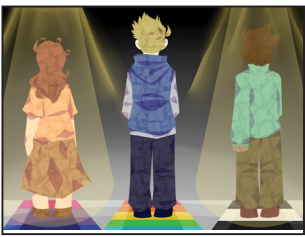


17 percent of male U-High students reported attraction to more than the opposite gender, yet few are out in the wider U-High community.



With a second big win of the Hunt under their belts, the Kahootlers reflect on their four years competing. The team pulled out all the stops to make this year count.



Lack of participation in field sports results in low scoring, recognition and motivation for current field athletes. The team is attempting to recruit more members.



University of Chicago Laboratory High School

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Abelmann reacts to no-confidence vote

Director hosts listening groups; FA seeks changes

by **PRIYANKA SHRIJAY**
EDITOR-IN-CHIEF

After the results from a Faculty Association vote showed a sizable majority lacked confidence in Laboratory Schools Director Charlie Abelmann, he has been working with the University of Chicago and the Laboratory Schools Board of Directors to address some of the faculty's concerns through listening sessions with other members of the Lab community, but union leaders say his efforts are not enough.

The union announced Feb. 11 that it urges "the Board of the Laboratory Schools to examine the Director's detrimental impact on the schools."

In a statement released by the FA, the vote claimed Dr. Abelmann damaged the relationships between families and faculty, disparaged the faculty, has failed to build the trust of the faculty, violated the

collective bargaining agreement, and made disruptive and poorly planned decisions.

In the vote, 179 voted no confidence, 12 voted confidence and 22 abstained.

The FA has 235 members, representing 80-85 percent of the eligible employees.

Dr. Abelmann, who has been director since July 2017, responded to the vote of no confidence with a letter to the faculty.

"There are so many ways in which Lab is a truly outstanding school," he wrote. "At the same time, the faculty and I have a lot of work to do to rebuild our sense of trust and recommit to our shared goals."

Dr. Abelmann added that he is working to address some of the concerns.

"I have invited FA leaders to meet on a regular basis with me and a member of Lab's human resources team to foster a more



Charlie Abelmann

"The community has given him significant feedback and it is time for him to start acting on it."

— JIM CATLETT, FA PRESIDENT

collaborative environment," he wrote. "Additionally, I have asked members of the All-Schools Council to work with you to gather ideas on how to begin a more fruitful dialogue on the issues."

In a Feb. 27 letter to faculty obtained by the Midway, FA President Jim Catlett, a science teacher, expressed dissatisfaction in Dr. Abelmann's reaction to the vote of no confidence.

"Director Abelmann has scheduled listening sessions with faculty and parents so that he can listen to our concerns. The Faculty Association understands the difficulty in sharing concerns with an administrator who has treated faculty with rudeness and disrespect," he wrote. "What we need is for the Director to start responding to the concerns."

Mr. Catlett added that it will take effort on Dr. Abelmann's part to

gain the confidence of the faculty.

"He needs to be more thoughtful about how he speaks to and speaks about faculty. We need him to be more transparent and honest with us. And we need him to reverse a destructive decision and hire back Dan Jones," he wrote. "The community has given him significant feedback and it is time for him to start acting on it."

Officials who oversee the Lab Schools responded to the vote in an email sent Feb. 12 to the Lab Schools community, obtained by the Midway, in which they acknowledged recent frustrations and challenges while expressing support for Dr. Abelmann's leadership.

David Fithian, University of Chicago Executive Vice President, and David Kistenbroker, chair of the Laboratory Schools board of directors, wrote, "We recognize that this process can be challenging, and understand the frustration that many in the Lab community have expressed. The University and Board will remain engaged, and we support Charlie's efforts as Lab continues to work towards a unified community."

According to FA Vice President Sharon Housinger, FA members — including teachers, counselors and librarians from nursery through high school — met several times earlier in the quarter to discuss the atmosphere across the schools.

Ms. Housinger, a science teacher, said the faculty's priority is the welfare of the students and upholding Lab's values of kindness and respect.

"The faculty hopes that the results of this vote will send a strong message to the community that we will not sit by quietly while our traditions, families, students, and fellow faculty members are treated with contempt and hostility," Ms. Housinger wrote.

According to science teacher David Derbes, a member of the FA for 30 years, the faculty has shown a clear lack of confidence in Dr. Abelmann and that future actions are now in the hands of the board.

He said, "He has done damage, and in my opinion, he will continue to do damage as long as he's here."

Read the full letters at uhighmidway.com.

Three principal finalists will visit next week

by **ELLA BEISER**
ASSISTANT EDITOR

Three men who want to be U-High's next principal visited the school in the past three weeks, and finalists will visit March 19 where they will interview with stakeholder selection teams and speak at open forums, according to Assistant Director of Schools Carla Ellis. The process has included video interviews and, for those who came

to Chicago, classroom visits and screening interviews.

Chance Sims is the Upper School Director at the Northwest School in Seattle and visited U-High Feb. 25.

He has a B.S. from Willamette University and M.A. degrees from the University of Washington and DePaul University.

He previously worked at the Trinity School in New York City,

where he built an international study and travel program, as well as Georgetown Day School in Washington, D.C., and Lakeside School in Seattle.

Dr. Daniel Gleason, English department chair at Maine East High School in suburban Park Ridge, visited U-High March 1.

He has a B.A. from Pomona College, a Ph.D. and M.A. from Northwestern University and an Ed.M.

from the University of Illinois.

He previously had teaching and administrative roles at Illinois Math and Science Academy in Aurora. He studied abroad in Scotland and later taught in Japan.

Paul Beekmeyer, assistant head of the upper school of academics at the Brooklyn Friends School, visited U-High March 6.

He has a B.A./B.A.T. from the University of Western Sydney and

a M.Ed. from Macquarie University in New South Wales, Australia.

He was English department chair and later principal of Casablanca American School in Morocco. He worked as an English teacher for an IB program in Turkey and as a program manager at American University in Afghanistan.

A fourth candidate had been scheduled to visit on March 8 but did not continue in the process.

GREEN TEAM



MIDWAY PHOTO BY TOSYA KHODARKOVSKY

COMPOST COMMUNITY. Junior Destiny Strange and sophomore Bethany Stephens build new compost bins to replace old ones in the garden. Having completed three bins, Green Team members have aimed to be finished by spring.

After legal review, Discipline Review Board to be reinstated

by **AMANDA CASSEL**
ASSISTANT EDITOR

The Discipline Review Board will be reinstated now that a review by University of Chicago and outside lawyers have reviewed the procedures and made recommendations, it was announced at a March 6 faculty meeting. A group of seven students and six faculty will oversee any appeals about suspensions or punishments for misbehavior.

"The board is another way for the students to have and use their voices," Susan Shapiro, a member of the faculty discipline committee, said. "Their input genuinely makes a difference because they can be empathetic, understanding and rational based on the information they have."

Freshman, sophomores and juniors will hold elections for po-

"Every board is different, and luckily we don't have too many incidents, but ultimately, student input changes the game."

— SUSAN SHAPIRO,
HISTORY TEACHER

sitions on the board after spring break. The Discipline Review Board did not hold elections for the 2018-19 school year due to the legal review.

Three seniors, two juniors and two sophomores will be elected April 9. Each case before the board will be heard by a randomly selected group of two of the seniors, one junior, one sophomore and four faculty members. This allows for board members to swap out if there are any conflicts of interest. This group will then meet and pass their judgment.

"When the board is assembled, we hear from the student who appealed his punishment and from Ms. Campos who gave the initial

punishment," faculty board member Paul Gunty explained. "Then, every single vote needs a minimum of a 6 to 2 majority."

Both Mr. Gunty and Ms. Shapiro explained how the panel needs to have a variety of student personalities.

Mr. Gunty gave the example of students who don't initially take the board seriously but in the end have unique points of view about rationalizing poor behavior.

Ms. Shapiro talked about students who are curious and would want to see a full narrative. She explained how these curious students can bring to light vote-changing details.

"Every board is different, and luckily we don't have too many incidents," Ms. Shapiro said, "but ultimately, student input changes the game."



Paul Gunty



Susan Shapiro

Teacher tours Morocco, enriches curriculum

Susan Shapiro’s trip to study Muslim–Jewish relations will influence teaching of religion

by **BERK OTO**
MIDWAY REPORTER

Traveling, learning and exploring, history teacher Susan Shapiro toured Morocco Feb. 15-25 to understand the North African Holocaust experience and to broaden the curricula of her classes.

Ms. Shapiro explained that the purpose of her visit was to study Muslim-Jewish relations throughout history, and how those relations applied to the Moroccan experience of the Holocaust. Her tour, which was guided by the United States Holocaust Memorial Museum, took her to the Moroccan cities of Casablanca, Fez and Marrakesh.

“Morocco is a fascinating country that has built a kind of pluralistic society unlike anything else I have seen in the entire world,” Ms. Shapiro said. “There are elements of Jewish, Muslim and Berber iconography immediately visible everywhere you go.”

