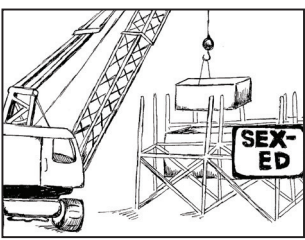


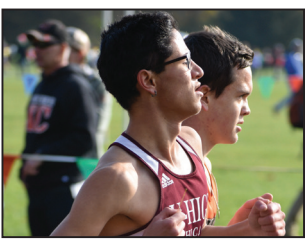
With recent mainstream successes of movies like “Crazy Rich Asians,” Asian-Americans are finally achieving representation in American pop culture.



Non-heteronormative relationships and consent are on the minds of U-High students, but they feel these topics haven’t always been addressed in sex-ed.



Abraham Zelchenko, cross country captain and ISL champion runner, applies the same unique strategy to running as he does to all of his interests.



University of Chicago Laboratory High School

# U-HIGH MIDWAY

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## Faculty recommends switch to semesters

by **BERK OTO**

MIDWAY REPORTER

The U-High faculty recommended to the administration that the quarter system be replaced with semesters. The endorsement vote took place after a presentation at the faculty meeting Nov. 7.

The faculty has discussed two semester calendar options. One would have semesters of different lengths with the first ending at winter break in December. The other would have terms of nearly equal lengths with the first spanning winter break to end in January.

The latter option appeals to some faculty members because both semesters would be equal in length. Some members believed the September to December option would be better for student stress levels.

In 2006, David Magill, Lab Schools director at the time, struck down a decision made by the fac-

ulty to implement a semester system after students voted unanimously against the plan.

Since then, there have been several changes in administration, and with them, another evaluation of semesters.

“Moving to a semester system would affect the school’s pace positively,” Principal Stephanie Weber said.

Ms. Weber said the change could affect the pace of shorter terms such as winter quarter.

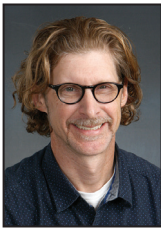
“It is a very short period of time in which teachers are trying to have enough material to come up with a grade,” she said.

Other faculty members shared this sentiment.

“You’re under pressure to have



Stephanie Weber



Mark Krewatch



Shiva Menta

enough things graded in number to create midterm comments,” said English department head Mark Krewatch, another supporter of the new system.

Many students that were asked about their feelings toward a semester system with the first semester ending in January were against it due to concerns that they would be pressured to do homework over winter break.

“The policy is that there is no homework that will be assigned over winter break, and that policy will not change,” Ms. Weber said in

response to the student concern.

Even though the faculty had a unanimous opinion for the new system, some expressed support for student involvement.

“I think the role of student voice is very important,” Sunny Neater, fine arts department head, said. “I would like to see more student involvement in everything.”

In order to incorporate student voice, this week Student Council hosted two town halls where students heard the proposal from members of the faculty and administration.

“Student opinion has not been really included, and it needs to be included before this large decision,” All-School President Shiva Menta said.

Shiva said he hopes to educate students about possible changes coming to the school next year, as well as collect student views to share with the administration before a final decision.

### Semesters at a glance

**Under consideration:** Switch from 3-term quarter system to 2-term semester system for the 2019-20 school year and beyond

**Option A:** School year would be split into two semesters of roughly equal length, with the first semester extending beyond winter break into January, and the second spanning spring break. According to Principal Stephanie Weber, the current no-homework policy over winter and spring breaks would remain in effect if this plan is enacted.

**Option B:** The school year would be split into two semesters of unequal length, with the first semester ending by winter break, and the second semester from January to June, which would also span spring break.

## Security committees discuss campus safety concerns

by **CALEDONIA ABBEY**

MIDWAY REPORTER

Since the start of the school year, the Lab Schools administration has been working to increase security and safety measures by implementing a new ID procedure and developing two groups to continue to work on additional improvements.

Concerns elevated after results of the Student Health and Wellness Survey showed that four students reported bringing a gun to school property during the 2017-18 school year with 14 reporting to have known about a gun at school within that same period of time.

“It’s obviously concerning that we would have reports of weapons on school or campus, regardless of our ability to conclude things from that small data set,” Christopher Jones, Lab Schools associate director for operations, said.

One method the school has in place to deal with these types of situations is the Threat Assessment Team. Composed of administrators, faculty members and law enforcement, the team has been active since 2016.

The group can take reports of threats and, as a team, “is in a position to analyze those situations and support the people or person

who is feeling threatened or is a threat,” Mr. Jones said, with the primary purpose being to prevent that situation from becoming violent or dangerous.

An All-School Security Committee has also been active at Lab since 2016 with the goal of creating a forum to, according to Mr. Jones, “advise and review school and university policies and practices around safety and security at Lab.” Parents, teachers, administrators, as well as students from both the middle school and high school have served on the committee, which meets quarterly during the school year.

With student involvement in security practices at Lab increasing, Mr. Jones said that he hopes to encourage more communication when it comes to student safety, emphasizing the importance of using the resources available at Lab.

“If you feel like there’s something that is threatening and violent that might happen, [students] should always feel comfortable telling an adult they trust that they’re concerned about behavior, or something they see, or something they’ve heard,” Mr. Jones said. “That will get to a counselor, that will get to an administrator, and we will do everything we can to interrupt that.”



MIDWAY PHOTO BY EMERSON WRIGHT

**TAP IN.** Greta List, right, enters through the Judd Hall, and taps her ID on a scanner as a part of new security policies implemented this school year.

## Students have mixed reactions to survey presentation

by **MIRA COSTELLO**

MIDWAY REPORTER

A summary of the student wellness survey results, released on Oct. 12, has sparked discussions among students about the implications of the data.

Though the summary was initially released only to parents, students who gained access to it were the first to ask questions. Senior Michelle Husain, founder of mental health club, said she was concerned about the executive summary’s low accessibility to the student body, especially since students were the sole respondents to the survey.

“If this is about the Lab community,” she said, “why would it be given to them and not us students?”

### Working on WELLNESS

“This data is not something that can be taken lightly,” All-School President Shiva Menta said. “It would be helpful to have a trusted adult to review it.”

Some students said they are also troubled by the way the data is presented. While reading the results, senior Lukas Blume said he found the comparison to national averages off-putting.

“I think the school, and whoever wrote the page of results who is representing the school, has already made it clear that because their ‘bad’ statistics are lower than the national average, they aren’t

concerned,” he said.

Michelle said that the averaging of middle and high school statistics also bothered her, as the environments have many differences in terms of stress, sleep and mental health.

Across the board, students were surprised by statistics in the “risk of physical injury” category: four students reported carrying a gun to school with unspecified intent, and 14 expressed knowledge of this.

“It’s common understanding for students that not enough people are getting sleep, that there’s a lot of homework happening,” Shiva said. “A lot of the discussion I’ve heard is actually around those guns and people bringing them to school.”

**“The 81 percent of U-Highers who are stressed out could surprise someone, but for me it wasn’t surprising. I feel like a lot of it has to do with the pressure Lab in general puts on its students.”**

— MICHELLE HUSAIN

Shiva said students worry about a shooting at Lab, like Michelle, who said it was concerning that some students knew about weapons on campus but did not report them.

While some results are disturbing, students said they were mostly unsurprising.

“Of course I’m not going to be completely OK with everything I see, but I wouldn’t necessarily say I was surprised,” Shiva, who is focused on implementing change and hearing student input, said.

Michelle, while troubled by some of the mental health statistics, was also not surprised.

“The 81 percent of U-Highers who are stressed out could surprise someone, but for me it wasn’t surprising,” she said. “I feel like a lot of it has to do with the pressure Lab in general puts on its students.”

An updated survey with more specific questions will be released this spring. Until then, peer leaders and Student Council will meet with administrators to discuss next steps and hold discussion groups.



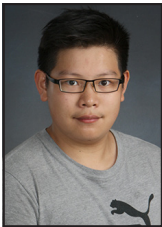
# Freshmen discover community in identity clubs

by JACOB POSNER  
EDITOR-IN-CHIEF

People in a new environment crave community — at U-High, that often come in the form of an affinity club.

Asian Students' Association and Latinos Unidos have gained more freshmen this year than previously, according to Presidents Hongjia Chen, and Sofia Kouri respectively.

The 9th, 10th and 11th grade classes all have more than 150 students, many of whom came from outside Lab. More students means more freshmen in need of community, which Chen, Sofia, and senior Zoe Dervin, vice president of Spectrum, all agree that their clubs provide.



Hongjia Chen

Freshman Ethan Van Ha said, "I think it's also nice because you get to meet a lot of people like you, which is why I think a lot of freshmen do it."

But Spectrum has always had more 9th graders in proportion to kids in other grades, according to Zoe.

"When you're a freshman, you're looking for some stability and also for validation in your identity," Zoe



MIDWAY PHOTO BY MARIA SHAUGHNESSY

**BUILDING FRIENDSHIPS.** Eddie Christensen, Will Trone, Ethan Van Ha and Niyati Rana enjoy lunch at Asians Students' Association where they have found community a place to discuss common experiences. ASA, like many othe, had an influx of freshman this year.

said. "So you can come to Spectrum and find your people, but by the time you're a sophomore you've found your niche. You've found your identity, and you don't necessarily need" Spectrum any-

more. Zoe also said Spectrum is a place where non-heterosexual — 25% of boys and 48% of girls at Lab, according to the health and wellness survey — or non-gender conform-

ing people can relax. "It's not that there's open hate in this community. That's not what it is. It's more so that you don't have to worry about explaining your identity to people," Zoe said, es-

## NEWS IN BRIEF

### Students host foreign exchange students

U-High experienced an influx of international students this month as two French exchange students visited Oct. 16 to Nov. 16, and 10 German exchange students visited Oct. 19 to Nov. 4

The Eliad Scholarship Program is a French program that sends two students from the Antoine de Saint-Exupery school in France to the Lab Schools and two U-High students to France.

World language teacher Catherine Collet-Jarard coordinates the U-High side of the program and said the process is competitive for the two spots available.

French student Leila Prud-Homme, hosted by junior Macy Beal, said she enjoyed her first visit to America and was impressed by U-High's culture and students. Leila also liked how much spirit the school had at sports events.

"Lab Students don't judge and don't care how you dress, act or learn," Leila said.

German students from the Ludwig-Thoma Gymnasium visited via the German American Partnership Program sponsored by the German government and the U.S. State Department.

Sophomore Graham Waterstraat enjoyed his first time hosting a student despite the extra work and stress that came with it. He said hosting was challenging and cut into his sleep due to the added responsibilities.

He said, "My experience was a positive one that gave me new insight to German culture."

— TEDDY NEER

### Students practice emergency protocol

On Oct. 25, students in the lower, middle and high schools crowded into Rockefeller Chapel to meet their advisers, obeying the instructions of the new "Relo-

cation and Reunification Drill," an updated version of the inclement weather drill.

Paul Gunty, the primary faculty member behind the development of the new drill, explained that the main function of this drill is to reunify the entire school at Rockefeller Chapel, rather than the three locations previously. This would make it easier for parents to pick up children if students and faculty could not re-enter the school.

The chief complaint of the students was the allocation of space in the drill, as many of the older students had little room to sit.

"They should plan out the space better because the juniors and seniors only get a small little alcove where there's no room for everyone to sit down," junior Emily He said.

