone who is in love with her and would risk his life for her.

The last line of the show is James thinking, “I’ve just turned 18, and I think I understand what people mean to each other.”

What makes the characters so appealing is that they are not just caricatures of certain traits, they are more complicated like real people. Their complexity heavily adds to their development while keeping the viewers immersed in the story. For example, James, who thinks he is able to be serial killer, is really just a confused kid trying to emotionally cope with his mother’s death. He copes by trying to block out all emotion, so he eventually thinks he is a psychopath.

The use of voice-overs describing James’ and Alyssa’s thoughts is an interesting stylistic choice that adds significantly to the character development of them both. Since the viewer is able to hear what the character is thinking, it helps them catch the slight progression of both characters over each episode.

This show is great for binge-watching and I would highly recommend it.



NETFLIX
RUNAWAYS. In “The End of the F***ing World,” the main characters escape to the woods.

Accept gun reform to respect safety

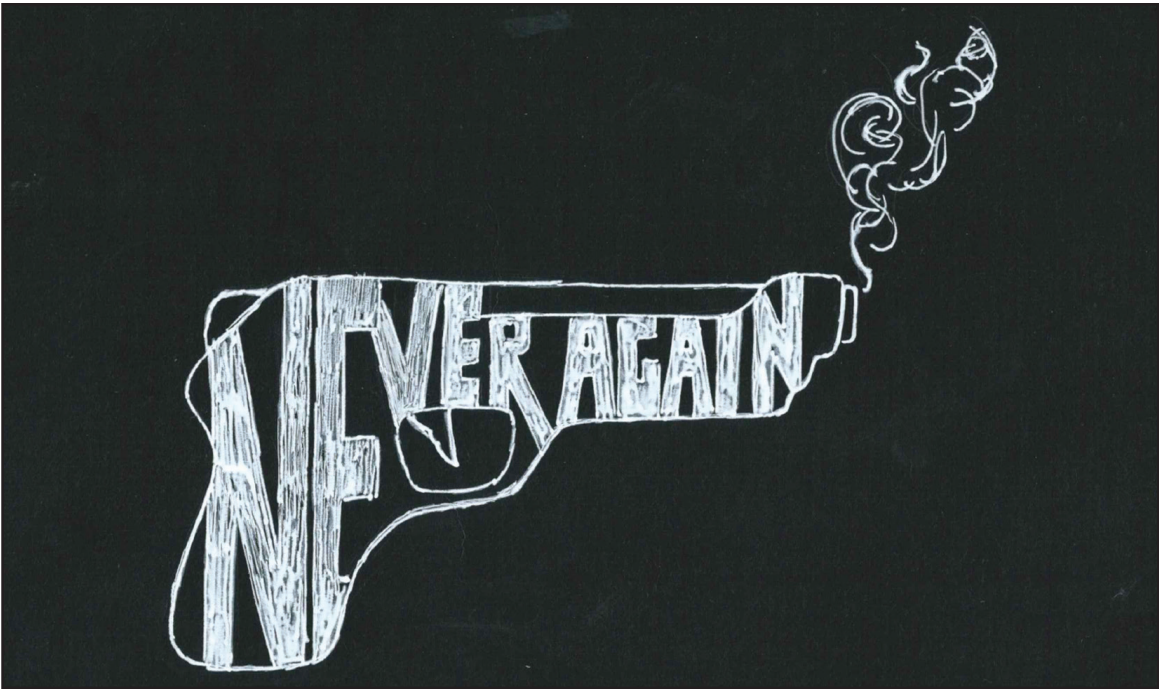
As the Midway sees it ...

School shooting. Protest and outrage. “Thoughts and prayers” from politicians. No real change happens. The cycle begins again.

School shootings in America have happened almost continually since the Columbine High School shooting in 1999. For tragedies like Sandy Hook, Parkland and the countless other school shootings never to strike again, changes need to be made to gun control locally, statewide and federally.

On the local and state level, it’s the job of politicians to compensate for President Trump’s policies with increased responsibility in gun policies. Assault weapons require much stricter guidelines for purchase, and mental health support is painfully absent. Students that are at-risk of becoming violent should not be targeted but watched carefully and given the counseling they need, so a qualified professional will be able to warn the appropriate authorities if that child should not be given a gun.

President Trump’s proposed ban on bump stocks is a step in the right direction, but we can’t allow small palliatives to appease



ARTWORK BY JASMINE WANG

us. States have already made larger moves, such as the four bills that the Illinois state legislature have already sent to Governor Rauner. These laws need to be approved, but other steps must also be taken. The gun show loophole is one of the most dangerous policies in existence right now, allowing practically anyone to buy a weapon regardless of age or mental health in many cases. There’s no reason why

a car, another potentially deadly weapon, should be less regulated than a gun. In fact, similar policies would likely suffice for both. Mandated training for gun owners and required insurance would be huge progress.

The Second Amendment is necessary, we don’t dispute it. American lives should be protected, but it’s possible to have responsible and widespread gun ownership

without the system that allowed the Parkland massacre. Little children should not have to bear the trauma of gun violence in their place of learning. If Americans are responsible gun owners, then they will have no problem with the reasonable gun control policies that are now being proposed.

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

Race is not sole reason for college acceptance

by OLIVIA CHENG
MIDWAY REPORTER



“I can’t believe so-and-so got into that college. Well, I mean, they’re X minority, so that probably helped...”

“I couldn’t get into that school. They hardly take any white kids.”

These are comments I’ve heard friends make. Adults won’t be so explicit, but they’ll shrug and say, “Come on. You know that colleges want diversity.”

Students, parents and even teachers described race with a shocking callousness. But as senior year and the admissions process has gone on, the disrespectful way in which we often talk about race and admissions is still shocking, but no longer surprising.