Ms. Shapiro was first introduced to this cultural pluralism the night she arrived in Morocco at a cooking class, where she learned to cook a dish called tajine.

“The recipe we were working with had elements of traditional Berber, which was the tajine itself. Jewish elements, it had lots of garlic, and Muslim elements as well,” Ms. Shapiro said.

In order to be further exposed to the Moroccan melting pot of culture, Ms. Shapiro visited walled Jewish communities, known as mellahs. Moroccan sultans historically placed these mellahs next to their palaces to ensure the protection of Jewish people, while also maintaining uninterrupted trade.

“This is what I dream of,” Ms. Shapiro said

about Moroccan society. “People learning to respect one another for who and what they are. There isn’t this ideology of enemies.”

Today, the mellahs are largely inhabited and maintained by the majority Muslim population and contain only remnants of Jewish culture such as aged cemeteries and traditional synagogues.

Ms. Shapiro took similar trips to study Jewish culture in other countries such as Turkey, Egypt and China.

Morocco differed from her previous trips because North Africa is the only place outside Europe that participated in the Holocaust during World War two. Ms. Shapiro said that observing sites of Nazi occupation helped to give her a better understanding of how the Holocaust was spread into North Africa.

Even though Ms. Shapiro read about the mellahs and other Moroccan sites of cultural significance before her trip, those books did not stop her from being pleasantly surprised by the Moroccan people.

“Everyone I met from the ambassadors to the little brats on the street, spoke at least two languages and sometimes three,” Ms. Shapiro said. “I was dealing with people who were so much more linguistically cosmopolitan than I was. I loved it!”

Learning opportunities such as this trip allow Ms. Shapiro to adapt and improve her curriculum by adding unique new perspectives on the Jewish experience.

“It will become part of my conversation of the Holocaust,” Ms. Shapiro said, “but more importantly it will become part of my conversation about religion.”



PHOTO PROVIDED BY SUSAN SHAPIRO

GOATS IN TREES. Susan Shapiro stands in front of an argania tree filled with nut-eating goats while on her trip to Morocco. Ms. Shapiro traveled for 10 days and explored three Moroccan cities to study Muslim–Jewish relations throughout history. She learned about the plurality of culture, which she plans to apply to her classes.

Student Council develops system for course review

by **ABBY SLIMMON**
SPORTS EDITOR

To benefit teachers and help students find new insights about course selection, the Student Council is developing a course review system for students to provide feedback for their teachers.

“We want to have a way to consolidate how we collect information from students about different courses,” All-School President Shiva Menta explained.

He said Student Council plans to formally present their plan to the faculty at the beginning of spring quarter.

Student Council hopes to have two separate types of review questions: quantitative and qualitative.

“This would be similar to how some teachers give out class evaluation sheets on the last few days of school. Our system would just create a more uniform way of gathering this information.”

— SHIVA MENTA

The quantitative questions will be by the students and for the students.

“We want to give the community an encompassing view of each class so the students have an easier time choosing,” Shiva said.

He explained that hypothetically, the re-

views will be a part of the Program of Studies booklet distributed to students as they consider courses for the next year.

Reviews will summarize student responses highlighting different statistics on each class, giving insight to the number of hours of homework each night and the level of difficulty. Especially with the release of data from the health and wellness survey, this year, there’s been a lot of concern about homework levels from parents and students.

The Student Council ruled out the idea of it being a way for students to publicly comment on classes. They were concerned that it could easily turn into a platform for students to criticize their teachers.

The qualitative questions will be geared towards helping teachers develop their classes and curriculum through student input.

“This would be similar to how some teachers give out class evaluation sheets on the last few days of school,” Shiva said. “Our system would just create a more uniform way of gathering this information.”

Shiva said that Student Council is open to collaborating with departments in order to tailor the qualitative questions for the most useful and accurate feedback.

Shiva said, “Our goal is that this whole plan will be ready this time next year to help students register for the 2020-2021 school year.”

NEWS IN BRIEF

Semester discussion involves student voice

The administration has created working groups that will incorporate student voice into the transition from quarters to semesters. The first meeting was held March 7 during fifth period, and weekly meetings will continue.

Members will work with Student Council but also hope to incorporate students voices that are not from Student Council, according to Dean of Teaching and Learning Noah Rachlin.

Mr. Rachlin said, “We need to think critically about how we include student voice at multiple stages throughout the process.”

Student Council has been involved in the creation of this working group and plans to help get other students to join it.

All-School President Shiva Menta said, “We will be making sure that student voice is maintained and prioritized through this process.”

Mr. Rachlin explained that the goal of the working group is to answer any questions that will come up during the transition while balancing priorities of the administration, students and teachers.

Mr. Rachlin said, “I hope we are

able to transition to something that the community feels across both in the immediate and the long term as a positive impact to the school across a wide range of dimensions.”

—MAX GARFINKEL

Counselors encourage students to be mindful

Due to a lack of student attendance, mindfulness workshops on Tuesdays during open time have ceased, but this is not the end of wellness initiatives.

Mindfulness is a new, trendy way to clear one’s mind and become fully present in a given moment.

Workshops began earlier this quarter, according to school counselor Theodore Stripling, who ran the workshops.

“Turnout was lower than I expected and I am exploring other options to do some mindfulness activities in the classroom,” Mr. Stripling said. “I am trying to set another time to get more students to participate,” he continued.

Mr. Stripling said that students are often overloaded and don’t find time to relax.

“Some students are too stressed to relax,” he added.

Coordinator for Wellness and

Deputy Title IX Coordinator Betsy Noel said that mindfulness and other wellness initiatives were spurred by results from last year’s wellness survey.

Ms. Noel said that wellness programming will continue to be integrated into counselor and advisory programming.

“There is a competition for time,” Ms. Noel said in reference to balancing wellness initiatives with other activities. “That being said, unstructured time is important, too.”

For students who are interested in partaking in wellness activities but can’t find the time in the school day, Mr. Stripling recommends using apps such as “Calm” and “Headspace” to help with focus or simply finding a few moments each day to slow down and relax.

—OTTO BROWN

Debate season comes to end for varsity, JV

The debate team finished its season with two winter tournaments with multiple teams breaking past preliminaries into octafinals.

At the Illinois Debate Coaches Association Novice JV Championship March 8-10 in Park Ridge,

freshman Aaron Kim and sophomore Jada Nix earned a 7-3 record and advanced into octafinals. Freshmen Brandon Bousquette and Berk Oto earned a 4-6 record and freshman Penelope Huang and sophomore Alexandra Nehme earned a 3-7 record.

At the the 45th Harvard National Forensics Tournament Feb. 16-18 in Cambridge, Massachusetts, sophomores Jada Nix and Roma Bhattacharjee, freshmen Jack Hurst and Aaron Kim, and seniors Jasmine Wang and Soundjata Sharod all earned 4-3 records. Jasmine and Soundjata ended their season finishing 32nd place and almost earned a bid at octafinals.

“We didn’t do as well as we would’ve liked, but we are ultimately happy with how it went, and it was a bittersweet way to close the season,” Jasmine wrote in a text message.

Novices Jada and Roma earned 27th place and also advanced into octafinals. In addition, Jada earned 6th best speaker and Roma earned 15th best speaker.

—PETER PU

Students at FIRE hear about community

Attempting to help high schoolers better participate in their com-

munities, two U-High faculty members accompanied four students to the second annual FIRE conference at Lake Forest Academy Feb. 16.

The Fostering Intercultural Respect and Empowerment conference allows students to engage in active workshops meant to help them be active participants in public purpose and society.

Hasham Bhatti, an English teacher, and Sharon Williams, a college counselor, chaperoned Noor Asad, Ella Beiser, Kennedy Bickham and Riya Chadha, who all participated in workshops that dealt with self-reflection to recognizing the value of conflict and discussion.

Noor, a sophomore, discussed her experience learning about identity, argument and the use of power.

She said she planned to use some of the things she learn as inspiration for a new and similar conference at Lab called BRAVE. Working with Mr. Bhatti, Noor said that this conference would focus around the same general problems as the FIRE conference and in addition hopes to teach students about racial awareness and valuing ethnicity.

—NELSON MARKS

Dance raises over \$250,000 for student aid

by **OLIVIA GRIFFIN**
MIDWAY REPORTER

More than \$250,000, raised at the Dewey Dance will go toward student financial aid thanks to parents, faculty and staff who took part in the '90s-themed event Saturday, March 9.

Attendees dressed in plaid, leather jackets or blazers with sleeves casually rolled up talked and danced around Kovler Gym. Their classic '90s outfits were illuminated by the purple and blue lights as parents talked to old friends and colleagues.

Almost 400 tickets were sold to Lab community members, close to the same amount that were sold for the first Dewey Dance in 2017. Though the number of tickets sold is similar, this year's event raised more money than in 2017, through many other fundraising opportunities. Maintaining the '90s theme, popular CDs were available in raffles to help further promote fundraising.