Mr. Gunty said school officials are adjusting some of the procedures.

— MADELINE WELCH

### Debaters visit Iowa, New Trier, Michigan

The debate team recently competed at the New Trier, Iowa Caucus, and University of Michigan tournaments, and one pair of debaters is a step closer to the Tournament of Champions.

At the New Trier tournament Oct. 6-8, three junior varsity teams debated in the varsity pool ending with 1-5, 2-4, and 2-4 records.

"We don't really go to them for the record, it's more about getting that experience," Roshni Padhi, a varsity debate team captains, said.

At the Iowa Caucus tournament Oct. 19-21, seniors Elena Liao and Roshni placed second out of 47 teams after the finals round and earned their first bid to the Tournament of Champions. Elena earned second best speaker, Roshni earned 10th best speaker and Soundjata Sharod, also a senior, earned 20th best speaker.

The novices competed at their first tournament at the University of Michigan Oct. 26-28. Freshman Brandon Bousquette represented his team alone and finished with a 4-3 record, while the other three novice teams finished with 3-4 re-

cords. Elena and Roshni were 17th seed out of around 170 teams going into prelims almost earning another bid.

— PETER PU

### Musicians honored at ILMEA contest

Six U-High students earned a district honor against hundreds of Chicagoland choir, orchestra and jazz band students who auditioned for the Illinois Music Educators Association District Music Festival the week of Oct. 12 at Carl Sandburg High School.

The students are Abraham Zelchenko, Jazz Ensemble IV; Saul Arnov, Brandon Bousquette, Oliver Collier and Tarini Mutreja, 9/10 chorus; and Annette Kim, orchestra.

Abraham performed as part of the ILMEA District Jazz Festival Nov. 10 at Hinsdale Central High School. Saul, Brandon, Oliver, Tarini and Annette will perform as part of the ILMEA District Choral and Orchestra Festival Nov. 17 at Oak Park and River Forest High School.

— KATERINA LOPEZ

### MUN hopes win will provide momentum

With current preparation running smoothly, Model United Nations is on track to embark on another interesting year. Newcomer and veteran delegates of the club have been eagerly working together to integrate fresh perspectives with established experience, and it is paying off.

At the Vanderbilt University Model United Nations Conference in Nashville Nov. 2-4, the team was named best large delegation, with freshmen making a strong and immediate impact for the team.

Delegates who did not participate in the Vanderbilt conference will attend the Princeton MUN Conference in New Jersey Nov. 15-

18. U-High MUN Secretary General Jamal Nimer explained that because the conferences are close together, delegates will only attend one. He said the main factors in selecting the delegation are grade level and past experience.

— CHRISTIAN GLUTH

### Journalists receive national awards

Journalists on the U-High Midway and U-Highlights staffs received numerous national awards at the JEA/NSPA Fall National High School Journalism Convention in Chicago on Nov. 1-4.

The National Scholastic Press Association awarded Natalie Glick, a 2018 graduate, first place award in Editorial Story.

The Midway was awarded second place for Newspaper Tabloid in the Best of Show contest for publications at the convention. U-Highlights placed fifth in Best of Show for Yearbooks 233-288 Pages. All nine students who competed in the JEA "write-off" contests at the convention won awards.

In March 2019, the Midway will also receive the Crown Award — either gold or silver — from the Columbia Scholastic Press Association. Three Midway journalists earned Gold Circle Certificate of Merit Awards for individual work. For full details on awards, check the U-High Midway website.

— OLIVIA GRIFFIN

### Open house draws prospective families

More than 700 people, including around 250 prospective students, attended Open House in the Gordon Parks Assembly Hall Oct. 27, according to Assistant Director of Admissions Kerry Tulson.

Faculty were on hand to showcase individual departments and answer questions about U-High's curriculum and resources. Student Council President Shiva Menta and Sophomore Cultural Union Representative Destiney Williamson spoke during the event, offering prospective students and their families a glimpse into the life of U-High students.

***"It's not that there's open hate in this community. That's not what it is. It's more so that you don't have to worry about explaining your identity to people,"***

— ZOE DERVIN, SENIOR

pecially to people who don't know much about the LGBTQ+ community.

ASA and Latinos Unidos serve a similar purpose in fostering pride in their members.

"Being Asian is an identity that people have come to be proud of. They don't want to hide it. We're helping them express their pride — their connection to who they are," Chen said.

For Sofia, Latinos Unidos is both a place for Latinx people to explore the diversity of their ethnic background and the wider U-High community to learn about an important history not discussed enough.

"Latinx is not a racial identity, it's ethnic — you have people who are white or black or indigenous who are all identified under this umbrella term," Sofia said. "It helps you learn about different aspects of those identities. The identity of Cuban-American is very different from that of an Argentine or Mexican person."

"We want to admit kids who are proactive and who will be opinionated and share their thoughts. And kids who are kind," Ms. Tulson said. "When we look at applicants, we stress that they have to be good community members."

— OTTO BROWN

### Students of color attend conference

Five students from U-High and 10 students from Lab's middle school attended a Young Men of Color conference where students from around Chicago were brought together to learn about leadership, and race in workshops on Nov. 3 at Francis Parker School. Hasham Bhatti, an English teacher, and Teddy Stripling, a counselor or chaperoned the event.

Students participated in workshops on diversity and leadership. They heard speakers such as Wes Moore, CEO of the Robin Hood Project, and learned more about each other through discussions.

Dean of Students Ana Campos said, "There's an opportunity for students to learn more about themselves and to explore ways they can exhibit leadership, and qualities they have that don't always get tapped into in our school."

— JULIAN INGERSOLL

### Student committee will impact Café Lab

The temporary food provider, Quest Food Management Services, created a committee to learn more from students and others about the food selection and options. The committee has already suggested the addition of boba tea to Café Lab and to the coffee shop in Judd Hall.

Quest is on a one-year contract with the university for the Lab Schools. The school is looking for a food provider that will accommodate the needs of all its students. The results will be known in the spring because the process is in the early stages, according to Colleen Coyle, director of family life programs.

— NELSON MARKS



# Negotiations for new faculty contract begin

**by LELAND CULVER**  
MIDWAY REPORTER

Negotiations between the Faculty Association and the Laboratory Schools administration for a new contract are just getting underway. The representatives for both parties, eight representing the faculty union and eight representing the administration, have until June 30, 2019, to agree on a new contract, when the current one, which has been in effect since July 1, 2015, expires. The union membership must also vote to approve the final contract.

The contract applies to all faculty members, including teachers, counselors, librarians and assistant teachers, but not custodians, administration, food service or substitutes. It covers everything

from working conditions and class sizes to benefits and salaries.

Negotiations are currently in the very early stages. Lab Schools Director Charlie Abelmann, a lead representative for the administration, said the meetings in November will be primarily working with federal mediators to train negotiators. The mediators also help organize the process.

Everyone gets trained, regardless of prior experience, said Sharon Housinger, a science teacher who is the union's vice president of



James Catlett

communications.

The next few meetings after that, scheduled to take place in December, are to decide how the process will look, and in particular to determine the major issues, said Dr. Abelmann.

The major issues brought up by the union will be decided on by a poll of union members, according to Faculty Association President James Catlett. One issue he noted had been brought up in the past is class size.

"Twenty-four in a class is, we feel, a lot of students," said Mr. Catlett, a science teacher. "When you look at other private schools comparable to Lab, they have lower class sizes."

Dr. Abelmann said he thinks that students should be involved

***"Students should have a strong voice relative to issues in the life of a school. I would not be against working with the executive board of the union to figure out how to bring student voice to the bargaining table."***

— CHARLIE ABELMANN

He said it would not necessarily be for every session, but perhaps for some.

Negotiations over the agreed issues should begin in January with weekly meetings through the end of the year, according to Ms. Housinger. Depending on how many issues come up and how complex they are, the teams could end up having to meet more or less frequently as the deadline approaches.

Ms. Housinger has been on a few of the previous negotiations, as have several members on both sides of the team.

"It's kind of fun," she said. "They convince you of something, and you convince them of something, and then you merge the ideas together and come up with a really

# Computer science classes broaden course topics

**by KATERINA LOPEZ**  
ASSISTANT EDITOR

The computer science department is under revision with improved courses. The remodeled AP Computer Science classes have taken topics from the freshman course and are covering the material with more depth.

The traditional AP Computer Science class focuses on programming with Java. There is another class called Computer Architecture which allows kids to design a computer system, which includes hardware, wiring circuits, installing software, and the operating system.

Computer science classes have had the highest enrollment in U-High's history this year. According to computer science teacher Daniel Wheadon, this could be due to the fact that the required introductory computer science course students take in ninth grade has been remodeled.

"We've changed some of the content last year and are doing even more changes this

year. I think that is the one advantage we have over other schools as far as their AP enrollment," he said. "The size of the school and the number of students we have is proportionally quite large. This is primarily because of the freshman course, which exposes students to computer science and makes them want to pursue it further."

Junior David Libes, a student in the AP Computer Science course, said he liked the freshman course and wanted to continue coding.

"I wanted to take computer science because I had a great time in it and I wanted to see if I had a knack for coding," he said. "Coding has become a very good job skill to have, so it will be easier to get a good job."

Mr. Wheadon said he has also observed how widespread computer science has become.

"People are using computer science in many different fields which is another reason why there is a rise in interest," he said.



MIDWAY PHOTO BY TOSYA KHODARKOVSKY

**PROGRAMMING FUN.** Nicholas Pietrazek, Henry Sowerby and Suleyman Ahmed work on programming for their AP Computer Science class. The class focuses on learning to program with Java on BlueJ.

# Dialogos brings student voice into strategic planning

**by AUDREY MATZKE**  
ASSISTANT EDITOR

Hoping to improve communication among students, faculty and administration, the Lab Schools administration enlisted Dialogos, a strategic planning and leadership partner, to act as an unbiased, third-party listener.

Working with Dialogos, the administration hopes to facilitate "critical conversations," relating to Lab's identity as a school, how it collaborates, and how Lab can improve. In order to answer these three core questions, the Dialogos staff arranged meetings with students, faculty and parents, and will conduct a school-wide survey in December.

***"We want to make sure that everyone's voice is equal, and the best way to ensure that is by going through a third party."***

— SHIVA MENTA



Charlie Abelmann

and faculty may be hindering Lab's potential for strong communication. Although he recognizes the strength of many teachers' bonds with their students, he notices many missed opportunities for broader connection.

"At assemblies, some teachers go and some teachers don't, and that's not a shared experience. In a school, you want to have shared experiences because they build community," Dr. Ablemann said.

At a student-only meeting held Oct. 18, the Dialogos staff members asked ques-

tions aimed at uncovering Lab's areas for improvement, according to All-School President Shiva Menta. The meeting had a strict policy of confidentiality, which Shiva theorizes allowed attendees to feel comfortable sharing their thoughts without consequences from the administration.

"We want to make sure that everyone's voice is equal, and the best way to ensure that is by going through a third party," Shiva said.

Shiva said he couldn't discuss the topics of the meeting but said students' ideas followed similar themes.

"There was agreement between a lot of the students at the meeting," Shiva said, "and I feel that opinions were solidified."