I can understand confusion about how uncontrollable factors like race and legacy status affect admissions. I’ll listen to questions about how effective affirmative action practices have been or whether holistic application reviews are the best ways to admit students.

But I will not put up with comments that might give some people a sense of reassurance by dismissing other students’ hard work.

As an Asian-American, I’ve had friends suggest that the college process is easier for me since I’m a minority, and I’ve had other friends assume, since Asians are not underrepresented minorities, that I’m sympathetic with flippant speculation about how somebody’s race may have benefitted their application.

Underlying a lot of these discussions is an assumption that students of underrepresented minorities have it easier in the college admissions process due to holistic application reviews. Most colleges will consider who the applicant is as a person beyond just grades and test scores. And yes, race counts as part of a holistic review.

But race won’t make or break an application. We are all Lab Schoolers. We have the same teachers. We have the same counselors. We take the same standardized tests. We all have extracurricular opportunities that come with going to Lab.

Ultimately, chalking up a decision to something a student has no control over is demeaning, especially when being part of a minority ethnic group in the United States comes with its own set of challenges.

So as college decisions start pouring in over the next few weeks, think carefully about whether and how you should talk about race in the admissions process. Are you engaging in a fair discussion about the admissions process, or are you going behind someone’s back to knock down their achievements?

Gun violence should not be the new normal

by LEAH EMANUEL
ARTSEditor



Feb. 14, 2018.

7 a.m. Central Time: I grab my lunch off the kitchen counter. I smile and hug both my parents before walking out to the car to go to school.

7 a.m. Eastern Time: Daniela sleeps at her home in Coral Springs, Florida, 15 minutes from Parkland.

12:30 p.m. CST I sit with my friends in the cafeteria as we talk about the Hunt, plans for the weekend and our stressful school weeks.

12:30 p.m. EST Dani enjoys a day off of school. Days after her birthday, she soaks in the beautiful weather as she and her family head to lunch together.

2:26 p.m. CST I get a notification on my phone in calculus. The headline tells me about a school shooting in Parkland, Florida. I don’t click to read the article.

2:26 p.m. EST Dani receives a text in a group chat asking her friends at nearby Marjory Stoneman Douglas High School if they are OK. She is confused and not sure what’s going on.

2:31 p.m. EST Dani’s mother starts to tell her there is an active shooter at Douglas, but finally recognizing what’s happening, Dani finishes her mother’s sen-

tence. Dani texts her friends to make sure they’re OK, and learns that her friend Nicholas Dworet is missing. She assures herself everything is fine.

“I thought, ‘OK, everyone is evacuating school. He has to be fine. It’s going to be OK. It’s no big deal.’”

8:30 p.m. CST I rehearse with my company for a dance show the upcoming weekend.

8:30 p.m. EST Dani thinks maybe Nick is in the hospital.

10:20 p.m. CST I get home from dance and my mom and I start talking about the shooting. She asks me what the response was at school today, and I said unfortunately it seems like a lot of people are numb to mass shootings by now.

10:20 p.m. EST Somebody said that they saw Nick get shot. Dani’s friends start to prepare themselves.

“It was just a really stressful night for me and for my whole family and for my swimming community [...] I was like, ‘This can’t be happening to us.’”

3 a.m. CST I sleep soundly in my home in Chicago.

3 a.m. EST Worried about the safety of her friend, Dani tosses and turns all night in bed.

“I just remember trying to sleep that night and waking up over and over again and trying to think, like, ‘It’s fine — he’s gonna be fine. I don’t want to think about it.’”

7 a.m. CST I grab my lunch off

the kitchen counter. I smile and hug both my parents before walking out to the car to go to school.

7 a.m. EST Dani wakes up, goes to the kitchen and sees her mom crying. Without her mother saying anything, Dani knows what happened.

Though my life had not changed, Dani’s would never be the same.

In the hours and days following the deadly shooting in Parkland, Florida, I went through a routine similar to all school shootings in the past. I read articles, was inspired by speeches and was brought to tears by the stories of the victims.

However, nothing affected me as much as speaking with Dani Gomez.

Though she does not attend Marjory Stoneman Douglas High School, she goes to a school nearby and has been friends with Nicholas Dworet, a victim of the shooting, ever since she was little.

As I listened to her story, the cruelty of the Parkland shooting struck me like no other mass shooting has before.

At 17, Nicholas was the same age as me. Just like me, he was eager to go to college in the fall. Just like me, he was dedicated to athletics. Just like me, he had family and friends who loved him and cared about him.

However, as a result of poor gun control laws, insufficient mental health resources and failure to follow up on clear warnings, Nicholas will never have the opportunity he deserves to live a long and full life.

“For us, school shootings, which were once an irregularity, are a normalcy. A revolting normalcy. As teenagers and students their age we cannot just support the Douglas students from the sidelines. As the next generation we must create a new sense of normal. We must re-establish a sense of security and safety on school campuses that has been lost.”

Recognizing this reality made my skin crawl, my stomach churn and my heart rate quicken.

I was at a complete loss for words.

Coming of age at this time, we are the first entire generation that was born after the 1999 shooting at Columbine High School in Colorado. For us, school shootings, which were once an irregularity, are a normalcy.

A revolting normalcy.

As teenagers and students their age we cannot just support the Douglas students from the sidelines.

As the next generation we must create a new sense of normal. We must re-establish a sense of security and safety on school campuses that has been lost.

This is our future, and we all must fight for it.

U-HIGH MIDWAY

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EDITORIAL POLICY:

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

WOMEN make waves

March is Women’s History Month. In light of the rising #MeToo and Time’s Up movements, the Midway is taking March to honor feminism and women’s history.



MIDWAY ARTWORK BY AMBER HUO

Intersectionality: Identity can’t be dissected

by **MADISON CHRISTMAS**
GUEST COLUMNIST



It took time for me to understand that I didn’t have to value my identity as a woman over my identity as a black person. When I look in the mirror, I see someone who is black and someone who is female. Both of those experiences encompass the other and cannot be separated.