Damon Cates, Lab's executive director of alumni relations and development, worked with his staff to plan the catering, donations and advertisement for the fundraiser.

"We talked with volunteers about what they thought might be the best priority for the school and what we thought they might rally

"We talked with volunteers about what they thought might be the best priority for the school and what we thought the community might rally behind."

— DAMON CATES,
ALUMNI RELATIONS DIRECTOR

behind," Mr. Cates said.

He and others who collaborated on this project believe that by spending the money on scholarships for students, it will help admissions with its diversity, equity and inclusion work.

Bel Canto performed its first pop number, including new choreography, at the Dewey Dance. According to member Cindy Wu, the whole group learned to dance and sing at the same time, something that they had not yet faced during rehearsals.

"Overall it was a lot more fun and there was a lot more energy in rehearsals," Cindy said, reflecting on the preparations for the Dewey Dance.

Looking over at the D.A.R.E. shirts that Bel Canto members wore, Brian Hewlett, Lab's new director of innovation and technology, commented, "I came tonight because it sounded fun and those guys sound really good."



MIDWAY PHOTO BY LILY VAG-URMINSKY

NINETIES NIGHT. Miles Warshauer belts out his solo on "The Fresh Prince of Bel Air," as fellow Bel Canto members Luca Carroll-Maestripieri, Tommy Hsee, Nicki Sekhar and Jonah Schloerb, at the Dewey Dance, March 9. Bel Canto was one of several student performances at the event.

HEALTH FAIR



MIDWAY PHOTO BY ISABELLA KELLERMEIER

KEEP HOLDING ON. P.E. teacher Luke Zavala helps a young Lab student conquer exercise bands and climb higher at the Health Fair March 7 led by P.E. teacher Diane Taylor.

Students to experience Italy, China with spring break trips

by **NICKY EDWARDS-LEVIN**
MIDWAY REPORTER

This spring break, students will hike along the Great Wall of China, camp on a snow mountain and visit the Forbidden City. Others will visit the Colosseum, orange groves of a seaside town and see Michelangelo's "The Creation of Adam" in the Sistine Chapel. This month, world language teachers will lead 17 students on a trip to Rome and 14 students to Beijing.

The jam-packed Rome trip, led by Latin teacher Frances Spaltro March 18-27, will involve trips to the town of Sorrento, the ruins of Herculaneum and the capital of Italy, Rome.

"The students will have some free time," Ms. Spaltro said, "but they will be very busy. It's a lot, but it's a great trip."

Beyond relaxing in the Mediterranean sun, students will spend three days in Sorrento before heading to Rome for five days, where they will visit landmarks such as St. Peter's Basilica, the Sistine Chapel and Colosseum.

Ms. Spaltro said that the trip was ultimately designed to give a look

"Rome is always changing, but you still get those looks — the Colosseum and the Forum especially, but the other towns we go see, they are really just snapshots fixed in time."

— FRANCES SPALTRO,
LATIN TEACHER

into ancient urban life.

"Rome is always changing, but you still get those looks — the Colosseum and the Forum especially, but the other towns we go see, they are really just snapshots fixed in time," Ms. Spaltro said.

According to Ms. Spaltro, one thing that makes the trip great is the fact that, though it was designed for Latin students, it's for everyone.

"It was always thought to be an offering for Latin Students. There is no trip for Latin students — there are trips for all the other languages, but not for Latin," Ms. Spaltro said. "But it was never designed to be limited for Latin."

Rome is not the only destination for a school-sponsored spring

break trip.

Students in Chinese classes will travel to Beijing March 16-31 to continue the China exchange which began in February. The students will shadow their exchange partners at U-High's partner school, Ren Da Fu Zhong High School, affiliated with Renmin University of China. They will attend cultural workshops, participate in student club activities and teach lessons to younger students.

In Beijing, students will also visit the University of Chicago Beijing Center, participate in community service projects, hike on the Great Wall and visit the Forbidden City.

Outside Beijing, students will venture into Yunnan Province in southwest China, and immerse themselves in Chinese ethnic minority lifestyles, such as the Tibetan, Naxi and Lisu.

They will also explore the Shuangri-la area, visit the Baima Snow Mountain Nature Reserve to learn about the Lisu ethnic minority and the endangered snub-nosed golden monkeys and their habitat, and hike and camp on one of the snow mountains in the area.

Lightfoot vs. Preckwinkle in historic mayoral runoff

by **TEDDY NEER**
MIDWAY REPORTER

Chicago is poised to elect its first African-American woman as mayor in a runoff election to be held April 2. Despite finishing first at the citywide election on Feb. 26, former police board president Lori Lightfoot received only 17.48 percent of the needed majority, so she will face Cook County Board President Toni Preckwinkle, who received 15.96 percent.

Along with being the president of the Chicago Police Board, Lori Lightfoot served as the Assistant U.S. Attorney for Northern Illinois and is the first ever openly lesbian Chicago mayoral candidate. Ms. Lightfoot advocates for affordable housing, an elected school board, investment in neighborhood schools, an increased minimum wage, and abolition Immigration and Customs Enforcement. Lightfoot also hopes to

introduce a Chicago Casino and more mental health centers, she also plans to implement anti-gun violence programs, reforms in the police department and a tax on marijuana.

Preckwinkle served for 19 years as a Chicago alderman for the 4th Ward including Hyde Park, and was the first female president of the Cook County Board. Ms. Preckwinkle plans to create a Mayor's Office of Criminal Justice to reduce crime and advocates for equal funding to Chicago's public schools, an elected School Board and an increased minimum wage.

Senior Campbell Phalen, who voted for Lori Lightfoot, was both excited and surprised that she made it to the runoff elec-



Lori
Lightfoot



Toni
Preckwinkle

tion.

"I was thrilled to see her make it to the runoff and was actually fairly surprised. My brother works on campaigns for a living and told me that she probably wouldn't make it to the runoff, but that I should still vote for the candidate that I favored most. I'm glad I listened to his advice," said Campbell.

In addition to mayor, elections were held for city treasurer, city clerk, and aldermen for each of the city's 50 wards. The treasurer race will also have an April 2 runoff, as candidates Melissa Conyears-Ervin and Ameya Pawar received 44 percent and 42 percent of the votes respectively.

The next aldermen for Chicago's 50

"I was thrilled to see [Lightfoot] make it to the runoff and was actually fairly surprised."

— CAMPBELL PHALEN

wards were also decided. Chicago's Aldermen represent the residents of Chicago and improve the quality of life of the people in their wards, whether it be fixing potholes or settling zoning conflicts.

In the 4th ward, which stretches from the South Loop to Kenwood-Hyde Park, incumbent Sophia King defended her position against challenger Ebony Lucas. In the 5th ward, which contains the Lab Schools, incumbent and Leslie Hairston, a U-High alumna, will face William Calloway in the runoff election. Hairston received 49.1 percent of the vote to Calloway's 26.5 percent. Anna Valencia was elected as city clerk.

Sounds of solidarity

Violin in hand, sophomore Rohan Shah serves his community through inspiring, uplifting performances

by MAX GARFINKEL
BUSINESS MANAGER

A woman in a retirement home hears the sweet sound of a classical violin solo while she plays cards in the rec room.

She pauses from her game for a second to appreciate the sound of the bow dancing on the violin strings. She looks up to see Rohan Shah serenading the room with classical music.

Through volunteer efforts, Rohan Shah uses his musical talents to help others and is looking for ways to involve more student musicians and help brighten the lives of more people.

Rohan, a sophomore, is currently organizing a way for his fellow performers in the U-High Chamber Collective to perform at the Montgomery Place Retirement Community, as well University of Chicago's Comprehensive Cancer Ward.

Rohan said he is attempting to schedule a concert in the hospital soon.

Service through music is not new to Rohan. He has performed solo at retirement homes before. When he lived in Burr Ridge, he played at a retirement home close to his house.

"A woman came up to me and told me that she was really moved by my performance," he said. "I was really touched by that, and that really inspired me to keep on going to these areas to perform."

Since moving to the city, he has not been able to continue service with the same frequency.

He explained that organizing the chamber collective will allow

"A woman came up to me and told me that she was really moved by my performance. I was really touched by that and that really inspired me to keep on going to these areas to perform."

— ROHAN SHAH

him to perform more.

Rohan has been playing the violin since he was five years old. He was first encouraged by his mother but has since found his own motivation and performs in school ensembles.

"It was my own thing after a certain age," he explained. "She used to nag me to practice, but at some point it became natural to practice on my own."

Rohan's orchestra teacher, Rozalyn Torto, has been teaching him since he came to Lab as a freshman and oversees his community outreach.

"It's not just violin playing where his talents lie," she said. "He's willing to do the work to create a vision for the Chamber Collective."

She explained he is very passionate about the violin and the chamber collective and has put a lot of time into it, but wants to expand upon the purpose of the collective.

"He wants connect to and help people through music," she said. "It's a really selfless kind of commitment."