# Clinton Global Initiative allows students to explore global issues

**by ELLA BEISER & PRIYANKA SHRIJAY**  
ASSISTANT EDITOR, EDITOR-IN-CHIEF

Thirteen high school students attended portions of the Clinton Global Initiative University held on the U. of C. campus Oct. 19-21. The students representing U-High and the U. of C. Woodlawn Charter School listened to speeches and discussions led by experts on gun control and mass incarceration, as well as a session with former President Bill Clinton, former Secretary of State Hillary Clinton and Chelsea Clinton.

Three dozen other Lab and U.C. Woodlawn students attended speeches and panels on topics such as climate change, education, human rights, and poverty took place in the Ratner Athletic Center and Gordon Parks Assembly Hall. U-High students' involvement was organized by Principal Stephanie Weber.

These students went to the events along with more than 1,000 undergraduate and graduate students from across the nation

and 145 countries.

"One takeaway for me would definitely be how strongly Hillary and Chelsea talked about vaccinations," said U-High sophomore Aditya Badlani, who participated in the civic engagement internship. "It was very shocking to hear that places in our own country have lower vaccination rates than [developing] countries. I definitely support them in trying to expand the countries' vaccination program."

Senior Dania Baig attended a plenary session about gun violence.

"The University extending that invitation to us, as well as Woodlawn students, tells us that the University believes the ideas and inspiration we can gain from these sessions will benefit the city and country as a whole," Dania said. "It gives us motivation and hope as the next generation, as some of us are voting for the first time, or just starting to think about these issues critically."

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# Moment *to* Movement

by **GRACE ZHANG**  
ARTS EDITOR

It's been 25 years since the first movie with a majority Asian cast, "The Joy Luck Club," made its debut in 1993, showing Asians without the long history of stereotypes that previously characterized them on screens, or whites portraying Asians with those stereotypes. This year the film industry is experiencing firsts again, and members of the U-High community praise the increase in representation.

Asian-Americans are shining in the latest mainstream entertainment. "Crazy Rich Asians," released Aug. 17, started off a moment some called "Asian August," a range of movies released that month. These movies starred Asian-Americans in lead roles, such as an all-Asian cast in rom-com "Crazy Rich Asians," a female Vietnamese-American lead in "To All the Boys I've Loved Before" and Korean-American leads in the thriller "Searching."

The popularity of these movies and other media provide representation and conversation, not only for Asian-Americans but also with a wider audience, as well as with the U-High community.

## Reactions

Rosalind Chao, who played Rose in "The Joy Luck Club," hoped the movie would be "a new beginning for Asian-Americans," according to The New York Times. The actresses in Wayne Wang's movie were praised and received high-profile offers.

However, Asian roles are still either being rewritten into white roles, or played by white actors, such as last year when Scarlett Johansson played the Japanese lead in "Ghost in the Shell."

As Ryan Lee, a U-High senior, sees it, backlash against Hollywood's lack of representation and decades of whitewashing is building up more and more over time, creating urgency to correct it.

"There's kind of a push to get more actual Asians out into the media," Ryan said.

"Crazy Rich Asians," based on Kevin Kwan's bestselling novel of the same name, has already surpassed \$170 million in the domestic box office, and \$230 million internationally. In addition, Jeff Goldstein, Warner Bros.' distribution chief, reported that only 38 percent of audience members over the opening weekend were Asian, according to Los Angeles Times.

Initially, the director of "Crazy Rich Asians," Jon M. Chu, and Kwan turned down an offer from Netflix that was bigger than what the box office promised. They declined so they could play the movie at the theaters, according to an interview with CBS, intending to gauge the box office numbers, since Netflix does not release those statistics, to show that this movie with an all Asian cast has an audience, and people want to see it, as well as bring people together to start conversations about the movie.

Kara Xu, a sophomore, saw "Crazy Rich Asians," and was surprised at its popularity.

"It was surprising how amazing the production was for this movie," Kara said, "because a lot of people think the white majority are in movies and that all of the super famous stars are like white or like different nationalities. Asians aren't really, like, predominantly in movies that are that popular. I was really surprised that this one really took off."

Adapting a film from a book and inten-



SOURCE: IMDB

**ASIAN CELEBRATION.** In "Crazy Rich Asians" based on Kevin Kwan's best-selling novel of the same name, Nick Young's mother, extended family and friends celebrate his friend's wedding in Singapore. "Crazy Rich Asians," the first major film to feature an all-Asian cast since "The Joy Luck Club," joins "To All the Boys I've Loved Before" and "Searching" to represent Asian-Americans in popular culture.

*"I think that's what they were trying to do, to humanize an experience regardless of where people lived or where people grew up."*

— ARIA CHOI, U-HIGH COUNSELOR

tionally preserving an Asian lead character and representation tells a story from that perspective. The movie would turn out to be a different story if the role isn't the original.

Jenny Han, who wrote "To All the Boys I've Loved Before," was first approached by producers to have the Korean-American Lara Jean rewritten, but Han stood her ground and rejected all of those offers.

Finally, Will Smith's production company, Overbrook Entertainment partnered with Awesomeness Films to bring the movie to life. In an interview with People, Han said "the fact that the lead was Asian American wasn't seen as a liability. It was something they were excited about."

In one scene in "To All the Boys I've Loved Before," Lara Jean takes out a Korean yogurt drink for her boyfriend Peter Kavinsky. This was the most memorable scene for U-High counselor Aria Choi and her Korean-American friends since the appearance of the probiotic drink popular among Asians and Asian-Americans was normalized in the movie, not out of place or weird.

"Something as simple as seeing a symbol that was so representative of childhood memories was, like, an immediate draw to be connected to the characters in the story," Ms. Choi said. "It was like a sense of nostalgia connection familiarity and pride that came with that."

In an interview with The Hollywood Reporter, Chu explained that "Crazy Rich Asians" was perfect to show a different side of Asians in the media — "Contemporary, stylish, at the top of art and fashion, emotional, funny, sarcastic and unapologetic. Confident."

According to The Guardian, Rachel Chu's character in "Crazy Rich Asians" has to be Asian-American in order to describe the specific feelings of belonging she experienc-

es when she travels to Singapore to meet her boyfriend's family — the differences of being both Asian and American but not really fitting into either side is something many people in the world relate to.

## Going forward

Even outside of the film industry, Asian-Americans and Asians are becoming more influential and popular. After the release of "Crazy Rich Asians," Awkwafina, who plays Peik Lin in the movie, became the second Asian woman to host a "Saturday Night Live" in 18 years.

After seeing Asian-American movie stars then and now getting their big breaks through those movies in other fields, Kara said the public's view on Asian-Americans has changed.

"I think people, producers and directors are seeing how talented other people can be, no matter what the race or gender or anything is," Kara said. "It's super surprising being able to see all these Asians, like movie stars, becoming so popular and getting their big break through movies."

There's also been an appearance of Asians in music, especially debuting in the United States. BTS, a Korean-pop music group, recently released a collaboration with Nicki Minaj on the song "Idol," and have received a Billboard Music Award and an American Music Award. Another group, NCT, this year hit number 1 on the Billboard Emerging Artists chart, the first K-pop group to do so.

Just like "Crazy Rich Asians" director Jon M. Chu and many others, Ms. Choi wants to see this moment continue into a movement to make sure Asian-American voices and stories are heard. According to Ms. Choi, the people who worked on "Crazy Rich Asians" were trying to humanize a common experience and themes that are universal, such as love, family, conflict, allegiance, the sense of approval and sense of belonging.

"Those are themes that are so universal that hopefully transcended race, ethnicity and culture," Ms. Choi said. "I think that's what they were trying to do, to humanize an experience regardless of where people lived or where people grew up."

# Minority leads in popular films break ground

by **MIRA COSTELLO**  
REPORTER

## "Bridesmaids"



"Bridesmaids," the 2011 comedy featuring four female leads, was a milestone for representation of women in film. Before its release, preconceptions about women in the male-dominated field of comedy sparked doubt

in Hollywood that the cast would execute the movie well. After it hit theaters, though, "Bridesmaids" was met with unexpected approval and high ratings. The film demonstrated that the decision to cast women in comedy should not be considered one of pity or compensation, and set the stage for more future female representation.

## "Black Panther"



This 2018 film was an important step for black representation. Not only did it include a nearly all-black cast, but it also covered themes unrelated to race itself, unlike many historical films that cast black actors for the sake of accuracy,

rather than diversity and inclusivity. "Black Panther" performed exceedingly well in theaters, superseding "Titanic" at over \$1.3 billion in box-office revenue. The high-grossing, enthusiastically received film was a worldwide wake-up call that casting minorities does not need to be limited to historical, identity-based films.

## "Wonder Woman"



Grossing more than \$800 million at the box office, "Wonder Woman" is a prominent example of unique female representation, since the film was the first to feature Wonder Woman as its lead character. While its reviews are consistently positive, some activists were concerned that the weight put on the film as a milestone was concerning, demonstrating a lack of female characters to draw from when creating an image of women in media. Ultimately, "Wonder Woman" served as a reminder of how few female-dominated films are produced each year, despite successful trends and the increasing demand for representation.

PHOTOS SOURCE: IMDB



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# An eye for art, an eye for justice

## Sofia Kouri combines art and activism to document her life

by NICKY EDWARDS-LEVIN  
REPORTER

Award-winning photographer. Activist. Art curator. Add tutor, singer, club president and social justice week organizer to that list. This is how Sofia Kouri, a senior, spends her time. Even outside of school or activities, the arts shape who she is. And she doesn't do it all just for her résumé — she invests herself 100 percent to every single activity.

In eighth grade, Sofia displayed her passion for art when she saved up \$300 for a Canon T3i camera. Even with just figuring out how to work the camera came a learning curve, but Sofia stuck with it.

"It came from a lot trial and error and a lot of messing around and seeing what I was attracted to as an artist," Sofia said.

Once she got the hang of the camera, Sofia was able to direct her focus toward topics that interested her.

"At first, I started getting into photography when I was traveling because it was a way to document what I was doing," Sofia said.

But as she has matured as a student, citizen and artist, she has begun to take a different approach to her photography.

"Now, in Chicago," she said, "I think of it more as documenting the city and the ways people live in more nuanced ways."

After an introduction with photography, Sofia is working on documentation and presentation with other media.

Sofia was chosen this year as the Corvus Gallery Intern, a student who works with fine arts teacher Gina Alicea to learn to curate art exhibits.

According to Ms. Alicea, one of the reasons Sofia was chosen for this role was her interest in art as a whole.

"After an interview and conversation with her, it was apparent to me — the quality of her artwork, her aesthetic eye, her thoughtfulness for thinking through how art is made and how it can be displayed and her curiosity in how to put together art exhibitions," Ms. Alicea said.

For her art to be truly meaningful,



Sofia Kouri

*"With something visual, everyone, regardless of languages or other barriers, can interpret that. If you're speaking a language, not everyone can understand that, but everyone can recognize a design if it's done well."*

— SOFIA KOURI

according to Sofia, it needs to be universal.

"With something visual, everyone, regardless of language or other barriers, can interpret that," Sofia said. "if you're speaking a language, not everyone can understand that, but everyone can recognize a design if it's done well."

But Sofia's desire to reach and effect everyone extends beyond the camera.

Sofia is also a social activist. She is the leader of the club Latinos Unidos, as well as a singer in the Chicago Children's Choir, which offers after-school programs for Chicago Public Schools that don't have an arts program.