Before coming to Lab as a freshman, I attended the Kenwood Academy Academic Center, where over 84 percent of the student body was black, compared to the 9 percent at Lab. Due to the demographics at Kenwood, race was always intertwined in the narrative. The conversation was not just limited to the black experience, but inclusive of the black female experience, the black queer experience, or the black disabled experience, etc.

Even though there was a strong black presence in the school, the experiences of other races and marginalized groups were not ignored. There was an abundance of diversity ranging from our other identifiers to our extracurricular interests, none of which were viewed as mutually exclusive from our race.

In my eighth grade human geography class, we learned about overpopulation but connected it to the influence socio-econom-

“When I learned the term intersectionality, I could finally verbalize that my blackness was inherently connected to my womanhood.”

ic conditions have on gender inequality in different countries. In our race and ethnicity unit we touched on Spanglish and Ebonics, which allowed us to think about how racial biases perpetuate stereotypes and inequality. Even though I was surrounded by people who looked like me, I and others were still keenly aware of our outward identities. We needed these kinds of lessons and discussions to better understand and navigate our identities.

Though many of us at Kenwood were connected through our race, there were still many differences in experience, a large one being the experience of black men compared to black woman. Black women are excluded from some privileges within the black community. Black women are more likely to experience domestic violence and sexual assault and are less likely to seek help or legal assistance. In addition, black women are less likely to hold leadership positions, and have an even broader wage gap. Not even knowing the term, I had become conditioned to thinking about race and gender as intersectional.

When entering a school where the majority of students were unable to relate over a single identifier, I suddenly felt like I needed to choose what aspect of my identity I wanted to speak for. I felt like I needed to leave a piece of myself behind in order to have a voice. When I first learned the term intersectionality, I could finally verbalize that my blackness was inherently connected to my womanhood.

Intersectionality is the theory that different social categorizations such as, race, gender, class, religion or sexual orientation are all interconnected and create overlapping systems of disadvantage. For example, the experience of a white woman or a black man cannot compare to the experience of the black woman, for we must deal with multiple levels of disadvantage rather than just one.

The notion that there is a dichotomy between sexism and racism, sexism and homophobia, or sexism and xenophobia is false, for I can’t separate my womanhood from my blackness in any space. Viewing intersectional feminism as an entity separate from feminism insinuates that there is no diversity in identity and experience within women and femmes.

If we want to achieve rights for women we must be simultaneously working to achieve rights in other marginalized communities. For their success cannot be viewed as dichotomous.

Don’t teach kids that teasing is an act of romance

by **NATALIE GLICK**
DEPUTY EDITOR



From a young age, I was taught that if a boy was mean to me, it meant he was romantically interested in me. Being rude equated to wanting to be more than friends. This idea is ingrained in our culture and society. Allowing

this behavior to continue teaches young kids that being rude equates to love.

The latest waves of feminist movements are a welcome change. But for these movements to have a lasting impact, we must begin teaching at an early age how to have healthy friendships. Much of Lab’s health program focuses on sexual relationships and dating. There is minimal focus on how to have a healthy friendship. Yet healthy friendships can be a solution to the problem.

In fourth grade, a boy in my class teased and bothered me. My teacher’s response was simple: “He’s mean to you because he likes you.” This indifferent response perpetuates the idea that a normal relationship between boys and girls is for the male to be dominant, even disrespectful.

This prevents kids from learning how to have healthy friendships and instead can teach kids that the opposite gender exists solely for romantic reasons. Furthermore, boys showing affection by treating girls badly creates an outdated idea of what a relationship should look like. With an outdated idea of relationships and lack of education there will be lasting life effects for the rising generation.

On Feb. 10, parents of students at Kanesville Elementary school in Ogden, Utah, were shocked to find out that the school does not allow students to say no to a peer if they are asked to dance. This teaches students that male students don’t have to respect “no’s” from anyone. It teaches female students that their wants don’t matter and that they have to do as they are asked. It prevents empowerment of these students and doesn’t allow them to find their own voices.

For the #MeToo and Time’s Up movements to have a lasting impression and a lasting impact, there needs to be an early understanding of how to just be friends with someone. The path to having healthy romantic relationships is based on understanding how to have a healthy friendship. For the new wave of feminism to last, the over-sexualization of friendship across genders needs to stop.

We must ask ‘why’ to analyze gender inequity

by **CYNTHIA JURISSON**
GUEST COLUMNIST



Reams of research suggest that gender and race do matter in the American workplace, far more than we realize and far more than they should. The data points below, culled from a variety of academic studies (sources available upon request), don’t explain why, but do illustrate how gender matters in the workplaces to which Lab students are headed.

Only 5 percent of S&P 500 companies are led by female CEOs, and only 4 percent of Hollywood’s films are directed by women.

A McKinsey study finds that males tend to be promoted based on potential, but females tend to be promoted based on previously delivered results, i.e. by “proving” themselves.

Women are less likely to achieve tenure and full professorships than men, and far less likely to be appointed as department chairs and deans.

World-wide, women earn just 77 percent of what men earn.

Whose fault is this? Research indicates

both male and female employees, both consciously and not, perpetuate gender bias against women in the workplace, thus compounding the difficulties women face in trying to achieve parity in pay, power, promotions and respect.

Female-on-female workplace bullying, aka the mean-girl phenomenon, is well-documented and, ironically, particularly pernicious in the “helping professions” like nursing and teaching. As one observer recently noted, “men eat their weak, but women eat their strong.” Employees of both genders are more likely to describe male leaders as “bosses” and female leaders as “bossy” (or worse).

Research on academia finds that students give much higher ratings to online professors with male names; and faculty and graduate students give higher ratings to papers, including identical abstracts, submitted under male names. They also ascribe to those papers greater “scientific quality.”