Annette Kim has known Rohan since they were in middle school



MIDWAY PHOTO BY MACY BEAL

GIVING BACK. Eyes on his music, sophomore Rohan Shah practices with Chamber Collective. With the guidance of orchestra teacher Rozalyn Torto, he is currently organizing performances at hospitals and retirement homes. Rohan hopes to move and inspire his audience with each performance.

together. They currently perform with Chamber Collective together and have been music stand partners in the past.

Although he is a very skilled violin player, he is not too proud to slow down and help his orchestra

peers during practice.

"He always makes sure to stop and help people if they are struggling," Annette said.

She described him as a strong member of the Chamber Collective and as someone who contrib-

utes to their efforts to perform outside of Lab.

"He goes out there and takes initiative for us and finds places for us to perform," she said. "He loves the music and wants to share it with others."

ARTSFEST



MIDWAY PHOTO BY ABIGAËL THINAKARAN

BEAD DROP. Franz Wild fastens a bracelet strung with a variety of beads on Anna Schloerb during the Teas, Tunes and Beads workshop for Artsfest on Feb. 28.

DETAILS MATTER. Michelle Husain, a senior, paints on the annual Art in the Dark mural in the senior lounge. The event, held the night before Artfest on Feb. 27, also featured student performances, henna and tie-dye.

MIDWAY PHOTO BY LILY VAG-URMINSKY



Chicago’s WNDR-land

Bold colors, fun backdrops make for good photos

by **SAMIRA GLAESER-KHAN**
MANAGING EDITOR

The doors of Chicago’s WNDR museum open to a large hall filled with whimsical sculptures, wall art, and three-dimensional backdrops. An illuminated WNDR sign surrounded by fabric flowers is displayed at the center of the room, on the wall a mural of the sky with benches and balloons. There’s also an interactive part of the exhibit where you choose a colored bracelet that represents your subconscious mood.

Chicago’s WNDR museum provides immersive, interactive exhibits with science themes. The WNDR museum is an Instagram-friendly pop-up museum attempting to blend art and science. The museum was initially intended to remain in Chicago for a few months as a pop-up, but due to popularity it will be around a while longer, at least through the summer. Tickets are normally sold out days in advance, so make sure to plan ahead for the one-hour visit.

In addition to featuring 20 artists, the WNDR Museum currently features the famous infinity mirror room by artist Yayoi Kusama. It will close for remodeling March 31, which will include new exhibits in all the rooms except the infinity

WNDR Museum

Location: 1130 W. Monroe St., in the West Loop

Hours: Monday-Tuesday: Closed
Wednesday: 4-8 p.m.
Thursday-Friday: 12-9 p.m.
Saturday: 12-8 p.m.
Sunday: 12-9 p.m.

Tickets: \$32 per person on wndrmuseum.com

mirror room.

The WNDR museum is made up of a series of linear exhibits, meaning guests are taken from exhibit to exhibit and only allowed a certain amount of time in each room. Despite having a schedule, my visit didn’t feel rushed, and I found that a few minutes is really all you need to look at the exhibit and take selfies. Although the visit doesn’t feel rushed time-wise, the museum may be stressful for claustrophobic people because it is crowded – even on a Sunday afternoon – and because many rooms have low ceilings and dim, blueish fluorescent lights.

The rooms feature colorful and animated backgrounds that look beautiful in photographs. Museum personnel give explanations for the inspiration behind each room. For example, one room features a red jungle-gym inspired by cytoskeleton, network filaments that give tissues structure. Another



MIDWAY PHOTO BY GRACE ZHANG

FINITE/INFINITE. Featuring the Instagram-famous infinity mirror room by artist Yayoi Kusama, the WNDR Museum in Chicago’s West Loop includes colorful and science-themed rooms intended to be Instagram-feed friendly. March is the last chance to see this room before the WNDR Museum closes to make room for “TANGIBLE/INTANGIBLE,” its next exhibit.

er room features a bright spotlight where visitors can “feel” neutrinos — subatomic particles in the air that we can’t feel. The purpose of the exhibit is to educate the viewer about neutrinos and show how placebo can lead us to imagine sensations.

The museum also has many opportunities to interact with exhibits. Most rooms have elements that you can touch and move around. One room featured light bulbs that change color when you touch them to a hard surface.

Kusama’s mirror room is the fi-

nal exhibit, after which there are food and gift opportunities.

If you want an opportunity to immerse yourself in aesthetic backgrounds and take pictures for your Instagram, the WNDR museum is a worthwhile way to spend your evening.

Culinary guest links food, cultural identity

Native American chef plans to teach about local foods

by **PRIYANKA SHRIJAY**
EDITOR-IN-CHIEF

Culture. Justice. Place. For the third installment of this year’s Kistenbroker Family Artists in Residence program, Chef Sean Sherman, caterer and food educator, will be at Lab April 8-11, including visits to classes and a free public lecture April 10. His program will educate the Lab community about the intersection between food and “place” through Native American cuisine and culture.

Mr. Sherman founded the Sioux Chef, a business aimed at educating and making indigenous foods accessible to more communities as possible. Mr. Sherman is an Oglala Lakota chef who has studied Native American farming techniques, wild food usage and harvesting, land stewardship, salt and sugar making, hunting and fishing, food preservation, Native American migration histories, elemental cooking techniques to aid him in revitalizing indigenous food systems in a modern culinary context, according to the Sioux Chef website.

According to Dana Thompson, Sherman’s agent and Sioux Chef co-owner, their initiative involves combatting the history of Native American genocide and forced assimilation.

“We realize we can’t undo 300 years of oppression in another decade,” she said, “so we’re just trying to get our nonprofit up and running and get people engaged in why

these foods are beautiful, why they’re not a waste, why they’re physically important as medicine, why there’s beauty in its flavor but also in a spiritual sense as a way to heal trauma.”

Ruthie Williams, Lab’s home economics and sustainability teacher, said Mr. Sherman’s work embodies the themes of place, justice and culture.

“I feel he teaches on a subject that we don’t know much about at Lab. It seemed to fill a need,” she said. “At the same time it connects with a lot of things our community is doing. For example, nursery classes that plant in their garden are going to be meeting with them at their gardens to talk about farming techniques.”

According to Ms. Thompson, Mr. Sherman will present about why people don’t know about the indigenous foods in their own areas.

“It’s appalling to me that a lot of people in Chicago don’t even know that the city is named after the wild onions, the tribal food of that area,” she said. “There’s opportunity there for a lot of different educational perspectives, and Sean’s really good at molding his presentation to high school kids versus kindergarteners.”

Mr. Sherman will spend a full day at Earl Shapiro Hall holding interactive workshops.

Ms. Thompson emphasized that she and Mr. Sherman share a goal of showing Lab students how to connect to the food around them.

She said, “I think that the goal for Sean, and for me too, is for people to understand that there’s wild food everywhere around you, that packaged foods are not necessarily the most delicious foods, and that you might be able to connect with na-



PHOTO PROVIDED BY DANA THOMPSON

CULTURED COOKING. Chef Sean Sherman will host keynote and food events April 8-11.

ture and understand your environment and your neighborhood and have some fun just learning about all the plants and animals around you.”

Mr. Sherman’s keynote speech April 10 is open to the public, according to Ms. Williams, because the goal is to reach the Lab, University and Hyde Park communities. The keynote speech event will be co-sponsored by the Kistenbroker Family Artists in Residence Program and the University of Chicago’s Frizzell Series, a year-long, student-organized series of events that explores agriculture, environment and health.

IHSA contest helps singers improve, get detailed criticism

by **JULIAN INGERSOLL**
MIDWAY REPORTER

U-High choir students performed solo and ensemble performances to receive a rating at the annual Illinois High School Association choral district festival at Reavis High School in Burbank on March 2.

Each student received scoring and feedback on improvements for their performances. They were awarded a score ranging from 1, the best, to 5. Each student received an average score of 2, and the highest-ranking individual was Kepler Boonstra. Ensembles were scored collectively. Each student was given a classical piece provided by music teacher Katy Sinclair. The students practiced frequently leading up to the concert, with Ms. Sinclair or with music teacher Hsing-Huei Huang. Students in an ensemble performance needed to set time aside to meet with the other students in their ensemble.

“This experience provides a venue for our students to receive coaching and critical assessment and feedback from qualified music instructors outside our school,” Ms. Sinclair said.

The festival also allows students to compete against other choral students.

“IHSA is a really rewarding experience because it gives you the opportunity to not only to sing challenging repertoire, but also have fun and see it pay off in the end,” sophomore Cindy Wu, an IHSA singer, said. “I like the dissonance and how all the parts worked together, especially since it is a cappella. Hearing the resolve after a dissonance was definitely the best feeling.”

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Not straight, not seen

According to the wellness survey administered last spring, about 17 percent of male students at U-High reported romantic attraction for more than just members of the opposite gender or no sexual or romantic feelings. Yet only a small number feel comfortable being out to the wider community.