In addition to organizing social justice week, Sofia's activism takes the form of tutoring. Ever since teaching a second grade boy how to read two years ago, Sofia has been tutoring the same student.

According to Sofia, even though tutoring is just a small service to the community, she thinks that it is one of the most important.

"The idea that activism has to be organizing a rally with 10,000 people — yeah, that's great, but a lot of it is stuff at the grassroots," Sofia said. "For high school students, especially here, since we're so busy, a lot of the work that you can do with the grassroots is some of the most important stuff you can do."

Though her list of activities is long, she doesn't view each item as separate. In fact, she views the arts as connected to everything — activism, school, even life.

"I would say that me as a student or me as an activist is the same as me as an artist," Sofia said. "With regards to social justice, the arts are a really powerful tool, because they are a way that you can get people to pay attention to what you want them to say."

Though Sofia's life is jam-packed, she likes it that way. She said the feeling of making a difference and being part of something bigger than her is really why she does it. Everyone can see her photos and everyone can be affected by her activism. So even though her résumé is indeed packed, that's not why she does it.



PHOTOS BY SOFIA KOURI

### CAPTURE THE

**NATURE.** Accompanying U-High senior Sofia Kouri, Latin School student Lily Campbell scales the Davidson Glacier in Haines, Alaska. Sofia won a Scholastic Award for this photo, which was part of many landscape photos she took on the trip.

### ELEGANT STRETCH-

**ES.** Senior Madison Christmas stretches before ballet rehearsal at the Hyde Park School of Dance. Sofia captured photos of a few friends for her own portrait project. "I was trying to become better with portraiture," Sofia said, "and the subject of all of them was the idea of girls, and what it means to be a teenage girl during our current time."



# Artists-in-residence program adds culinary guests

by AMANDA CASSEL  
ASSISTANT EDITOR

Things are starting to get cookin' as the Kistenbroker Family Artists in Residence program gets new sizzle and pop with a slate of four culinary artists.

For the second year of the program, culinary artists will visit the Lab community to talk about their books and experiences in the cooking world and how it relates to social justice, inclusion and equality.

The Kistenbroker family funded the program to increase the bond between Lab students and the arts.

Ruthie Williams, home economics and sustainability teacher and coordinator for this year's program, said some believe that the artists in residence should only represent the fine arts.

However, she argues that the culinary arts are a form of expression.

"We define art as the expression or application of human creative skill and imagination," she said, "and cooking more than meets those requirements and is something Lab kids miss out on."

This year, guest artists will represent four main ideas: location and honoring the past, food's relationship to culture, sustainability, and justice and food insecurity.

One guest will be Sam Kass, a Lab Schools "lifer" and 1998 graduate. He has worked as a chef at multiple restaurants, and was part of the cooking team at the Obama White House.

Currently, he is on a tour around the nation for his book "Eat a Little Better: Great Flavor, Good Health, Better World," and will be in Chicago in November.

The second and third guests, Natalie Moore and Maya-Camille Broussard, will come as a pair and have a panel discussion

and pie tasting.

Natalie Moore is WBEZ's South Side Reporter where she covers segregation and inequality, race, housing, economic development, food injustice and violence. She will discuss her book "The South Side: A Portrait of Chicago and American Segregation."

Maya-Camille Broussard owns and runs Justice of the Pies, a pie shop founded in honor of her late father who believed in everyone's right to improve their lives. The two will be discussing food injustice in the middle of November.

The fourth guest, Sean Sherman, will focus on Native American cuisine and culture. Mr. Sherman will spend several weeks around the Lab community, and will run workshops. Mr. Sherman wrote the book "The Sioux Chef's Indigenous Kitchen."

Mr. Sherman will cover sustainable

*"We define art as the expression or application of human creative skill and imagination, and cooking more than meets those requirements and is something Lab kids miss out on."*

— RUTHIE WILLIAMS, HOME ECONOMICS AND SUSTAINABILITY TEACHER

cooking as well as recognizing the power of recognizing the history of cooking in any place, but Chicago in particular.

"This is an incredible opportunity for the greater Lab community, and the workshops have been specifically placed after school, to allow as many people as want to, to attend," Ms. Williams said. "Each of these artists holds a different key to how they think about injustice, and we get to hear how these great minds want to change the world."

# Artsfest organizers offer chance to submit new workshop ideas

by NIKHIL PATEL  
ASSISTANT EDITOR

In an effort to make sure the annual Artsfest is as enjoyable and diverse as possible, organizers are asking students to submit workshop ideas they would like to see offered or even that they could teach.

Submissions will remain open for approximately another two weeks on the Artsfest website, artsfest.ucls.uchicago.edu. "It's the only day of the high school



Alyssa Hannah

where the students decide the whole day for themselves," Brian Wildeman, faculty sponsor for the event, said. "That's how I try to motivate people. This is your day, so get involved with making it great!"

Alyssa Hannah, head of marketing on the Artsfest committee, suggested that students submit ideas help to make the day better.

"Submitting your workshop ideas help you get control over your day," Alyssa said. "Often times people don't sign up quick enough or they don't really like the workshops that are offered, and they don't end up enjoying Artsfest. Artsfest is really cool and a lot of people will enjoy it, but

if you have a good idea you can end up making your day better and a lot of other people's day better."

The selection process involves the committee, Mr. Wildeman and Dean of Students Ana Campos, according to Alyssa. Alyssa said unless the proposal violates rules, most workshop submissions will be accepted and offered at Artsfest.

The workshops are very important for the school in general, Mr. Wildeman said.

"The day is supposed to be fun, and it is fun," he added. "With so many serious things happening in this world these days, you guys, I feel like, deserve a day of fun.

*"Submitting your workshop ideas help you get control over your day. Often times people don't sign up quick enough or they don't really like the workshops that are offered, and they don't end up enjoying Artsfest."*

— ALYSSA HANNAH

By designing or submitting one of the workshops that are submitted, you are deciding what that fun will be.



# BUILDING BETTER SEX-ED

The results of Lab's 2018 Health and Wellness Survey and discussions around sexual assault news in the past year have shed light on students wanting a sexual education curriculum that reflects them and their contemporary world. Students aren't happy about the status quo and want more.



MIDWAY ILLUSTRATION BY JASMINE WANG

## By the numbers

24

states require sex-ed to be taught in schools

8

states require consent to be taught in schools

93

percent of Illinois schools teach some form of sex-ed

675

minutes/year is the sex-ed requirement for Chicago Public Schools grades 5-12

6

weeks of Health 10 is the sex-ed requirement for U-High students

SOURCES: CNN, CHICAGO PUBLIC SCHOOLS, UNIVERSITY OF CHICAGO, DEBORAH RIBBENS

## Community reacts: Lab's sexual education must evolve to match student realities

by EMMA TRONE and JACOB POSNER  
EDITORS-IN-CHIEF

Most U-High students have undergone a traditional sex-ed sequence beginning in 5th grade that some feel inconsistently prepares students for sexually active or non-heterosexual adulthood.

However, the school-wide health and sex-ed curriculum is trending towards building a basic informational foundation at a younger age, and providing more in-depth conversations around sex-ed topics as students grow.

### Teachers have autonomy over sex-ed curriculum

Health classes, including sex-ed, were not a part of the U-High or middle school curriculum until 2010 after then-Director David Magill pushed to incorporate the classes into the curriculum.

Physical education teacher Diane Taylor was one of three teachers who



Diane Taylor

piloted the health program in 2010 and helped create the initial lesson outline for the health curriculum. She is currently one of four teachers who teach high school health.

Ms. Taylor said that while the P.E. department chooses the broader categories that make up the sex-ed curriculum, presentation of those topics is largely at the discretion of each individual teacher.

"We're supposed to cover contraception, STDs or STIs, and dating violence including date rape and sexual assault, and consent becomes a part of that conversation," Ms. Taylor said. "I don't know if we've ever said that consent is explicitly included, but I know we all teach it. I honestly don't know how you could teach sex-ed without it."

Ms. Taylor said that despite having a lot of autonomy over their health classes, the teachers are very collaborative.

"Sometimes we take the time to sit down as a group and brainstorm the different ways to present our topics," she said. "For most of us, once we have a good video, we'll forward it to everyone else in the department."

### Sex-ed is starting from grade 3 to be more comprehensive

According to Title IX/Wellness Coordinator

Betsy Noel, the sex-ed curriculum is being expanded to include younger students, and more complex topics for older students. Ms. Noel also has a B.S. in nursing and is a registered nurse.

"It used to be that we only did puberty education in fifth grade, but we then walked it down to fourth, and now we're walking it down to third grade, so we can make sure that students understand their bodies right out of the gate," Ms. Noel said. "They're also having gender identity conversations in some of the fifth grade classrooms this year, and hopefully we'll be able to expand that to all of the fifth grade, because those identity conversations are really crucial."

With new research from Yale University and the Lab Schools health and wellness survey conducted last spring, Ms. Noel said that the results offer an opportunity to re-evaluate the direction of the curriculum.

"Students [in the Yale survey] reported that they got more than enough of the birds-and-the-bees part of sex-ed, but not enough information about how to create positive,



Betsy Noel

healthy relationships. And that's something I care a lot about, because what we're ultimately aiming for is healthy relationships for everyone, not just STD avoidance or sexual assault prevention," Ms. Noel said. "As part of the Lab's response to the last year's student Wellness survey, we're trying to get a better sense from students what they think the priorities in sex-ed should be."

### Students expect informative, standardized syllabus

For freshman Natalie Holtquist, her journey through sex-ed at Lab hasn't always been helpful or informative.

"A lot of the times, it seemed like a lot of the people teaching sex-ed were uncomfortable with the topics themselves, so they didn't really go into the detail that was necessary to get anything out of the experience," Natalie said. "But in other situations, there were people who were teaching where it seemed like they thought abstinence was key. 'Abstinence is key' is one way to teach sex ed, but they didn't enforce the ideas that would help us avoid STIs and things like that, if someone were to have sex."

Feminist Club leader Celia Garb said that while she feels that Lab's sex-ed has been a

*"It should not be the case that depending on what teacher you get you are told different things about how to take care of your body."*

— CELIA GARB, SENIOR

positive experience for her, she's concerned about the wide range of different sex-education courses students experience with different teachers.

"It should not be the case that depending on what teacher you get you are told different things about how to take care of your body. It's weird that it is variable, and that not everyone is getting the same information," Celia said. "It's really important, because the paramount task of Lab is to prepare kids to be adults. If they don't understand their bodies and how to take care of them and to appreciate them and love them, their job has not been done."

### Community wants change in heteronormative education

LGBTQ+ students recognize the limitations of health class, but still have more recommendations.

According to Zoe Dervin, vice president of Spectrum, even though more intimate discussions might not work in a class setting, health class still has a role to play.

Zoe said she appreciates how health classes normalize nonheterosexual relationships, but that it has room to grow with conversations about gender identity.

If people don't know anything about transgender people, Zoe said, they're more likely to make assumptions and believe stereotypes.

"The world is changing. To not change sex-ed would be rendering the class useless," Zoe said. "You want to update the curriculum when you're talking about people's identities."

Ms. Noel said she's working on making the high school sex-ed curriculum more robust, like the middle school curriculum which includes discussions about relationships and gender identity.

Nikita Sekhar, a junior, said that there need to be such gender identity conversations in high school health classes.