To this alarming data, I’d like to add five observations of my own, stated in the form of questions, because questions are what historians “do.”

1. Why do numerous religious traditions across world cultures continue to claim that women are incapable of occupying the high-

est positions of spiritual authority?

2. Why, for millennia, have so many culturally diverse societies shared such similarly malicious assumptions about the nature of women?

3. Why are Egyptian divorce rates highest in families where the men are avid soccer fans?

4. Why do the majority of American women in two-career marriages work a “second shift,” i.e. shoulder the majority of household labor — cooking, cleaning, and child rearing?

5. Why does “looks like a supermodel” seem to be an almost non-negotiable job requirement for female newscasters at Fox and many other television networks.

I constantly remind my students that “geography is destiny,” but the data above suggests that, in more ways than we care to admit at this point in history, gender is destiny too (as are race, and gender preference). To me, the real purpose of Women’s History Month, and Black History Month, is to help us exorcise the culturally constructed demons that prevent us from acknowledging the work and wisdom of people who don’t look and think like we do. Geography may be destiny, but gender and race shouldn’t be.

Athletic All Stars

Some athletes at U-High excel outside the boundaries of school sports. While they might sacrifice valuable time in school or the chance to compete for the school teams, these elite athletes are shaped by their commitment.

Fencing sparks patience, strategy

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

Patience. Teamwork. Friendship. Strategy. Fencing taught Sarah Lurye all of these qualities, becoming a fact of life for her. “I really like the strategy and the athleticism,” Sarah said. “For fencing, you need a lot of concentration. You need to be really creative, and you need stamina. It’s really important to be patient and have a fast reaction. It’s both mental and physical.”

Sarah, a sophomore, has fenced for six years and currently trains at Windy City Fencing in Lincoln Park five days a week. Sarah wants to compete in NCAA collegiate fencing, and she hopes to compete in the Olympics.

Ranked 6th in the nation for the under-17 category, Sarah was put on the USA traveling team. With the team, she traveled to three cadet international tournaments. She also travels to competitions

around the U.S. each month. Because she travels the world for competitions, Sarah has met some of her best friends because of fencing. “One of my best friends is from Belgium,” Sarah said. “I get to see her at tournaments, which is really fun. I have a lot of friends around the U.S., who are also my competitors, but when we’re at the Strip we hang out a lot.”

At Windy City Fencing, Sarah has formed bonds with teammates like Nick Levitt, a freshman, who considers Sarah to be a supportive teammate and friend. “At big tournaments, the men and women’s events are at different times,” Nick said. “There have been lots of times at national tournaments when she’s been on the sidelines cheering me on. At one national tournament we were at, she lost a bout, but she was very sportsmanlike when she lost and she didn’t get upset like a lot of

people do.”

Because she goes to so many competitions, Sarah misses school every couple of weeks, making it difficult to participate in some school activities. “I do some clubs at school, but it’s especially hard because I have to catch up with homework,” Sarah said. “You are missing so much time outside of school.”

Even if she has to miss school, fencing is worth it to Sarah. She loves representing the United States at international tournaments. At the USA Fencing National Championships in Salt Lake City in July 2017, Sarah won each timed round by mere seconds. “I think Nationals was a great experience because it really was a great start to the season,” Sarah said. “Winning each bout by one point was pretty incredible. It was amazing getting on the podium and getting second place in the U.S.”



MIDWAY PHOTO BY AMANDA LEVITT

READY TO SPAR. Sarah Lurye practices her fencing stance. Sarah has been fencing with Windy City Fencing for six years, and is ranked sixth in the nation for fencers under age 17. Her fencing career has taken her across the world for tournaments.

Rigorous practice yields national success for senior swimmer

by **IVÁN BECK**
ASSISTANT EDITOR

Six days a week during the school year. Twelve hours per week during the summer. This is the amount of time Anna Peterson practices swimming, and because her day is packed with school, homework and family time, swimming occupies most of what’s left over. This immense amount of time is dedicated to intense training to become a better swimmer, and it has set the stage Anna to perform extremely well at state-wide competitions.

Extensive training from a young age, combined with an ability to sacrifice time to be social, has made it possible for Anna Peterson, now a senior, to flourish as a swimmer.

At first, swimming was for comfort. Whenever Anna was in the water, she always seemed to find herself happy. Her parents knew this, and whenever she was upset, they got her in the water as soon as possible. When the Midway Aquatics swimming group opened



MIDWAY PHOTO BY TOSYA KHODARKOVSKY

MAKING WAVES. Senior Anna Peterson races through the pool at the UIC Natatorium. She competes for the Chicago Wolfpack Aquatic Club, and is ranked 20th in Illinois for her age group.

at Lab it was the perfect opportunity for Anna to begin a close connection with the sport. Anna currently swims for the Chicago Wolfpack Aquatic Club. Her club swimming coach, Dave Gass, has been instrumental in Anna’s success. “We get along really well and, yeah, I trust everything that he

does and I definitely have succeeded really well with his training,” Anna said. While training has not been easy, her hard work has paid off. Anna is ranked 20th in Illinois among senior girls, and in 2016 she had the second-fastest 100m butterfly for her age group. She is content with her recent

performances at Speedo Sectional Championships, Speedo Future Championships and the Speedo Winter Junior National Championships. However, the place she gets in events is not what matters in her mind. “A common belief I’ve found is that people think swimming is all about how you rank and place, but

it doesn’t matter at all at how you rank at meets because there are so many variables,” Anna said. “It’s all about the times.”

Anna explained that since the competition she faced can range greatly in swimming ability, placement in events is extremely relative. Therefore, the most valid way to measure swimming performance are the times.