Fearing stereotypes, boys don't express sexuality

by JACOB POSNER
EDITOR-IN-CHIEF

“I’m not trying to deny it or hide. It’s just a part of me, but you don’t have to know,” a senior boy said, referring to his sexual orientation. “If someone came up and just asked me I’d be like, ‘Yeah, sure, what about it?’”

The senior, “David,” who asked that his real name not be published, is one of dozens of boys at U-High who don’t identify as heterosexual but don’t feel a need to publicize it. Some have concerns that their sexual orientation would overshadow other aspects of their personality.

“I know a lot of people who come out after they go to Lab — also because Lab is such a small community that once something is said and done, everyone knows and that’s it, and you can’t really go back or explain yourself.”

— ALEXIS TYNDALL, SENIOR

That shouldn’t be the case, according to Alexis Tyndall, a senior who identifies as bisexual. She said that the U-High community needs to accept that sexuality is fluid, and that acceptance is needed especially for boys.

“I know a lot of people who come out after they go to Lab — also because Lab is such a small community that once something is said and done, everyone knows and that’s it, and you can’t really go back or explain yourself,” Alexis said.

David said he’s attracted to men and women, but doesn’t want that to be his defining characteristic.

“It’s just something about me,” David said. “When I first meet people, it’s not what they immediately know about me. Once they form an opinion of me and once they know who I am, then they find out.”

Other male students have questioned their orientation for a long time. John Freeman, a junior, said he now identifies as gay and is just starting to share his sexual orientation with the wider community. He said he didn’t want to be put in a box.

“I’m a male ballet dancer,” John said, “and there’s definitely a connection that some people associate with ballet dancers and being gay, and that association actually made it harder for me to accept [my sexual orientation].”

He said he initially identified as bisexual, but didn’t share his orientation with anyone until he realized he was gay.

“When you’re in the closet, it feels like every little movement, every little word you say could say something — just as much as if you’re talking to someone you like and you’re worrying about ev-

Terminology
Sexuality includes sexual orientation as well as attitudes and values about sex.

Sexual orientation refers to sexual and romantic feelings as they relate to gender.

ery movement, like what does that say about me,” John said.

It was validating, freeing, to come out to his inner circle, including friends and parents, John said, but along with David, John thinks the idea of coming out to the rest of his peers seems ridiculous.

“I don’t want to go around the whole school telling everyone because that’s weird. It’s not like it’s something that’s super important. It’s just an aspect of identity,” he said. “Like, I wouldn’t go around the whole school saying, ‘I’m white, hi, nice to meet you.’ But I don’t want to hide either.”

David said he doesn’t want people’s stereotypes to color how they view him, so people aside from his close friends don’t know his sexual orientation. Plus, he believes the process of coming out just seems like too much trouble. It’s high risk with a low reward: potential embarrassment, a storm of preconceived notions, an assault on his personality — and the people he’s close with already know, so why does anyone else need to?

John said part of the reason he doesn’t express his sexuality in a more public way is because it seems like too much effort for him, but he praised his peers who are more visible.

“I have a lot of respect for that, but it’s just not how I choose to show my sexuality. I applaud them for being so open,” John said. “I want to be open, just may-be not to that extent.”

But David says the guys who are out often let their sexual orientation define them. He finds it annoying, cringe-worthy, fake. If someone isn’t straight, it seems to David that it’s difficult to successfully integrate sexuality into identity — though maybe less so for girls.

“With girls, no one really cares. With guys, you see them differently when they come out, but with girls, I don’t think it’s the same,” David said. “I don’t want to say they have it easier, but it’s more normal. I don’t know why. I wonder that sometimes. I think it’s just less common for guys.”

Alexis said she didn’t come out with a “grand gesture.”

“I had friends that were going through the same thing, so we all just kind of bonded over that,” she said. “I’d say that

my larger friend group in my grade kind of fed off of that energy, and therefore it was kind of like, ‘Oh, whatever,’ because there was a whole group of people who were all not straight.”

She said she will only share if it’s relevant.

“I don’t really just tell people,” Alexis said. “If it doesn’t come up, I feel like there’s not really a need, but if it comes up in conversation or I have something to add to a conversation, I don’t really mind telling people.”

Changing the climate

Title IX Coordinator Betsy Noel said the school’s climate needs to change. While students are “well-intentioned toward inclusion,” there’s still a lot of work to be done.

Along with students at U-High still making “that’s gay” jokes, Ms. Noel said, “There is a long history of our, and the country and U.S. society generally, curriculum and practices being heteronormative, and that can cause students who do not identify that way to feel isolated in more subtle ways that can still have a big impact on their wellbeing.”

Some people around the school are doing good work, according to Ms. Noel, praising the members of Spectrum, some faculty and Priyanka Rupani, Lab’s director of diversity, equity and inclusion. But Ms. Noel said she thinks the community needs to work on heteronormative “language habits.” Students also need to work to change the culture.

“There isn’t a conversation about or space for supporting students who are more diversely interested than just exclusively heterosexual or gay, and helping them feel safe in being open about and understanding those feelings,” Ms. Noel said. “It is also critical that we start these efforts around inclusivity well before high school, as demonstrated by the survey data that shows the younger Lab students are actually more diverse in their attraction than the high schoolers.”

Deb Foote, a world language teacher who recently became adviser to Spectrum, said Lab could improve through more visibility and opportunities for LGBTQ+ students to explore and embrace their individual and collective identity.

“I would like to see more visible recognition and energy devoted to addressing issues related to the LGBTQ+ community and opportunities for students,” she said, adding that if the community made awareness and visibility priorities, then the administration would, too. “It has to start with students, though.”



MIDWAY ILLUSTRATION BY ACE ZHANG

Of boys at U-High...

17%

total male students who report attraction for not just the opposite gender

3%

report being mostly attracted to boys

2%

report attraction only to boys

8%

report being mostly attracted to girls

3%

report equal attraction to boys and girls

1%

report no feelings of attraction

STATS FROM SPRING 2018 HEALTH AND WELLNESS SURVEY

‘Out’ students feel Lab accepts them

Compared to past experiences, Lab provides comfort

By IVÁN BECK
FEATURES EDITOR

The process of accepting his sexual orientation was gradual, but once he knew, senior Ryan Lee wanted to be out immediately.

“It was gradual to accept the fact that. ‘Oh, I’m gay’ and I came to terms with the fact like, this is a part of my own identity,” Ryan said. “And then after that, it was kind of just sharp, like, now I can come out to everybody.”

Last spring’s health and wellness survey showed that about 17 percent of boys at U-High identified interest other than only heterosexual. However, a much smaller number of male students has shared this identity widely within the U-High community. But those male students who are out find Lab to be an accepting community, partly be-

cause they believe their peers see them as whole people — their sexual orientation is just one aspect of their identity. They also say they did not experience significant negative repercussions for being out.

Ryan, who joined Lab in seventh grade, said during his freshman year, he saw many people come out and observed as they were accepted by the wider community.

“Part of it was, first seeing how much support there was when someone else came out. And then once I saw that — especially considering the stark difference with my past school — that helped me gain a lot of trust really fast,” Ryan said, referring to his previous suburban

public middle school.

For Ryan, the process of coming out publicly was slow. Ryan explained that having a few people he could trust went a long way to helping him be comfortable.

“It’s always nice to find one or two people that you can really confide in,” Ryan said, “even if they aren’t your family, and come out to them and find a support group and then start building outwards from there.”

The process of coming out was different for senior Robert Coats, who had already come out when he joined U-High as a freshman.

“It was another process of coming out, but I didn’t want to go through high school pretending to be someone I wasn’t,” Robert said.

Robert said that the reason he sees Lab as such an accepting community is that he is not defined by his sexual orientation, but instead just as himself.

“I think Lab sees the whole person not just one individual part of your identity,” Robert said.

Both Ryan and Robert expressed that their experience in U-High has

been better than experiences outside school.

“I feel very accepted here, especially compared to the school I went to before,” Ryan said.

Robert, a Boy Scout, felt uncomfortable with this aspect of his identity until the Boy Scouts of America allowed its members to be openly gay beginning in 2015. But, even then, he did not feel fully comfortable being in the organization.

“I definitely feel like outside of Lab is where is where I’ve had most of my experiences for people that are a little bit less comfortable with non-straight people,” Robert said.

Although their experiences coming out differed, both Ryan and Robert say that aspects of U-High help to make accepting community.

“I mean, having Spectrum really helped just to, like, have a place where I could talk about it and understand that I’m not the only one that was confused at first — and then everyone’s just very open about it,” Ryan said. “So it’s a lot easier to just be gay than I thought it would be.”

Non-Lab pride leaders discuss vibe in schools

by AUDREY MATZKE
ASSISTANT EDITOR

Allyship, according to pride leaders at other Chicago-area high schools, means more than not being homophobic. Working with administrators, they hope to promote understanding, not just tolerance.

Carter Wagner, Francis Parker School’s Pride Committee leader, said regular events prove effective when educating the community.

The school holds three assemblies each year, as well as “ally meetings” where straight, cisgender students can learn about the experiences of their LGBTQ+ counterparts. Furthermore, Carter, a sophomore, said the presence of openly gay teachers at Parker positively contributes to an atmosphere of understanding and inclusivity.