"There should be conversations about how



Nikita Sekhar

## With no requirements, Illinois offers minimal sexual education

by ABIGAIL SLIMMON  
SPORTS EDITOR

In September, discussions about allegations against Brett Kavanaugh took over classrooms and dinner tables. Christine Blasey Ford accused Kavanaugh of attempting to sexually assault her, 30 years ago, while the two were in high school.

These and other accusations, the latest chapter from the past year of stories about consent and sexual assault, sparked a discussion all over the country of how schools teach students about these topics.

With no national laws, only 24 states and the District of Columbia require some form of sexual education. Only 8 specifically mention

the requirement of consent or sexual assault. Illinois is one of the 26 states that have no sexual education requirements in schools.

Although sex ed is not required, a 2008 University of Chicago study found that 93 percent of Illinois schools teach some form of sexual education. Due to the lack of requirement, the amount of time spent on sex ed and material covered varies dramatically from school to school.

According to the Chicago Public Schools, they require that "Schools must teach sexual health education every year (300 minutes/year in K-4th grade and 675 minutes/year in 5th-12th grades)."

This is much more time than

Lab students spend learning sex ed, which in high school is taught through physical education courses in ninth and tenth grades.

"We need to start to make an effort to bring sexual education into Lab student's lives at a younger age," P.E. department chair Deborah Ribbens said. "Students need to be in a position from a young age that if that's the route they want to choose, they know at least the basic information."

The Critical Health Problems and Comprehensive Health Education Act states that if an Illinois school chooses to teach sex ed, both abstinence and contraception must be taught as methods to prevent pregnancy and STIs.

## Middle school sex-ed emphasizes respect

by IVÁN BECK  
FEATURES EDITOR

As the middle school has changed its sexual education curriculum in recent years, it has put an emphasis on covering safety and consent. The goal of the education is to prepare students for later education and to be conscious adults.

As middle school is the first level of sex ed education for many children, educators hope their work will set students up for high school curriculum.

"My ideal is that we have that kind of cohesive program and awareness of what's needed in a way that builds into high school," Sandra Bixby, middle school principal, said.

She explained that by teaching kids respect, interpersonal abilities, and accepting each other's boundaries in a sexual relationship, these values will be ingrained in students from a young age. The goal is that this will provide a basis of individuals that are conscious and responsive to each other's needs in a sexual relationship.

"I don't think the content has shifted," Ms. Bixby said. "What's shifted is that we're trying to get it into more areas in each grade level."

When it comes to respect, according to Ms. Bixby, the more that students practice treating people

with respect and apply that mindset to sexual relationships, the better off they will be for the future.

A recent change in the science curriculum spurred the widespread change in the sexual education curriculum and has included the involvement of the Chicago Women's Health Center in educating the middle school students. Consent is emphasized, and with the help of Title IX and Wellness Coordinator Betsy Noel, it has been taught on different levels to students in different grades.

"Asking consent means 'Oh I care about you. I have respect for your feelings. I have respect for our relationship,' in contrast to 'I'm going to do something until you say stop,'" Ms. Bixby said.

Middle school programs don't just focus on individuals in a relationship. The school has focused on fostering a community of individuals who will support one another.

This connects to educating both homosexual and nonhomosexual students. Ms. Bixby explained that a lack of knowledge leads to polarization and inevitably discrimination.

"There are people who, for instance, don't have the same power or the same voice and then we're responsible for our neighbors," said Ms. Bixby, "we're responsible for taking care of them."



Luke Zavala

consent.

"At least half of our female high school student population doesn't necessarily prescribe to only male-female relationships," Mr. Zavala said, referencing information from the wellness survey. "So I think that one thing that I always like to make sure people understand is that relationships look different for everybody, and there are certain things that make up a healthy relationship and an unhealthy relationships regardless of sexual orientation."

In addition to traditional sex-ed topics like pregnancy taught in middle school science classes, advisory programming and high school health classes, Ms. Noel said she holds sessions on relationships and gender identity in the middle school.

"What we're really looking to accomplish is a program that really follows students as they grow at Lab," Ms. Noel said. "Now that more of our students aren't new, and having started with that stronger foundation from lower school, we have a really good opportunity to carry forward that education into middle and high school."



# Switching to semesters will benefit students

## Semesters have slower pace, leave time for electives

*As the Midway sees it ...*

The U-High calendar has long revolved around the University's quarter system, which has meant students and faculty face three quarters of unequal length each year. However, with the faculty's vote to implement a new semester system beginning next school year, U-High will have the potential to have a more effectively paced school year and the flexibility for more classes and electives.

Some students have expressed trepidation about transitioning away from the quarter system because the year will no longer be split by the winter and spring breaks. However, under a semester system, the overall pacing of the year will more effectively allow students to learn class material at a consistent pace.

As grading periods will be more evenly split, students won't experience the whiplash of enduring a 16-week quarter in the fall and then having to rush through a 12-week quarter in the winter. Since faculty would only give

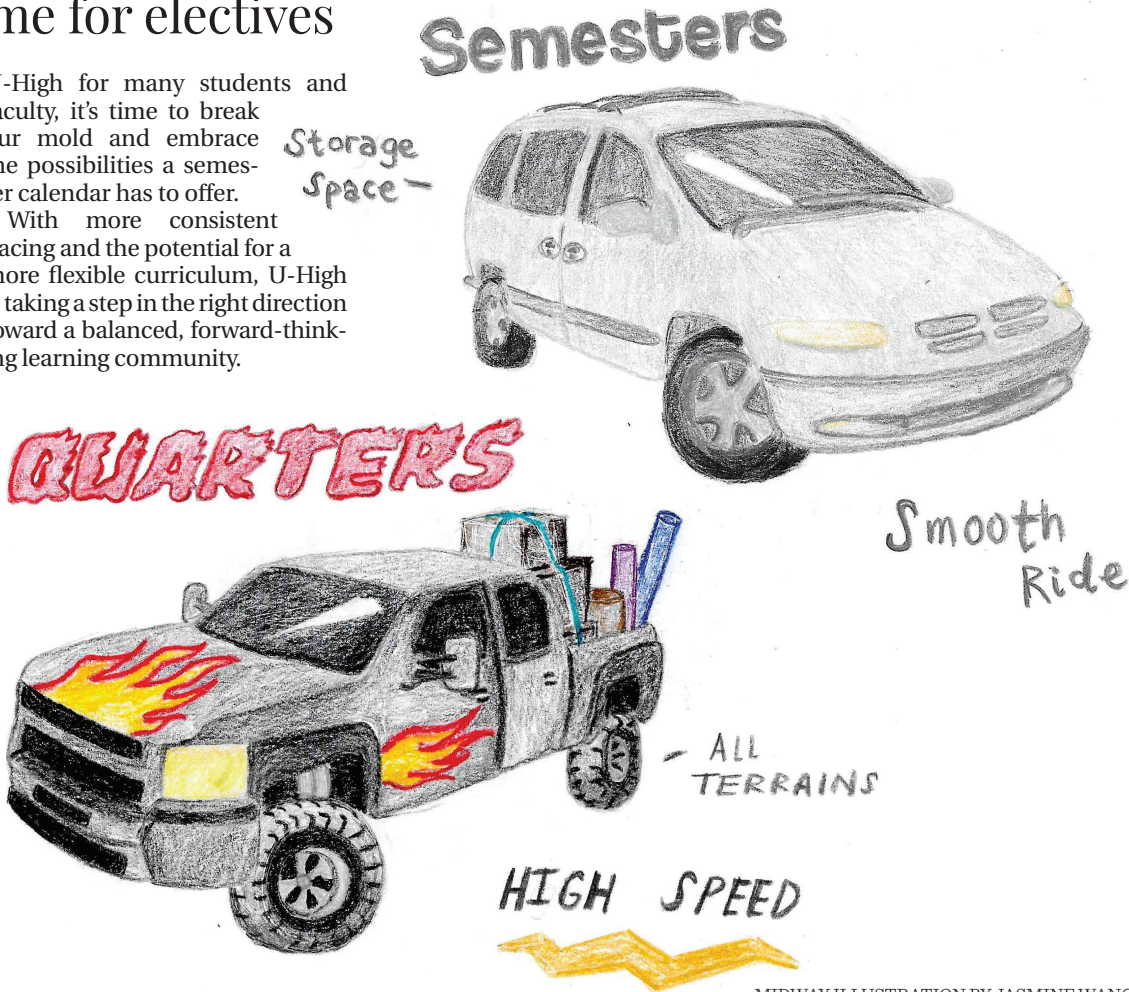
midterm comments twice a year, teachers would have a longer period of time for homework, tests and projects before midterm comments, which would avoid rushing material and increased stress solely to meet the midterm comment deadline. Classes like English 3/4, when split into semester-long electives, would also benefit with additional time to delve into more material or explore concepts and ideas with more depth.

A semester schedule also presents a wealth of new opportunities and possibilities for the traditional U-High curriculum. With the potential to break the mold of the year-long course, classes in the arts, journalism, computer science, history and sciences could be divided into semester-long courses, which would allow students to mix and match subject areas and explore interests. With this added flexibility, students could also choose to have an open period for one semester, and take an elective in that period the next semester or vice versa based on how busy their schedules are during certain parts of the year.

Although the quarter system has been a defining attribute of

U-High for many students and faculty, it's time to break our mold and embrace the possibilities a semester calendar has to offer.

With more consistent pacing and the potential for a more flexible curriculum, U-High is taking a step in the right direction toward a balanced, forward-thinking learning community.



MIDWAY ILLUSTRATION BY JASMINE WANG

# Stop complaining and talk to the administration

by **NICKY EDWARDS-LEVIN**  
MIDWAY REPORTER

Even before it begins, students complain about the Van Dyke and Kavanaugh assembly. To some, it is time out of their free period, some are missing their favorite class, but for most, they say it is just a waste of time.



The administration gives us a lot of opportunities to shape our community, so we should stop complaining and take action.

The recent grade-wide assem-

bly about the Jason Van Dyke trial and Brett Kavanaugh confirmation is just one example of this.

Granted, the assembly wasn't perfect, but instead of complaining, communicate your feedback to the administration and appreciate the positive aspects of their efforts. Ultimately, the assembly got us talking and thinking about events outside of our immediate U-High bubble — something many Lab students rarely do. Just because the administration organized it doesn't mean that it was a disaster.

Another example of unnecessary student hostility towards the administration is last year's walk-out.

Last February, multiple members of the Class of 2018 organized a student walkout against gun violence, specifically inspired by the Parkland shooting. After many students got involved, the administration heard about the event and decided to help organize it, meaning no participant would get a cut for missing class.

Many students were outraged by this decision. They thought it should be an only-student event and that by reducing the consequences, the administration was taking away from the ultimate purpose of the walkout.

In reality, the administration was helping us. Helping us avoid getting a cut is in no way oppres-

sive. In fact, these complaints, without base in reality, actually take away from any legitimate feedback students have for the administration. When so many of the comments about the administration are simply untrue, it becomes harder to separate the constructive criticism from the sometimes hostile anti-authority bias.

This type of automatic unhappiness with the administration shows a disconnect between the students and the administration that, ultimately, us students are responsible for.