While swimming has brought Anna happiness and success, she has also been forced to sacrifice a great deal in order to reach her current level. Since she spends so much time in the water, she does not have time for other activities, such as socializing with friends. She explained she has gone to very few of her grade’s social events purely due of a lack of time.

However, these sacrifices are done for something truly special. “It’s a huge part of who I am and it’s definitely really impacted me as a person,” Anna explained. “The challenges you face in and out of the pool ... really shapes who I am.”



MIDWAY PHOTO BY SAM FLEMING

PRACTICING FOR PERFECTION. Lunging toward the ball, sophomore Sydney Rogers practices at Chicago Elite in February. Sydney practices over 15 hours each week.

Volleyball sisters gain team mentality

by **SAM FLEMING**
CHICAGO LIFE EDITOR

Sydney Rogers dives after the ball, falling to the floor, and watches from the ground as it rises over the net and out of bounds. She slaps the floor and immediately her teammates are there to help her up. They laugh it off, high five, and get back in position, ready to receive the next serve.

Sydney, a sophomore, and her sister Erin, a junior, began playing volleyball three years ago and have continued through high school. It has become a large commitment for both of them and has shaped their social and athletic circles.

The sisters play for different divisions within their competitive volleyball club, Chicago Elite. Volleyball has taught them valuable lessons about time management and what it means to be a member of a team.

Erin especially has taken advantage of the management skills vol-

leyball has given her. “In a way I think it’s actually helped me academically,” Erin said. “I used to waste so much time before I got home everyday after school. Club forces me to better manage my time and plan things ahead of time.”

The sisters also play for the U-High volleyball team, but club play is where they feel they get the chance to really shine. Although club volleyball takes a lot of time out of their schedules, which can be seen as a sacrifice, both of the sisters made it clear that volleyball has made them become better students and team members. Because both sisters spend around 15 hours per week and sometimes up to eight hours per Saturday on the court their club teams have become like family.

“Before volleyball I did gymnastics,” Sydney said. “Volleyball forced me to work with a team and to lead. Even through at first that was hard, I really appreciate what

it gave me.”

Erin said her team has been forced to come together. “I’ve been on the court before when a girl on my team went up to attack and ended up passing out and having a seizure,” Erin said. “I had to take control and call 911. It was terrifying, but she ended up being fine.”

Although Erin and Sydney are both dedicated to volleyball, they are thankful for what it has given them in high school even though they know the sport doesn’t have a large role within their futures.

“I mean, the ultimate goal is a scholarship,” Sydney said. “But if that doesn’t work, I just want to try out for whatever school I end up going to.”

Most importantly volleyball has shaped the sisters’ attitude toward life. “You just need to keep a positive attitude because a negative one brings down all the people around you,” Erin said.

Running Wild

Despite injury, girls track captain
Franzi Wild won't be sidelined

by PRIYANKA SHRIJAY
OPINION EDITOR

Despite the sharp pain in her left leg and the burden of a heavy walking boot, when it comes to her cheering on the track team, captain Franzi Wild just can't be tamed.

Franzi, a sophomore, has actively supported her team in January and early February despite a tibia fracture. While upperclassmen typically take on leadership roles, Franzi's positivity, hard work and commitment earned her a leadership role, which she maintained while attending meets and spending time with the team.

In early January, Franzi noticed pain in her left tibia. Her doctor revealed that she had a stress fracture, and she was put into a walking boot for six weeks. Because she could not run, Franzi swam with the boys swimming team and biked. She also attended the track team's core workouts to stay in shape and to be with the team.

While her injury frustrated her, Franzi kept a positive mindset. She didn't focus on limitations due to injury but found new activities.

"I think really part of it was being positive. I also think just the fact that I didn't take time off of working out showed people that you can still stay in reasonably good shape even if you're not allowed to run. I think that's sort of

"If you can be an example and you can work really hard in workouts, you can really pull other people with you, and other people will really want to do the same thing."

— FRANZI WILD, SOPHOMORE

just a good message to send," she said. "I also think it really helped to still go to meets and still hang out with the team even if it wasn't training with them, just so I could see these people that I'm so close and connected to."

According to Franzi, she and co-captain Hannah Herrera rose to their roles because many of the team's seniors graduated, and the two of them were among the older runners.

Franzi found her bubbly personality helps her connect with freshmen. She noted that she enjoys watching freshmen runners get excited about the sport when they see her excitement.

"On a really big day for a meet, me and Hannah would each give a little bit of a speech while we were huddled up in a circle before we race," she said. "To see the freshmen get really excited about that, and to see that motivate the fresh-



MIDWAY PHOTO BY ELENA LIAO

O CAPTAIN, MY CAPTAIN. Franzi Wild, left, looks over a heat sheet with co-captain Hannah Herrera at the first Midway Miles meet Feb. 23. While injured and unable to run for part of the indoor track season, Franzi has made an effort to stay intertwined in the team's athletic and social aspects.

men is a really powerful thing."

Hannah corroborated Franzi's connection with freshmen, noting that she has been a role model for freshman Viviana Glick just by talking with her and being positive throughout her injury.

Hannah also discussed that Franzi's way of inspiring the team by setting a positive example.

"I know she wants to run at ISL for the team and for herself. So that's basically what she's been do-

ing. Taking care of herself is much more important and that's kind of the way she's contributing," she said. "We all know that Franzi's an amazing runner; she's run at state before. She's just a very good person and a good captain."

According to Franzi, setting an example for the rest of the track team, even and especially through her injury, is an integral part of being a leader.

"If you can be an example and

you can work really hard in workouts, you can really pull other people with you, and other people will really want to do the same thing," she said. "I think that that's a really cool thing to see. If you have sort of unofficial leadership or leadership that is very positive in how it behaves — because running is ultimately such a hard thing to do — I think that just really makes the team better. I really like that about the leadership role."