Some students wish to be less public about their identities. Pride Committee holds bi-weekly safe spaces for queer or questioning students in which attendees often discuss the challenges of coming out.

“Because we create this safe space, many students still in the closet attend our meetings,” Carter said, explaining why these meetings are not open to straight students.

Through both public and private discussion, Carter said Parker’s community has come to understand the difference between tolerance and genuine support.

At Jones College Prep, students and faculty struggle with this distinction, according to Sara Decker, Pride Club board member.

“A lot of the student body believes that not being homophobic is enough,” Sara, a sophomore, said.

Sara said this lack of understanding, as well as limited education on LGBTQ+ history, often causes her school to downplay the issues faced by gay and transgender students. She said one incident involved conservative students at Jones claiming it was “more difficult to come out as conservative” than gay.

Julian Rivera, a transgender student at Munster High School in Indiana, echoed this criticism.

He said, “It’s a safe environment to come out but a trickier one to be respected and understood.”

“Because we create this safe space, many students still in the closet attend our meetings.”

— CARTER WAGNER, FRANCIS PARKER SOPHOMORE

Course review may not promote transparency, risks subjectivity

At U-High, students lack a source where they can access information on what a class is like, both on a day-to-day and a night-to-night basis. When signing up for classes, most students resort to friends or older siblings for inside perspectives on courses they are interested in taking.

Student Council has had a U-High course review system in the works for years. Student Council's intentions with the student-to-student feedback system are good in theory, but an online, summarized quantitative system isn't the solution we need.

For new students without peer connections, a brief description in the Program of Studies is not nearly enough information to make a decision. Instead, Student Council argues that statistics based on student feedback, including average amount of nightly homework and level of difficulty should be provided. However, every student spends a different amount of time on homework and we can't expect every night to be the same. So, an averaged number is hard to trust.

Assessments of difficulty are

As the Midway sees it ...

highly subjective, and phrases like "very hard" mean different things to different people. Opinions can't be summarized by numbers, but letting students leave comments could only lead to a platform for students to directly criticize teachers.

In previous attempts, most faculty members have been against the idea. In the aftermath of damaging rumors about Daniel Bobo-Jones's termination, it's understandable why the faculty aren't warming up to the idea of unbridled, public feedback. The downsides of this type of student-to-student course review system overshadow the goal of transparency. Instead, the Program of Studies should be revised and be more honest about what a year of taking that class is really like by turning teacher revisions into descriptions.

There should be more people students can turn to for real opinions on classes. Whether that's a mentor system where every single freshman and sophomore is

paired with one more experienced student, or more encouragement for advisers to be involved in their students' course selection, there should be more support around course selection.

The second part of Student Council's course review proposal, different from the public forum, is the qualitative student-to-teacher course evaluation. This system promotes transparency, and should be welcomed by the faculty. It will create a uniform system for students to offer feedback for their teachers in every class at the end of each quarter, rather than hand-outs in certain classes.

Our school is constantly changing, and it's important for teachers to be willing to adapt their courses and teaching styles. The course evaluation system is not the answer, but a step in the right direction.



MIDWAY ILLUSTRATION BY ACE ZHANG

To prevent tragedy, add mental health education

by MADELINE WELCH
MIDWAY REPORTER

Some froze. Some cried. Some frantically dragged desks across linoleum floors to block rooms from the hallways strewn with bullets and filled with puddles of blood. "There's no way this is happening," and "Douglas is a safe school," said the students of Parkland, Florida, after the mass shooting that killed 17 people in February 2018.

No one thinks a shooting will happen at their school, but the government has done little to prevent tragedies like this. High schools should implement mandatory mental health education taught by trained professionals which would teach students skills to cope with stress, depression, anxiety and low self-esteem. The addition of these mental health programs will help



Madeline Welch

students dealing with these severe problems and thus decrease the number of violent occurrences. Although the opposition argues that programs are less effective at preventing shootings than more forceful and armed tactics, the American Counseling Association stated that 61-78 percent of school shooters have a history of suicide attempts and a documented history of experiencing symptoms of extreme depression before committing a violent attack. The New York Times interviewed Dewey Cornell, a professor of education and a clinical psychologist at the

"It is crucial to recognize and treat mental disorders to give children a safe learning environment. Providing kids with coping skills should be considered an essential part of education."

University of Virginia, who stated that employing armed guards in schools would prevent shootings in the school. However, he also said, "Put a counselor or psychologist in a school, and you have the potential to prevent shootings in any building anywhere in the community."

The ACA also specified that school violence has increased by

19 percent in the 21st century. BBC reported that 2018 was the most lethal year in terms of school shootings, tragically killing and injuring 113 people. Without giving youth assistance with maintaining mental health, these numbers will not improve.

It is crucial to recognize and treat mental disorders to give children a safe learning environment. Providing kids with coping skills should be considered an essential part of education as it offers them a healthy mental foundation that will serve them for their whole lives. The American Psychiatric Association showed that 90 percent of people with mental disorders start developing symptoms during their teens, and a whopping 20 percent of American children are diagnosed with mental

illnesses every year. Adding mental programs to schools will stop the problem at the root by providing people with support at a young age.

The suggested programs are not only preferable in theory, they have also been proven to greatly assist students' mental health. In 2016, 100 school districts in Washington state implemented a mental health curriculum. Since this development, 85 percent of students have improved their knowledge of mental health and 66 percent of students feel more equipped to deal with stigmatizing, discriminatory questions.

Making mental health education mandatory will help to not only make schools safer, but to also make the country safer in the long run.

Colleges need to pay athletes for their commitment

by CHRISTIAN GLUTH
MIDWAY REPORTER

As the No. 1 team in college basketball on Feb. 20, 2019, the Duke Blue Devils hosted their bitter in-state rivals, the No. 8-ranked North Carolina Tar Heels. The cheapest tickets neared Super Bowl prices, listed at over \$2,500. The main attraction: the jump-out-of-the-gym, 6-foot-7, Duke phenom Zion Williamson.

About 30 seconds in, Williamson stopped at the top of the key after bailing on a drive to the basket. As he pivoted 180 degrees to pass the ball to his teammate, the torque from the turn forced his foot to rip through his shoe. The awkwardness of the action forced him to collapse to the ground, grabbing his knee along the way. Although only a minor knee sprain,



Christian Gluth

it physically goes to show the risk that a sports prospect is forced to put forth without being paid, leading Williamson to question whether it is worth it to play in Durham again. College athletes should be financially compensated for the value they bring their universities in exchange for hours of hard work that generates millions of dollars - including massive salaries for the coaches and athletic administrators. For athletes who pour their lives into basketball, like Williamson, it would make sense to be appropriately rewarded for the time, effort and risk they put into a sport

"College athletes should be financially compensated for the value they bring their universities in exchange for hours of hard work that generates millions of dollars."

that may have lifetime consequences to their health. Certainly, nobody at Duke University would challenge the concept of undergraduate finance major earning cash while playing the stock market or working as an intern at a bank. Yet student athletes are prohibited from similarly profiting financially from within their athletic field of interest. If student athletes got paid, it might allow them to stay longer at their school to

complete their education, as they would likely be less eager to leave school and chase money in professional sports. What's stopping the National Collegiate Athletic Association from distributing some of the approximately \$8 billion generated each year from athletics to the players who generate it? The NCAA claims that imbalanced salaries could corrupt the spirit of college sports. To solve this, they could pay players a share of revenue based on their value to their program. Granting athletes marketing rights to their own images and allowing high-profile athletes to sign marketing deals with sports apparel companies would stop unethical usage and manipulation of an athlete's likeness. Preventing unfairness would include distributing a stipend of earnings above

and beyond the cost of school tuition and attendance to include spending money, as well as developing a program to provide long-term health expense coverage for athletic-related injuries. These methods would could be feasible and fair as long as there is a minimum and a cap to the amount a player could be paid that is transparent to all parties involved.

With March Madness approaching and still no re-appearance of Zion Williamson, other players could be more inclined to follow along their pathway rather than risk injury. The National Basketball Association is considering dropping the age limit to allow players to go pro straight from high school. March Madness could lose attention and its magic if talented players stop playing college basketball.

U-HIGH MIDWAY

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For many a job means much more than money

by GRACE ZHANG
ARTS EDITOR

As Sejal Prachand watches over 10 third graders in a Blaine Hall classroom, the students invite her to play against them in a game of Settlers of Catan. After their game, she continues helping the students with their homework and the teachers until the children's late day dismissal.

"I think my favorite part is like when I get into the classroom and the kids are like, 'Sej!' It makes me really happy," she said. "I actually like I really like working with these kids. I didn't think I would really like enjoy it as much as I do."

Working during the school year definitely takes time out of doing homework and participating in extracurriculars, but through working, Sejal and other students like Ruth Weaver and Luke Sikora have made some extra cash, learned skills and built meaningful relationships.