The administration is constantly reaching out to the student body. On Oct. 15 and Oct. 23, Betsy Noel, health and wellness co-

ordinator, hosted meetings about the health and wellness survey results. The administration has invited students to talk to Dialogos members about how to improve Lab. Principal Stephanie Weber has office hours.

The administration can't be blamed for not making improvements if no students take initiative.

So if you are one of the members of the small-but-loud group who protests the administration's every step, then talk to Ms. Weber. Talk to Charlie. Talk to Ms. Campos. Do something about it. But until you do something about it, please refrain from complaining. It's getting annoying.

# It's OK not to know how to help with an eating disorder

by **MIRA COSTELLO**  
MIDWAY REPORTER

Every day, I woke up with numbers in my head. Zero calories was always the first. 102 pounds followed. I strove for them every day.



But the worst pain was not the shivering limbs, dizziness, fatigue or obsession. It was the detachment. Eating disorders can be incredibly isolating. Despite my efforts to hide my eating disorder, I longed to be seen.

I hid the symptoms dutifully, but I knew that some escaped my secrecy. I wished that my friends

***"When I began recovery, I discovered that my friends had noticed differences in me, but I believe their lack of understanding and fear of being unhelpful prevented them from addressing what they saw."***

and family would have addressed the ones they saw. As a friend or family member of someone with an eating disorder, it's OK to be unsure of how to help and to not understand what's going on. So, what should you do? Ask.

Friends must have noticed the skipped lunches and knuckle scabs. My parents must have no-

ticed the pallor and fatigue. The more disordered I became, the more I lost: connections, happiness and the tennis season, among others.

When I began recovery, I discovered that my friends had noticed differences in me, but I believe their lack of understanding and fear of being unhelpful prevented them from addressing what they saw. Despite their good intentions, this strikes me as willful ignorance. By shying away from education about eating disorders and conditioning ourselves not to expect them, we can become insensitive.

One result of this is a comment I hear frequently: "You have an eating disorder? But you look so healthy!" This might seem harm-

less or even complimentary. To someone with an eating disorder it can be a crushing invalidation. Must we look a certain way to make our experience believable? Even someone who has made such a comment before knows the answer is no.

It is easy to ignore things we find confusing. Eating is a deeply personal, instinctual experience, and it's hard to imagine losing control over our response to it. I urge non-sufferers to embrace their unknowing. It's hard to offer advice on something without experiencing it, but there is never shame in asking questions. As many sufferers do, I once thought I would never be "one of those anorexic or bulimic girls" — but I became a victim of the cycle of pain-

ful fasts, dangerous binges and exhausting compensatory behaviors.

Early into my recovery, a friend sent me a message.

"I wanted to make sure you're eating well today," it read. "I can't imagine how hard this is, but I'm so proud of you, and I'm here when you need me."

This friend has never had an eating disorder, but by shedding her fear of misunderstanding, she helped me communicate my needs and rediscover the faith in those who support me.

Victims of eating disorders may know what they need, despite being unable to accomplish it alone. We don't expect our friends to be experts or therapists. We just hope they will ask us how to help.

## U-HIGH MIDWAY

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1362 East 59th Street  
Chicago, Illinois 60637  
Phone 773-702-0591 FAX 773-702-7455  
Email laimone@ucls.chicago.edu

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**EDITORS-IN-CHIEF\*** ..... Jacob Posner,  
Priyanka Shrijay, Emma Trone  
**MANAGING EDITOR\*** ..... Samira  
Glaeser-Khan

**FEATURES EDITOR\*** ..... Iván Beck  
**ARTS EDITOR\*** ..... Grace Zhang  
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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.*



# Students comforted, inspired by their pets

Animals instill responsibility, empathy at home

by **AUDREY MATZE**  
ASSISTANT EDITOR

Pluto was cold to the touch. As he struggled to breathe, Joana realized something was wrong. Pet hedgehogs shouldn't hibernate. Despite giving cuddles and cilantro, it seemed junior Joana Rose's beloved pet had reverted back to the long-lost, feral state of his ancestors. For domesticated animals that aren't used to skipping meals, hibernation can be deadly.



Joana Rose

"I was insane, I was so scared," Joana said. Splashing warm water on his back, Joana desperately clung to the hope that, in time, Pluto would wake. Through finally reviving him, she came to understand the immense power humans hold over animal life. This power, some students believe, comes with even greater responsibility. Senior Jacob Beiser lost his nine-year-old dog, Trevor, to a speeding car last summer. Most of all, he misses his enthusiastic af-

*"If you grow up with pets, you understand the beauty of animals and the compassion they bring to the world"*

— JOANA ROSE, JUNIOR

ter-school greetings. "Having a pet that loves you is the best thing in the world," Jacob said. Although a dog's love for his owner is often unconditional, Jacob always makes sure to uphold his end of the bargain. After recently getting a new puppy, Pippin, he happily took on the responsibilities of walking, feeding and training him. Beyond the immediate tasks at hand, Jacob says his mind is always on Pippin. "If it's been a long enough time and I haven't seen him, I know he's up to some sort of trouble," Jacob said. Joana's love for animals goes beyond her home. Through volunteering at the Brookfield Zoo and arranging beach clean-ups with the U-High Wildlife Conservation club, she is proud of her knowledge regarding animal-rights issues. Joana says her experiences with pets as a young child fostered her current empathy for the plight of animals. "Getting a pet made me more passionate about conservation



PHOTO SUBMITTED BY JACOB BEISER

**TAKING A BREAK.** With his puppy in his arms, senior Jacob Beiser takes a nap, recharging after a long day. Jacob got Pippin, his dog, after he lost his nine-year-old dog over the summer.

because I saw the emotions and amazing abilities they had," Joana said. Palm oil, meats (excluding fish), and animal-tested cosmetics are off-limits to Joana's consumption. Although she hopes to reverse this trend by educating her peers, Joana is disheartened by people's lack of regard for animal welfare. "There's no reason that animals

should suffer for the sake of your vanity," Joana said, regarding people's decisions not to buy cruelty-free makeup. If Joana ever were to have children, she emphasizes that she would most certainly raise them with pets in the home. Above all, she believes that animal companions help children grow into responsible, empathet-

ic adults. "If you grow up with pets, you understand the beauty of animals and the compassion they bring to the world," Joana said. From the nastiness of school-wide graffiti scandals to mid-term-election vitriol, we can only hope that puppies curled up on childrens' laps will, one day, save us all.

## Roll with it

Hyde Park sushi shops provide wide variety of flavors

by **ELLA BEISER**  
ASSISTANT EDITOR

Walking down 53rd Street, there are many sushi restaurants to choose from. Sushi came to the United States in the early 1900s and since then, the traditional Japanese dish has been tailored to fit the american palette. Sushi is traditionally made with seaweed (nori) surrounding short grain white rice dipped in rice vinegar.

This roll is filled with fish or vegetables. American sushi chefs often flip the sushi inside out to have the rice outside of the seaweed. Additionally, American sushi is generally flavorful and colorful. Sushi chefs train for years at with instructors to master preparing a roll of sushi. Generally, an apprentice spends five years working under the itamae until receiving real responsibilities in the kitchen.



Kikuya

**Address:** 1601 E. 55th St.  
**Item:** Spider roll

Kikuya offers full meals, sushi and mochi ice cream for dessert. Paper cranes adorn the walls and hang from the ceiling as quiet music plays in the background giving the restaurant a cozy atmosphere. They offer a wide variety of rolls, ranging from a simple Avocado Maki Roll to a Philadelphia Maki Roll. The prices for the sushi vary from \$1.50 to \$13.95. The service is quick and the food arranged neatly on a small, ceramic platter. The flavors in the Alaskan roll are balanced nicely and the crab tastes fresh. However, Kikuya offers fewer sushi options than the other two restaurants.



The Sit Down Cafe

**Address:** 1312 E. 53rd St.  
**Item:** Alaskan roll

While the other restaurants exclusively serve Japanese dishes, the Sit Down Cafe menu includes items including from pizza, sandwiches, and soup. The sushi is artistically displayed and well put together. The temperature in the Alaskan roll adds a suprising, pleasant crunch to the otherwise mostly creamy filling. However, there is a quiet chatter of voices and soft lull of music that adds a warm energy to the room, making the atmosphere similar to that of a coffee shop. While sushi may not be the restaurant's sole focus, it is surprisingly tasty and well prepared. Additionally, the cost and amount of sushi is similar to that of Kikuya.



Hiro

**Address:** 1453 E. 53rd St.  
**Item:** Red Hot maki roll

The overall quality of the fish and sushi was the best at Hiro Sushi and Desserts Bar. However the prices tended to be a couple dollars higher compared to the other two restaurants. The Red Hot maki roll was quite spicy and there was a distinct taste of tuna which added an ocean flavor to the entire dish. Hiro opened Sept. 28 and is situated just over two blocks from The Sit Down Cafe and Sushi Bar. The color-changing lights and TVs in the restaurant were overwhelming. That, combined with the noisy pop music, made for a slightly uncomfortable experience.

PHOTOS BY ELLA BEISER

by **SAMIRA GLAESER-KHAN**  
MANAGING EDITOR

While walking in line to recess, a young girl picks up a rock and excitedly shows it to her teacher, Emily. "I wonder if there's another rock inside it," the little girl says. Emily observes her innocent curiosity with a smile. "Tell me more," she says to the girl.

Two Lab graduates, Emily Kleeman, 2006, and Ruby Koontz, 2012, returned to the Lab community this year as fellows in the Extended Day program at Earl Shapiro Hall. Both women said they felt compelled to return because of their experience at U-High: Ms. Kleeman wants to reconnect with the community that offered her a safe space during high school, while Ms. Koontz wants to help prepare her young students to better withstand the emotional strain that made her own high school experience so grueling.

They both hope to become teachers. Their work in the program includes working with first and second grade students after school to help them build relationships, foster empathy and teach kindness. Ms. Kleeman explained that her job at ESH is chaotic and tiring but rewarding. While she is often pushed to her limit, she feels that U-High equipped her well to deal with challenges. "Here we're put in a space where it's safe to feel uncomfortable," she said. "Where you can be at your upper limit, but you've got the support underneath you to be in that place. The high school was kind of like that for me. I had a lot of teachers who would push me to be uncomfortable with the material, but I knew that they were there to give me the support I needed

*"All I can do is prepare them the best I can. Teaching them the kindness and empathy that will get them through and create a good support system for them"*

— RUBY KOONTZ,  
EXTENDED DAY FELLOW

when I needed it." In contrast, Ms. Koontz explained her high school experience was grueling and emotionally draining. "High school at Lab was not the time when I learned the growth mindset," Ms. Koontz said. "I had to unlearn some of the negative thinking that I learned at Lab. It's really that environment of 'You need straight A's and not even then are you good enough.'" In her work at ESH, Ms. Koontz's goal is to prepare her students to be emotionally ready to withstand the harsh environment of the high school. "All I can do is prepare them the best I can," she said. "Teaching them to love themselves no matter what, teaching them that mistakes are OK all the time, and teaching them the kindness and empathy that will get them through and create a good support system for them." Despite their different experiences at U-High, both Ms. Kleeman and Ms. Koontz have the same goal for their students: for them to grow emotionally and as creative thinkers. They say watching their students express creativity is one of the best parts of their job. "Sometimes kids will just pick up rocks and sequins off the ground and be so excited about it," Ruby said. "That kind of innocent curiosity and creativity is beautiful to watch."