Meet the Coach: Ingalls immerses her life in running



MIDWAY PHOTO BY ELENA LIAO

READY TO RUN. Head track coach Lynne Ingalls speaks to girls track team member captain Alex Stevanovich after a workout.

by KATERINA LOPEZ
MIDWAY REPORTER

Head track coach Lynne Ingalls' life revolves around running. Not only is she the head track coach, but she also is part of running organizations around the city. She started running before girls were allowed to be on a team, so when she was asked to coach, it was all new to her. Today, she's immersed in the running community.

When did you start running competitively?

"I was pre-Title IX when I started running, so there was no running availability for girls. There were no girls teams. I started running in my 50's. When I was asked to coach, I had never been on a team."

What do you love about being a coach?

"I love the energy that the kids bring to the team, watching them mature, set goals, and seeing their skill set improve."

How do you motivate the team?

"By making them work harder than they want to. I bring a strong work ethic to practice."

What are your goals for the U-High team this year?

"To make them all challenge themselves, trust their ability to push themselves as much as they can for a successful season. The season is not about winning, but about coming together as a happy family. The team experience is fun and can take away school stress. It is a place where you are rewarded

for your efforts."

What do you do when you're not coaching?

"I am president of the organization U. of C. Track Club. They work with younger runners on the South Side during the winter and summer. I also work with running events around city, travel state to state, and help with the Chicago Marathon. Outside of school, I am definitely immersed in the running community. I like nurturing runners."

Who is your favorite artist and why?

"Justin Timberlake. He epitomizes success, is a strong role model, is talented and motivated, and is a successful artist, husband and dad. He has it all."

TEAM RESULTS

U-High scores are listed first.

Boys Basketball, Varsity

Notable: The varsity boys basketball team lost in the IHSA 2A Regional Championship. They finished the season with a 16-12 record. Co-captains Christian Brookens and Mohammed Alausa were named first team ISL All-Conference. Junior Jamie Miller and freshman Tolu Johnson received ISL honorable mention honors.

Phillips, Reg. Champ.	Feb. 23	53-61
Bowen, Regional	Feb. 19	65-46
Cambridge	Feb. 17	41-63
NSCD	Feb. 13	67-58

Boys Basketball, JV

North Shore	Feb. 13	30-33
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Girls Basketball

Notable: Roxanne Nesbitt finished off her U-High girl basketball career by making 7 out of 15 3-point shots to place in the top 20 in the state at the IHSA 2A 3-Point contest. After being elected from over 400 student-athletes nominated across Illinois, Tia Polite was named to the honorable mention team for the IHSA Academic All-State team.

Harlan, Reg. Champ.	Feb. 10	29-59
CICS Longwood, Reg.	Feb. 10	70-12

Boys Swimming

Notable: Mitch Walker and Horace Shew broke two school records in the 100 Breaststroke and 100 Backstroke. Horace swam for the U-High team for the last time ever at IHSA State, placing 31st in the 200 IM and 18th in the 100 backstroke.

State	Feb. 23	See notables
Sectionals	Feb. 17	4th

Boys Indoor Track

Notable: For the first time in U-High history in this sport, senior Harrison Shapiro was named to the IHSA 1st Team Academic All-State team.

Midway Miles #2	Mar. 2	2nd
Midway Miles #1	Feb. 23	3rd
Niles West Inv.	Feb. 16	Unavailable

Girls Indoor Track

Notable: Sophomore Sophie Hood finished in first place in the 200-meter race at the first Midway Miles meet Feb. 23.

Midway Miles #2	Mar. 2	7th
Midway Miles #1	Feb. 23	4th
HF Girls Inv.	Feb. 14	7th

— COMPILED BY ABBY SLIMMON
ILLUSTRATIONS BY NEENA DHANOA



MIDWAY PHOTO BY SAM FLEMING

BACK BACK BACK. Swim captain Horace Shew races in the 100 Backstroke at the Sectional meet held at University of Illinois at Chicago Natatorium Feb. 17. At the state meet Feb. 23, he placed 18th in the 200 IM and 31st in the 100 Backstroke.



MIDWAY PHOTO ILLUSTRATION BY LILLIAN NEMETH

Class Clouds

For buzz, rush and rebellion, vaping popularity grows among students — even in class

by **DHEVEN UNNI**
EDITOR-IN-CHIEF

It's wildly against the rules, banned in the student handbook and illegal for the dozens and dozens of students using them under 18. For many U-High teens, however, breaking the rules by vaping nicotine at school is perceived as harmless and just part of the fun.

While Cook County tobacco regulations forbid anyone under 21 from buying tobacco products and anyone under 18 from using them, their size makes them hard to control. Devices like the Juul, one of the most popular e-cigarettes, are small and easy to conceal in a palm, making them virtually undetectable. This allows students to use their vaporizers at school without the worry of being caught.

Vaping in class has become a trend in some groups, with students experimenting to see how far they can go without being caught. The Midway has changed the names of students quoted in this story.

One senior, "Bart," said his parents are unaware of his habit. He heard about devices like the Juul a year ago from friends on the East Coast. When his Chicago friends joined the trend, he was intrigued.

"I have Juul-ed in class, because people get rushes out of things they're not supposed to do," Bart said, referring to using a Juul device to vape while in class. "I don't make it obvious. I hide it with my hands or do it when the teacher's looking away. I do it for a very short time and make sure the smoke is exhaled in a discreet manner."

Besides nicotine, other types of vaping devices can be used to consume marijuana products. In addition to owning a Juul for nicotine, a different student, "Rick," owns a dab pen to take THC concentrates with.

"I got the Juul before I got the pen, but you can put THC in the pen instead of nicotine," Rick said. "There's also pods for the Juul which means you don't have to refill it with liquid."

The widespread belief is that vaping will not affect people adversely.