Sejal, a junior, works at Lab's afterschool late-day program for third through fifth graders.

After talking with Max Garfinkel, who also works at late day, she decided in December to get a job during the school year and to save to buy a guitar. Even though she has already bought her new guitar, she enjoys working at late day and not having to ask her parents for money, and she said she will continue to work.

Meanwhile, Ruth, a senior, also works after school, but at Seoul Taco, just a couple blocks from school on 57th Street. As of the beginning of February, Ruth said she usually works three days a week, from 4-11 p.m., on a schedule made every Sunday.

During her shift, Ruth works the register and takes Uber orders, delivers food to tables and mops down the restaurant with her coworkers after the store closes. She enjoys working with her coworkers who are friendly and have a lot of energy. She also recently started learning how to cook the dishes at Seoul Taco.



Ruth Weaver

On weekends, Luke, a junior, works at Fox Home Center, a lumberyard similar to Home Depot, in Alsip, Illinois. A 30-minute drive from his Woodlawn home, Luke's job consists of cutting wood, selling products and helping customers.

During the school year, he said he works on Sundays for nine hours, but in the summer, he works there three or four days a week.

Luke started working here when he was



PHOTO PROVIDED BY MAX GARFINKEL

MESSING AROUND. Junior Sejal Prachand, right, plays with several members of the lower school late-day program. Sejal supervises the children as they do their homework, play games, and go outside. She is one of many U-High students who have jobs after school, and have to balance schoolwork with their jobs.

as a freshman, right when he turned 15. His grandfather and uncle currently work there.

"It's just kind of like a family tradition to work there," Luke said. "It was really great from a family aspect because I used to never really see my grandpa or uncle very much, and now I see them almost every week, which is nice."

Although Sejal's shift is two hours each day and often tiring for her, she has adjusted to the job and found time to plan out her homework around it, as hours are flexible and she can take time or a day off when needed.

Ruth had a similar experience to Sejal.

"For homework, I just do it during my free periods," Ruth explained, "and it's actually kind of made my sleep better. I'll get really tired after working seven hours."

Ruth explained that some businesses don't tend to hire someone if they're under 16, and that it was hard not to feel like just another resume in a sea of other résumés,



Luke Sikora

"It's just kind of like a family tradition to work there. It was really great from a family aspect because I used to never really see my grandpa or uncle very much, and now I see them almost every week, which is nice."

— LUKE SIKORA

but that one can broaden their options when searching for a job.

"I think if someone, like, wants to try it, they should definitely, like, throw a wide net," she said. "I applied to several different places, like Target, Marshalls, Michaels, but it's been a really good experience, and you make a lot of money."

Through his job, Luke has gained skills in retail and helping the business.

"I learned a lot about how to present things you want to sell in a certain way that makes it appealing to someone who wants to buy it," Luke said, "and it's just a good experience and gives me a look at the real world — not just the bubble of Hyde Park."

You want a job, but how do you get one?

by LELAND CULVER
MIDWAY REPORTER

Most students will want to get a job over the summer, whether for experience, an opportunity, fun, or just some extra cash. For those of you looking at possibilities this summer, here are some tips:

Charlie McGowan, junior: Worked on finance and operations at Simple Mills, a healthy gluten-free food company. He found the company through a family friend's mom, who was a senior operator on the finance team, and reached out to her through email, asking for an interview.

"Reach out now. Do not wait any longer."

Jocelyn Tlapa, junior: Walked dogs over the summer. She mentioned at a family gathering that she wanted a job, and her older sister got her in touch with a company. She walked several different people's dogs, usually working a regular assignment with occasional one-time additions.

"Make sure you know how to navigate and be social." Whatever company you work for, know the policy.

Sawyer Anderson, sophomore: Worked as a camp counselor at a camp she had gone to in the past. The camp reached out to her, offering a position as an intern counselor. She did well, and the next year she was offered a paid position.

"Talk to places you already know"

Jonny Lyndon, junior: Worked at Athletico last summer. He decided that he needed a job for the summer, so he simply went to a business he was interested in, walked in, and asked if they were hiring.

"Don't be scared about asking for a job. Just ask."

Michelle Awh, senior: She is a babysitter. She connected with her clients by publicizing herself. Specifically, at block parties, she would go around to any family with young kids and introduce herself, pitching herself as a babysitter and letting that knowledge of her availability percolate through the community, and eventually she started to get calls.

"If someone ever asks you what your hourly rate is, say 'whatever you think is fair,' and they will almost always give you more than you would have felt comfortable asking for."

Experience meets dedication: Kahootlers demonstrate how to win the Hunt with second victory in four years

by AMANDA CASSEL
ASSISTANT EDITOR

"We think, 'Oh, we're not going to be able to do it.' And then we're kissing Reuben, and it's like, 'Yeah, apparently we could do it,'" Nicholas Merchant said.

Nicholas was part of the Kahootlers, the winning team in the Arts-fest-sponsored competition called the Hunt. The team of Otto Brown, Sam DuBose, Nicholas Merchant, Marc Mulligan and Reuben Slade also won the Hunt in 2017.

The Kahootlers were the first team to ever get two wins in the history of the Hunt, no small feat.

"We each had our own strengths and then, because we had done it three times before, we had the experience of competing," Sam said.



Nicholas Merchant

Freshman year, they didn't have the experience. Not only were they at the bottom of the high school totem pole, they didn't have any experience handling tasks.

"So we get this big list of tasks and we're, like, 'Well let's just start doing them,'" Marc said. "But this year was different because

we came in like knowing that we could do every single task."

This year, the team pulled out all the stops to complete every task. One task was to wear a school-appropriate outfit to school made out of anything but clothes. The Kahootlers chose to wear nothing but undergarments and garbage bags. Otto, in particular, took this task to the extreme.

"He walked through the caf' like a politician," Nicholas explained. "It was like he wanted absolutely everyone to see him."

Otto even went to visit some administrative offices.

"I think that would have been a lot more awkward last year or sophomore year — definitely freshman year," Otto said. "So, I think having this, being a senior in doing this, you know, it was a lot of fun."

But Otto was not the only Kahootler to go for it in a task.

"You really just have to like throw yourself in. It was one of the tasks like you think, 'Oh, I would never wear makeup to school,'"



Marcus Mulligan

"I know it sounds cheesy, but I think, you know, when you come together as a group with a common goal in mind, you can pretty much do anything"

— OTTO BROWN, SENIOR

Marc said, "but I did — last week."

According to the Kahootlers, the hardest tasks were not the ones that flaunted public humiliation. The worst was to take an exercise class.

The boys had Reuben's mom teach them a yoga class, and she was determined not to go easy on them.

"I was dripping sweat," Marc said. "I don't know, I can only speak for myself. It was very, well, it was a lot."

To say the least, the Kahootlers gave it their all.

"We just really went for it and didn't hold back," Reuben said, "and, yes, that was easier as seniors, but still we didn't need to win. We were in it for the fun."

Saying goodbye to the Hunt, the Kahootlers would like to thank Nicholas' parents for consistently hosting, everyone who helped



PHOTO PROVIDED BY OTTO BROWN

IN THE ZONE. Members of the Kahootlers practice yoga as part of The Hunt, a high-school-wide competition that they won for their second time. The seniors won tickets to the Pitchfork Music Festival in July.

keep the Hunt fair, and their fans.

"To our fans, we thank them for their support, especially this year, for all of those Instagram follows. It was a legend at the school." Otto

explained, "And I know it sounds cheesy, but I think, you know, when you come together as a group with a common goal in mind, you can pretty much do anything."

Extra OAR-dinary

Despite the long hours, senior finds fulfillment and friendship in rowing

by IVÁN BECK
FEATURES EDITOR

Rowing takes up almost all of Sarah's time. However, when you are at her level, it's hard not to stay motivated. As larger competitions approach, Sarah Polson and her rowing team practice eight times a week as well as prepare on their own. This consists of both team and solo weight lifting and race practices on the water for several hours per practice. However, this type of preparation and dedication is what allowed Sarah to participate in the lightweight eight race last year at the national level. This year, she is confident she can once again go to nationals.

Rowing isn't the first sport Sarah has been a part of. For several years, she put her energy and time into soccer. However, she explained that even though she put in huge efforts, she did not see her actions come into fruition. With rowing, however, she felt that she could clearly see the benefits of practice and effort.

While others have quit over the years due to the time commitment of the sport, Sarah has stayed dedicated to rowing at the Chicago Rowing Foundation. By setting objectives and working bit by bit, Sarah has been able to succeed in this sport.

"It taught me a lot about how to have goals," said Sarah. "What I found I've done is I've kept on readjusting my goals based on what my performance is now. So like, freshman year, I would have said, where I'm at now would be an unbelievable goal that would have never happened. But during it, I kept on readjusting and reflecting and trying to not be satisfied."

Sarah's mindset for rowing is based on steady, conscious work, and that has allowed her to maintain her hard work.