# Swift, silly and serious

## Cross country captain shows his dedication

by NIKHIL PATEL  
MIDWAY REPORTER

After running to the middle of the course, the cross country team forms into a small and tight huddle. Around the circle, each runner says a few words until Abe Zelchenko, senior and captain, delivers the few final inspirational words to cap the speeches made in the huddle.

Then he goes through the rest of his pre-race traditions, drawing on the example set by previous captains like jumping as high as he can before a race to pump people up. But then, right before a race, he transforms.

“He’s got this switch,” Luke Sikora, a junior who runs with Abe, said. “I can almost like see it in his running and when he’s getting ready to go. He just turns in to like, this monster.”

Abe, captain of the cross country team and ISL champion, uses this switch in all of his interests.

Abe started running short distances and sprinting in middle school and has been on the cross country team for four seasons.

He is also a two-time state cross country runner, three-time state track runner and holds the third-fastest 5,000-meter time in



Luke Sikora



MIDWAY PHOTO BY ABIGAËL THINAKARAN

**GET IN THE ZONE.** At the state meet Nov. 3, cross country captain Abe Zelchenko strides past a competitor. Abe knows how to have a fun time, but when training for a meet, his dedication shows through his serious, focused expression.

school history. According to teammates and coaches, he’s an important leader on the team.

“Obviously he’s good on the course, so people look up to him

for that, they respect him for that,” cross country and track Coach Alexander Clark said. “But he can be serious, too. I know he’s a goofy guy, but when I need people to get

*“For me, running is something that has been sort of a constant routine since high school started, where no matter what else is going in my life, I run. It never changes. Even when running is going really well for me or poorly, it happens all the same. It’s on a different level, it’s something that’s a part of me.”*

— ABE ZELCHENKO

in line, he’s good at getting them to do that, too.”

Outside of running, Abe has many fairly common interests.

“I obviously like things that everyone in the high school likes — I watch Netflix and I hang out with my friends a lot,” Abe said.

He also plays trombone in the jazz band and likes listening to music. He said he also likes to draw.

“I don’t draw that seriously, mostly its doodles during math class with my friends.”

Nathan Appelbaum, a junior who is in the jazz band with Abe, said Abe is a talented musician who is always ready to play any music that is assigned to him.

“Whenever I see him, trombone in hand or not, he is never without a smile,” Nathan said. “But right



Nathan Appelbaum

before playing, he’ll zone into a piece and really get into it.”

This “switch” is even visible in his friendships. Nicholas Merchant, a senior who became good friends with Abe two years ago, recounted the story of Boris, the Soviet-style-hat-wearing, balloon.

At Homecoming, Abe spent the whole night “befriending” him and brought Boris tenderly to his home after the dance to make sure he was safe.

“I could also describe Abe as intense,” Nicholas said. “He’s passionate about a lot of the things he does, and has such dedication to everything.”

Abe considers running to be something integrated deeply in himself. No matter what else he is doing, he finds running has become an inseparable part of his life.

“For me, running is something that has been sort of a constant routine since high school started, where no matter what else is going in my life, I run,” Abe said. “It never changes. Even when running is going really well for me or poorly, it happens all the same. It’s on a different level, it’s something that’s a part of me.”

The reason that Abe likes to differentiate between his extroverted, fun-loving side and his serious, focused and “intense” side is simple: it helps him achieve his goals.

“In my mind, if your head is not in the place that you’re thinking about running and winning, and if you’re in a lighter mood, you’re not going to win,” Abe said. “So I like to — before the race starts, before the gun goes off — sort of get into a space where I’m thinking about what I have to do.”

And then, he’ll transform.

## TEAM RESULTS

### Cross Country, Boys

**Notable:** The boys cross-country team finished in eighth place in the 1A State Championship on Saturday at Detweiler Park in Peoria. This is the second highest U-High boys team finish at a State-level meet in 41 years, although it’s the team’s first time competing in the 1A division. Junior Luke Sikora finished in 26th place out of 217 runners, running a season best time of 15:35.

State	Nov. 3	8th
Sectional	Oct. 27	3rd
Regional	Oct. 20	1st
Bud James Inv.	Oct. 16	3rd
ISL Champ.	Oct. 11	1st

### Cross Country, Girls

**Notable:** Freshman runner Amanda O’Donnell won All-State honors at the IHSA 2A State Cross-Country Championship Nov. 3 at Detweiler Park in Peoria with a 16th-place finish of 216 runners. In addition to being only one of three All-State runners at Lab in the last 23 years, Amanda also set a school record with a time of 17:47 for the three-mile race.

State	Nov. 3	8th
Sectional	Oct. 27	2nd
Regional	Oct. 20	2nd
Bud James Inv.	Oct. 16	1st
ISL Champ.	Oct. 11	2nd

### Sailing

**Notable:** The team took 12th place out of 20 teams at the MISSA Great Lakes District Championships Nov. 3. At the Halloween Spectacular Oct. 27, the team placed 2nd.

MISSA Great Lakes Championship	Nov. 3	12th
Halloween Spectacular	Oct. 27	2nd
Boats n’ Bingo Regatta	Oct. 21	7th
Autumn Classic Central	Oct. 13	6th

### Boys Soccer, Varsity

**Notable:** The boys varsity soccer team lost in penalty kicks to Acero Soto Charter School in the IHSA Sectional Championships. The team finished with a record of 14-5-1.

Acero Soto	Oct. 20	1-2
Timothy Christian	Oct. 17	2-0
Catalyst Maria	Oct. 12	7-1

### Girls Swimming & Diving

**Notable:** The girls swim team set six school records at the IHSA sectional swim meet Nov. 10. Junior Ava McKula set a sectional record for the 100-yard butterfly event and will advance to state for the same event. Coach Kate Chronic was named Sectional Coach of the Year. During the final dual meet Oct. 30, the team celebrated five U-High seniors and team manager Mya Wallace on senior night with speeches, posters and flowers.

Sectional	Nov. 10	4th
Latin	Oct. 30	Won
Roman Invitational	Oct. 20	1st
Jones	Oct. 19	1st
St. Ignatius	Oct. 16	Lost

### Girls Tennis, Varsity

**Notable:** Girls Tennis came in in 4th in IHSA Class A State Championships, the best finish for Girls Tennis in school history. Senior Jenny Lewis led the team in singles and doubles team of Emily Sun and Izzie Kellermeier won four out of their five matches finished in the top 10 at State. Doubles team senior Jackie Brown and junior Ananya Asthana won one doubles match at state.

State Champ.	Oct. 18-20	4th
Sectionals	Oct. 13	1st



MIDWAY PHOTO BY ODYSSEAS NIKAS

**A NEW SEASON.** The boys basketball team started official practices Nov. 6. The team will play their annual Maroon and White scrimmage after school Nov. 16. They will play in their first official games at the New Trier/Loyola Academy Thanksgiving Tournament starting Nov. 19. Their first home game will take place on Nov. 30 against Northridge College Prep, in Upper Kovler.

### Volleyball, Varsity

**Notable:** The varsity volleyball team ended their season in the Sectional semi-finals against St. Laurence. Outside hitter Sydney Rogers lead the team this season with a total of 184 kills and Libero Sara Gregg finished with 355 digs. Seniors played their last home game and were honored alongside their

families at senior night Oct. 19. The team finished with a record of 18-11-1.

St. Laurence 18-25, 14-25	Oct. 29
Morgan Park 25-9, 25-13	Oct. 25
Hillcrest 25-10, 25-16	Oct. 23
FW. Parker 14-25, 25-14, 20-25	Oct. 19
Cristo Rey 25-9, 25-9	Oct. 12

### Volleyball, JV

Scores not provided by team.

### Volleyball, Frosh/Soph

Scores not provided by team.

— COMPILED BY NICKY EDWARDS-LEVIN AND ABIGAIL SLIMMON



# Maroon fans energize Roman stands

U-High students support their peers on Latin’s hockey team

**by EMMA TRONE**  
EDITOR-IN-CHIEF

As juniors Nick Beach and Karan Gangwani skate onto the ice before a hockey game, their teammates beside them aren't usually U-High classmates. On this team, players from Latin, Parker, Walter Payton and Whitney Young all share the same uniform.

With a team comprised of athletes from schools across the city, the fans come from all over, too. Growing numbers of U-High fans cheering in the stands are making the U-High players feel like they're on home ice.

Through word-of-mouth and using social media, Nick and Karan have rallied support for the team among their U-High friends and classmates..

“Both Nick and I have been telling anyone in our grade to come out on a Friday or Saturday night and give us support, because the more people we have at games the better it is,” Karan said. “It gives the team more momentum, and it gives us the feeling that we’re playing on home ice and not just a regular rink.”

Games are played at Johnny’s Ice House in the West Loop, which has proven to be a location which requires a bit of effort to get U-High students to attend.



Nicholas Beach

*“It’s actually interesting because we have by far the biggest fan base, and there are only, like four Lab players on the team. The parents of other players make jokes like, ‘Cheer for my kid, too,’ because there aren’t that many fans sometimes.”*

— SAMMY RODMAN

“The big thing we’ve been using so far has been Facebook invites. So for example, with [the Oct. 26] game against New Trier, I invited 194 kids from Lab on Facebook,” Nick said. “At one of our bigger home games, we had around 30 Lab students show up.”

Junior Gabby Gruzka has attended four of the team’s games, after Nick first encouraged her at the beginning of the hockey season.

“The games are really exciting and energetic, especially when the parents get all riled up. It’s pretty amusing,” Gabby said. “The games are in the West Loop, which is fairly far from where I live, but it’s worth going because I love cheering for the team, especially if my friends are playing. Since we don’t have a hockey team, and the kids at Lab play for Latin, it’s nice to go out and support them.”

Sammy Rodman, a senior, has attended two games and said the U-High fans make a huge impact



Sammy Rodman



MIDWAY PHOTO BY ODYSEAS NIKAS

**LAB PRIDE.** Junior Gabriella Gruska cheers on the Latin boys hockey game at Johnny’s Icehouse to support U-High classmates Nicholas Beach, Karan Gangwani and Grant Fishman Oct. 27. The Latin School team is made up of students from different schools around the city. Despite living far from the rink, Gabby has been to four games so far this season and has encouraged her friends to go, too.

in the stands.

“It’s actually interesting because we have by far the biggest fan base, and there are only, like, four Lab players on the team,” she said. “The parents of other players make jokes like, ‘Cheer for my kid, too,’ because there aren’t that many fans sometimes.”

Whether or not U-High fans come in droves to support the joint team, Nick said playing has given him a sense of connection to the community.

“I have a lot of Lab pride, even if I don’t show it all the time. Being able to play, and represent Lab through my sport is kind of a proud moment,” Nick said. “Even though we’re still not widely recognized, over time if we start winning stuff hopefully that will change. But regardless, being able to represent Lab warms my heart.”

## Students maintain bonds with former teammates

**by ABIGAIL SLIMMON**  
SPORTS EDITOR

Freshman year, Troy Johnson walked onto the volleyball court as one of two underclassmen on the varsity team. Instantly, she felt included by her new teammates, especially then-senior Tamera Shaw and Averie Miller.

Troy, a junior with three seasons as a varsity volleyball player, has found long-lasting role models on the court to mentor her in both volleyball and non-volleyball related issues.