"I looked into it a lot before starting it because I didn't want to get into anything that would seriously affect me," Bart said. "All the sources, even the independent ones that carried out their own studies, said it was fine. There's no physical impact besides the addiction aspect, so it's not going to mess up your lungs or do anything permanent to your brain."

"I have Juul-ed in class, because people get rushes out of things they're not supposed to do. I don't make it obvious. I hide it with my hands or do it when the teacher's looking away. I do it for a very short time and make sure the smoke is exhaled in a discreet manner."

— "BART"

A recent study from New York University says nicotine may not be entirely harmless.

For Rick, vaping actually served as a less harmful alternative to a cigarette addiction, making him one of the relatively few students using the Juul as intended.

"I smoked cigarettes for almost a year and decided I didn't want to do this anymore, so I switched to a healthier option, Juul-ing," Rick said. "It's been way better for me. I don't cough as much and my lungs don't feel as bad, so it's been pretty good. People don't complain about the smell anymore."

Rick doesn't vape in class, but he does use a Juul and a vaping pen to vape while at school.

"I might leave the class and use it during class," Rick said, "but I've never hit it in the room."

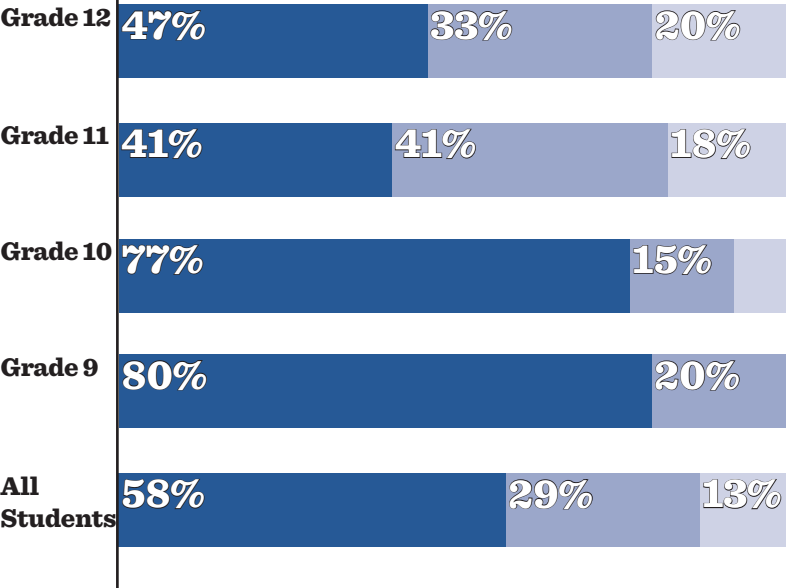
Bart chose the Juul precisely for the ability to conceal and use it during class. A Juul device is \$34.99, and a four-pod pack of the fluid is \$15.99. One pod contains the same nicotine as a pack of cigarettes.

"I got my own, and I've enjoyed having it because of the temporary feeling it gives," Bart said. "It's very discreet. The obvious setback is the slight addiction you get, but in my experience when running out of juice or pods the only real trouble is the first day of non-usage. I'll just feel off a little bit and kind of moody with a slight longing. After that first day it's honestly fine."

Rick may not be concerned about the possible health risks that may come from vaping, but he is certainly more worried about the possible consequences resulting from getting caught by a parent or teacher.

"I don't want to be caught by anybody that might get me into trouble," Rick said. "I am definitely worried about what would happen if I got caught by my parents or one of my teachers. I'm extra-careful to not get caught, so I take a lot of precautions even when I Juul in class."

Survey shows 1 in 8 vape regularly



Key

- Never
- Once or a few times
- Weekly or more often

The Midway collected this data via an anonymous Simple Random Sample from each grade: 15 seniors, 17 juniors, 13 sophomores and 10 freshmen. 47% of respondents identify as male, 47% as female and 6% did not report gender. Given small sample sizes, the lowest margin of error — for students who have vaped at least once — is 13%.

Key vaping statistics

- 4% of respondents vape **multiple times per day**.
- 3 of the 55 respondents did not know what vaping is.
- Vaping frequency is the **same across gender**: 21% male, 16% female have vaped once or a few times.
- **Juniors vape the most**, with 58.8% of the sample having vaped one or more times.
- According to the 2016 National Youth Tobacco Survey by the CDC, about **22.6% of American youths** from grades 6 through 12 have used an e-cigarette at least once.

Experts say vaping may be harmful

by **GRACE ZHANG**
ASSISTANT EDITOR

A white haze fills the air, forming rings and other shapes. It looks like smoke, but it's actually vapor from e-cigarettes. Vaping is currently a popular trend among teens. They say it's refreshing, it's cool and it's different.

But vaping may be more dangerous than you think.

E-cigarettes, battery powered cigarettes, do not contain tobacco. But the liquid vaporized while using an E-cigarette almost always contains nicotine, which is a highly addictive drug.

E-cigarettes come in three types: minis, vape pens and advanced personal vaporizers. Minis are disposable, while vape pens are rechargeable. Advanced personal vaporizers, sometimes called "mods," are customizable vaporizers.

Some brands, such as Juul vaporizers, look like USB drives, and others, such as Suorins, are pods that resemble credit card cases. One pod usually contains the same amount of nicotine as one pack of cigarettes — which has around 200 puffs.

Health effects

Since vaping is a relatively new trend, not much conclusive or long-term research has been done. Industries claim that e-cigarettes help people quit traditional smoking, and reduces interaction with tar and other chemicals present in cigarettes. The New York Times reported teens who vape are also likely to switch to smoking conventional cigarettes intensively in the future, according to Mitch Zeller, head of the Food and Drug Administration's tobacco division.