Troy explained that the girls were great teammates and she continues to keep in touch with them

during their collegiate volleyball careers.

Averie plays at Lawrence University in Wisconsin and Tamera plays at the University of Rochester in New York. Tamera explained that she learned a lot her first year as a college athlete.

“Playing at the college level is definitely a lot about time management” Tamera said. “Especially for me, playing D-3, the focus is more on academics, but it can be hard



Troy Johnson



Tamera Shaw

to balance my schoolwork with what I’m passionate about.”

Figuring out how much time to put into sports and how much to put into school was one of the problems Tamera also faced in high school. Time management is something Troy has struggled with too, but she said she has been able to turn to her former teammates for advice.

“My team now is a lot like my team in high school because there

isn’t a lot of strong leadership but there is still a close team bond which is really important,” Tamera said. “Lab prepared me to be on a team that isn’t going to have one vocal leader, but still have people to constantly turn to.”

— TAMERA SHAW

isn’t a lot of strong leadership but there is still a close team bond which is really important,” Tamera said. “Lab prepared me to be on a team that isn’t going to have one vocal leader, but still have people to constantly turn to.”

As an underclassmen at U-High, Tamera hadn’t seen herself playing volleyball in college. Once her junior year rolled around, she started hearing about the experiences of some of her former teammates and set her mind to play at the collegiate level.

Similarly, Troy’s former teammates motivated her to start thinking about college volleyball more seriously.

“I think it’s really good to know someone who plays at a higher level because I actually get to know what it’s really like, not just how amazing or how cool everyone makes being a college athlete seem” Troy said. “I get to know reality.”

## College athlete check-in



Kendra Nealy

**College:** Cornell University  
**Sport:** Ice Hockey

“I definitely planned to be a college athlete. I committed to Cornell as a sophomore in high school. I knew it would be a challenge to balance school and hockey, but I absolutely love it. Hockey has always been one of the biggest things in my life, so being able to continue playing the game at a Top 10 D-1 program at an Ivy League school is an amazing experience. I often balance sports with school by getting a lot of work done throughout the day and before practice. The key is to chip away one assignment at a time and try to keep the stress level as low as possible by always being ahead of the material.”



Charles Marks

**College:** Occidental College  
**Sport:** Track and Field

“The first year in college is very different from the first year in high school sports. A lot of people who pursue their sport into college have strong goals and knowledge in it, while in high school many people are trying their sport out for the first time. If you have high hopes for your sport and want to keep pursuing it seriously, it’s a great environment. You also will be put under more stress, and if you were good for your high school team, you’ll most likely find that there’s a lot of people who are better than you, at least initially. For some people it can be an issue for improvement, but others can improve with the extra competitiveness and help of upperclassmen.”



Jameel Alausa

**College:** Yale University  
**Sport:** Basketball

“Being a college athlete was a little bit more demanding than I expected. With having multiple workouts throughout the day and an intense travel schedule, it’s often hard to find balance with a full course load. Despite all of this, I am still happy I made the decision because of the amazing connections and relationships I’ve had the opportunity to make while playing basketball at Yale.”



David Portugal

**College:** University of Wisconsin–Madison  
**Sport:** Soccer

“Playing soccer in college is definitely not what I had anticipated. I did not realize how much time it would consume out of my week, so that was a very big adjustment. I’ve learned a lot about myself and about what it takes to compete at a collegiate level. The expectations are high and the margins for error are very slim, so it takes a lot of discipline and commitment to have the right mentality going into each week of training. It takes a lot of sacrifice to play soccer at Wisconsin but I am learning new things every day and finding endless ways to apply what I learn on the field to other parts of my life and it’s been a privilege to be able to do what I love every day.”



# Hallowed Halls

Sporadic booms and frequent fire drills. Long walks and frantic sprints. For the first time in years, students have a construction-free school. From iconic Blaine Hall to Gordon Parks Arts Hall, explore the rich history of Lab’s campus.

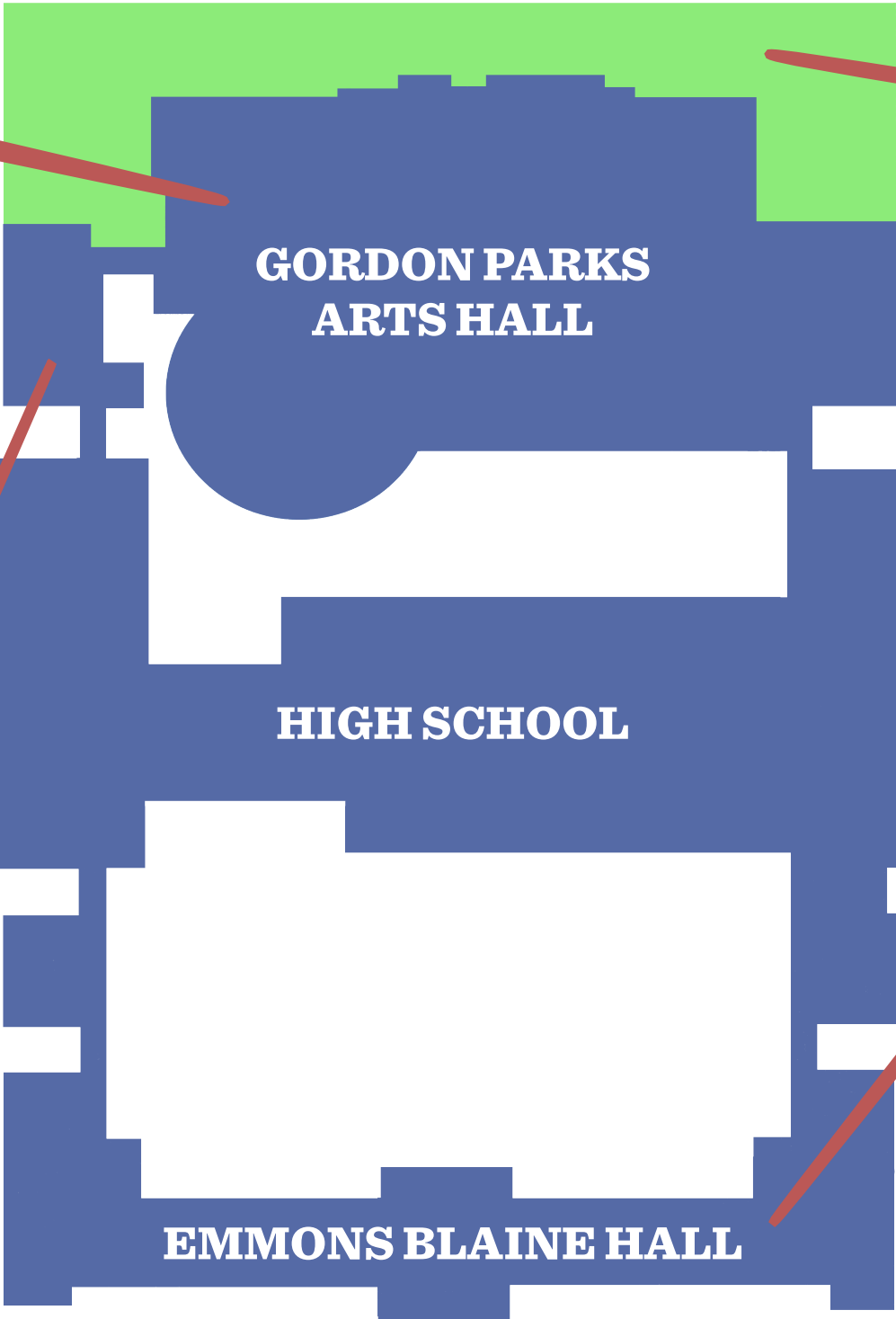


**Gordon Parks Arts Hall**  
Completed in 2015, Gordon Parks Arts Hall is the newest and most expensive addition to the U-High campus. Named by film director George Lucas and his wife, Mellody Hobson, after their \$25 million donation, Gordon Parks takes its name from an iconic and groundbreaking African-American photographer, writer, film director, musician and social justice advocate.



**Belfield Hall**  
Belfield Hall was erected in 1904. In 1909, it was named in honor of Henry Holmes Belfield, the principal of the Chicago Manual Training School from 1882 when it was founded. He continued as dean of the training school, after it was incorporated into Lab.

SOURCES: “THE UNIVERSITY OF CHICAGO: AN OFFICIAL GUIDE,” 1916; “A HISTORY OF THE UNIVERSITY OF CHICAGO,” 1916



**Scammon Garden**  
During construction of the campus, Scammon Garden was set aside to always remain an outside area. This condition remained upheld for most of Lab’s history, until plans to build Gordon Parks Arts Hall were made, and the designs showed it encroaching onto the natural space. Members of the Lab community fought back, arguing that the building’s blueprints went against a plan that had lasted over 100 years.



**Blaine Hall**  
Blaine Hall, constructed in 1903, was the first building on the current campus. The creation of the hall was possible because the University of Chicago merged with other Chicago educational organizations, including the Chicago Institute, which was created by Mrs. Emmons Blaine. The building was named in honor of Mrs. Blaine’s husband.

## Boys locker room attendant a familiar, friendly face

by IVÁN BECK  
FEATURES EDITOR

Amidst the overwhelming stench of sweat and chatter, Terry Shanks notices one boy who looks upset. As he walks out of the locker room, Mr. Shanks leans over, giving him a fist bump and “What’s up, bro.” As Mr. Shanks gives the peace sign with his fingers, the boy’s face perks up as he heads out to his first period class.

Terry Shanks has been the boys locker room attendant since 1998. He first came upon the recommendation of a friend when the previous attendant was retiring. Although his official duties are to maintain cleanliness and order in the locker room, most boys at Lab know him as a friendly face during a hard day.

Mr. Shanks emphasizes communication with the boys in the locker room.

“I want a communication line open so if one of the guys wants to talk about something or one of the

guys got any questions or one of the guys going through anything, I just want them to be able to relax and be able to talk to me,” Mr. Shanks said.

Mr. Shanks’ mentality of support and compassion comes from his part-time job as a minister with a local prayer group.

“I teach. It’s a variety of things that I do, that’s why I can relate to the guys here,” Mr. Shanks said. “I relate to alcoholics, I relate to drug addicts, I relate to homeless people, I relate to a lot of people because I’m trying to get them to understand there’s a better way and then I’m trying to bring them in to a spiritual way.”

Mr. Shanks knows that he cannot solve the problems of every boy who walks into the locker room. He just wants to help with what he can.

“Sometimes you don’t know what the kids are dealing with at home,” Mr. Shanks said, “and you don’t know what they are going

*“I want a communication line open so if one of the guys wants to talk about something or one of the guys got any questions or one of the guys going through anything, I just want them to be able to talk to me.”*

— TERRY SHANKS  
LOCKER ROOM ATTENDANT

through. so I try to stay on a good side, or try to be that release valve for them when they come in here.”

Mr. Shanks often reconnects with former students, including during the recent alumni weekend.

“I met a couple of guys, who introduced me to their wives, then I met a couple of guys who had kids,” Mr. Shanks said, “they still remember me and I’m grateful that they remember me in a peaceful way and a happy way.”



MIDWAY PHOTO BY IVÁN BECK  
**RULES OF THE POOL.** Terry Shanks explains how to behave during swimming to a group of middle schoolers.