The vaporized liquid in e-cigarettes can be harmful, according to the U.S. Surgeon General. The fluid used in e-cigarettes, sometimes called "juice," come in a variety of flavors, such as fruits or desserts. Though sold with different levels of nicotine, zero-percent nicotine e-cigarette liquid, or "juice," is rare. The liquid also contains many toxic chemicals and flavorings, such as Propylene glycol, an alcohol used in antifreeze and can cause irritation and headaches.

Nicotine is one of the most addictive drugs that can relieve anxiety, a reason why people choose to smoke cigarettes, according to

Dr. James Tao, Associate Professor of Neurology at the University of Chicago Hospital, but the nicotine can also cause breathing problems and lung diseases, as well as hampering brain development in teens.

Legality

Although they don't contain tobacco, the FDA considers e-cigarettes to be a tobacco product because they contain nicotine. Under the FDA's policy, they are also subject to the Family Smoking Prevention and Tobacco Control Act and state laws for tobacco products, so they cannot be sold to minors.

Vaping is banned on all campuses of state-supported institutions in Illinois, including vehicles and parking lots owned by those institutions. In Chicago, vaping is "banned in all enclosed workspaces, including bars and restaurants," except in vape shops, according to the American Nonsmokers' Rights Foundation. If caught smoking in a non-smoking location, perpetrators can incur a fine. The fine ranges from \$100 to \$250.

JOY *in* CHICAGO



THURSDAY, MARCH 8, 2018
U-HIGH MIDWAY • UNIVERSITY HIGH SCHOOL, CHICAGO

WINTER STORM. Lillian Nemeth laughs after sledding with her friends on a snowy day during midwinter break last month.

MIDWAY PHOTO BY EMERSON WRIGHT

Friends Bring You Joy

SPECIAL SECTION
EDITED BY SAM
FLEMING

Winter at Lab can be a draining and dreary time. It's rare to see people in the halls smiling at each other or laughing, but outside of school students get the chance to express themselves.

As Elizabeth Meyer said, "I feel like I have a whole separate life outside of school and whole different community of people who care about me. I feel so much more relaxed, less anxious and I can do what I love."

Outside of school, students manage to find joy in different ways. These pages highlight the joy in people's lives and the ways students go out of their way to make each other happier and their lives easier.

WHAT SHE
ORDER?
CHICK-FIL-A.

A group of senior friends grabs dinner in downtown Chicago at Chick-fil-A. They try to get together at least once per month to catch up and check-in. MIDWAY PHOTO BY SAM FLEMING



WHO LET THE DOGS OUT. James Woodruff spends quality time with the family dog, Louise, at the home of his friend, Milo Dandy. "My friends bring me joy," he said. "We have known each other for so long, they just feel like family. We just really understand each other and have most of our defining experiences together. ... Milo's basement has become the main place we go to hang out, it's almost like a second home. To be honest pretty much any time I am not in school or doing an extracurricular I am with my boys and it's the only time I feel truly comfortable. When I am around them I know that I can say anything."



MIDWAY PHOTO BY SAM FLEMING



MIDWAY PHOTO PROVIDED BY ELIZABETH MEYER

BEEETS BY DRE. Elizabeth Meyer tries on some imaginary headphones while shopping at Treasure Island. She said she finds joy through the smaller things in life and tries to find something to make her laugh every day.



MIDWAY PHOTO BY SAM FLEMING

MARCHING FOR CHANGE. Cecile Ngo, Miranda Mireles, Camille Rehkemper and Olivia Issa attend the Women's March in January in downtown Chicago.



MIDWAY PHOTO BY SOPHIE HINERFELD

FRIENDS DINNER. Daniel Martinez, Paryssa Khazaie and Vivian Liang prepare a multi-course, family-style dinner at Paryssa's home. "It was an open invitation, so lots of different people showed up," Paryssa said.



ROOFTOP CHILLIN'. Henry Sowerby and Celia Garb relax on a rooftop in Hyde Park during a rare nice day in February. They said they love exploring the city on the weekends and find joy looking for hidden corners of the city.

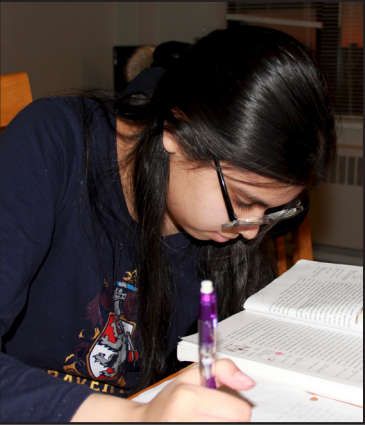
MIDWAY PHOTO BY ELENA LIAO

Family Brings You Joy



BABY BONDING. Little sister Ana’s birth brought joy and peace to Lily Levitt’s family. For the family, Ana has come to represent familial joy and a fresh start.

MIDWAY PHOTO BY AMANDA LEVITT



TEST READY. Ashley Husain she studies for the upcoming Latin test while spending time with her sister, Michelle.

MIDWAY PHOTO BY MICHELLE HUSAIN

SUNDAY SNACKING. Iris Xie grabs lunch with her sister, Teresa, on a Saturday afternoon at FruVe Express juicery in the South Loop. They make an effort to make time to get lunch every weekend.

MIDWAY PHOTO BY TERESA XIE



FAMILY NIGHTS. “My family brings me joy,” sophomore Isabella Kellermeier said. “They always know how to make me laugh because whenever I’m around them I always know I’m going to be having fun. It brings me the most joy to see them happy and when I know that they’re doing

their own thing. Like my brother finds joy through soccer and video games (top right), and my mom finds joy through being around us and sometimes watching TV (bottom right). I guess, it just brings me joy to know they are happy. My brother and I spend a ton of time to-



MIDWAY PHOTOS BY ISABELLA KELLERMEIER

gether especially on the weekends. Since we live downtown, we love to go out and see as much of the city as we can (above left). We have always been close and we love spending time together. We love going and looking out at the buildings at night, it’s just so pretty.”