"Once you have those goals, it's so hard to just let go of them if you'd, like, worked really hard to go part of the way. And so I guess that's what keeps motivating me."
— SARAH POLSON

"Once you have those goals, it's so hard to just let go of them if you'd, like, worked really hard to go part of the way. And so I guess that's what keeps motivating me, Sarah said, "But also, I'd say I just think like the community in general, when you're around people who are as equally motivated as you and want to pick you back up, it's hard not to be motivated."

Sarah explained that this growth mindset has allowed her to have a different perception of what success is in several aspects of her life. Instead of measuring success as a certain grade on a test, she explained, she could look at how much growth you had during the process of learning and studying for the test.

Rowing is her largest time commitment outside school, and Sarah has had to sacrifice a great deal to be able to be such a strong athlete. Sarah explained that she can rarely spend time with her friends on Friday due to her intense rowing schedule.

"It's something I enjoy a lot. So to me I don't really view it as a sacrifice anymore. But I feel like when I was first starting out it definitely felt really constricting."

Sarah has also developed relationships through rowing that differ from those she has with her



Peyton Holleb



MIDWAY PHOTO BY ODYSSEAS NIKAS

SWEEPING TO SUCCESS. After a long practice session, senior Sarah Polson holds up an oar in the WMS Boathouse at North Avenue. She practices six days a week and hours each day, either in a racing shell on the Chicago River, on indoor ergometers or weight lifting. Last year, she was a member of her club's lightweight eight, which competed at nationals.

friends at school.

For one, there is the element that she is directly competing with her rowing friends for a spot on a boat. Despite this, being a part of a team has allowed her to make beneficial connections with her fellow rowers.

"You get those relationships where you wouldn't otherwise be-

cause they're so directly pushing you to improve and pushing you to do more than you thought so you end up appreciating that a lot more" said Sarah.

Even though she only started rowing with Sarah this past year, Peyton Holleb, a sophomore who is also on the rowing team, explained that Sarah has been a

strong influence on her experience with the team and as part of a high intensity sport.

"We usually are next to each other every single day, which has been really nice because she's pushing me and I'm pushing her next to her," said Peyton. "So she has been really helpful with motivating me and being there for me."

Female athletes deserve equal recognition

Girls teams show same dedication as male peers but receive less support

by EMMA TRONE
EDITOR-IN-CHIEF

It's boys basketball senior night, and fans are packed on the bleachers.

In the stands, students, faculty and parents eat popcorn, rise to their feet when a U-High player cleanly sinks a three-pointer and collectively groan when a Latin player makes a free throw. When senior Mohammed Alausa dunks, the din in the gym grows so loud you can hear it from Kenwood Mall.

The atmosphere is exhilarating both as a spectator and as an athlete. But unfortunately, for many of the girls sports teams, that type of emphatic support is almost impossible to achieve.



Emma Trone

Opinion

I've been fortunate enough to be a member of Lab's swimming, track and volleyball teams at various points throughout middle and high school. What's linked those three sports is the unique motivation that comes with representing your school, regardless of the self-deprecating jokes about the competitiveness of Lab sports.

Whether it's a track whoosh at the end of the 4x400m relay, the waving arms of supporters at the wall of the pool during a flip turn, or chants for a "side-out" on the volleyball court sidelines, the support of your teammates and your community both consciously and subconsciously changes the way you perform as an athlete.

Last month's girls basketball senior night passed with little fanfare, while a week later boys bas-

"We have the same early mornings, late nights and sore muscles. Our bodies are pushed to the same limits. And we represent our school just as proudly and well. But oftentimes, the literal blood, sweat, and tears female athletes endure to represent U-High well go unnoticed and unsupported, and that's inevitably demoralizing."

ketball senior night was decked out with rally towels, temporary tattoos, and a directive from the U-High Spirit Council, a coalition of parents and students, and the alumni development office to "Pack the Gym." It appears this imbalance of resources isn't just about the social culture around sports games; it alters the mental component of competition for the athletes.

As a member of both single-gender and co-ed teams, I know female athletes work just as hard, are just as crushed by losses and just as elated by wins as our male counterparts. We have the same early mornings, late nights and sore muscles. Our bodies are pushed to the same limits. And we represent our school just as proudly and well. But oftentimes, the literal blood, sweat, and tears female athletes endure to represent U-High well go unnoticed and unsupported, and that's inevitably demoralizing.

The promotion and support at boys senior night was a confluence of active choices and logistical coincidences. However, the net effect on the support of female athletes and the athletes themselves is the same as it would be if those choices had been entirely conscious.

Girls sports teams shouldn't have to fight what seems like twice as hard to build support, yet it often takes performances as remarkable as the girls soccer team's historic advancement to state semi-fi-

nals last season to arouse anywhere near the excitement of the boys soccer team reaching the sectional final earlier that school year.

I'm ashamed to admit I've spectated more boys basketball and soccer games than girls basketball and soccer games throughout high school, because boys games often turn into more of a social event.

The U-High Spirit Council and the Athletics Department both have a role to play in ensuring that both boys and girls games have the same resources to build excitement in the community and create a supportive atmosphere for athletes and spectators alike. But it's equally, if not more, important that we, as students, collectively and individually make the choice to spectate and support our girls teams.

Not only will we be able to witness our female athletes compete well and advance far into the IH-SA State Series, as many teams have consistently done over the past few years, but our girls teams will receive the equitable attention and support that is long overdue.

Too few fielders

Less support for athletes competing in field events drains motivation, but more may join for spring season

by **MADELINE WELCH**
MIDWAY REPORTER

Panting and sweating, track athletes race their competitors as they sprint past the large crowd cheering from the inside of the track the Midway Miles meet on March 1.

But at the sand pit in the dark, far corner of the Henry Crown Field House, a group of athletes lacks complete a series of leaps. None of their peers chant for these athletes. These hardworking jumpers perform their skills in silence and without the same motivation that their track counterparts receive. Track athletes are often talked about and praised, but the field athletes who train just as much are rarely mentioned.

Eli Ginsburg, a junior competing in his third season of triple jump, initially began because of a vote of confidence from his coach. Mikaela Ewing and Mayher Kaur started long jumping also as a result of encouragement from their coach, when all the track athletes were asked to try field events. Eli, Mikaela and Mayher were the only jumpers that prevailed.

Mayher said, "Having Eli and Mikaela to train with me gives me enough support to do well in

"It's difficult to manage your time in practice as a field athlete. You have to make sure you're well preapred for both track and field events at meets. You need to complete the requirements of your field event as well as check in for running races."

— MIKAELA EWING

events and the coaches can section out time to work with us during practices."

Collectively, the three jumpers say they are grateful to train with each other, but without the same attention that is given to track, it makes it harder to find motivation. Eli said he struggles to keep track of time in practice because he has no other male teammates to keep him focused. Mikaela agreed that field athletes must have more dedication to train alongside mostly track athletes.

"It's difficult to manage your time in practice as a field athlete. You have to make sure you're well prepared for both track and field



MIDWAY PHOTO BY MARIA SHAUGNESSY

STRETCH IT OUT. Field athlete Eli Ginsburg stretches before practice after school March 11. Eli is one of only a few athletes on the Track and Field team that actually competes in field events.

events at meets," Mikaela said. "You need to complete the requirements of your field event as well as check in for running races. It is challenging to make sure you're present and attentive."

The three field athletes explained that due to the lack of participation in field events, the school is losing overall team points. However, U-High is not alone. At many meets, field events have few if any athletes competing, but according to Mikaela, if the school did enhance field training, the team would be able to pick up easy points.

Last year, the boys track and field team lost ISL to Northridge Preparatory School, who won the competition four years in a row due to their heavy involvement in

field events. Because of this defeat, coach Alex Clark recruited junior Nolan Issa to participate in shot put in the coming spring season to boost U-High's chances of winning. Additionally, Clark has convinced Adria Wilson and Alex Stevanovich to try out high jump, with Adria

pacing third at the Midway Miles meet.

"Right now, no one is throwing, high jumping or pole vaulting. Because we don't have coaches for shot put during the indoor season and the nearest training facil-

ity for pole vaulting is at least an hour away, it is difficult for student athletes to participate in those events," Mayher said. "We have a great coach for the long and triple jump, making it easy for the athletes interested in jumping to do so."

Despite the coaching available for possible jumpers, many track athletes still do not participate.

"I think people don't do them because they either don't know they exist or they think it'll be too hard," Eli said.

The field athletes explained that U-High should cheer just as loudly during field events and encourage students to participate in events such as long jump and triple jump in order to build a stronger track and field team.



Mayher Kaur

Spring teams struggle to get commitment for Florida trip

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

Due to grade demographics and some concerns about the athletic and competitive aspects of the annual spring break training trip to Florida, only members of the baseball team will be traveling to the ESPN Wide World of Sports.

The baseball team has sent members to Orlando for the last 12 years. Julian Skosey-LaLonde said that the trip is a good opportunity to start the season strong.

"You get to wake up early in the morning, and practice and play all day. The goal there is just getting better, so sometimes the coaches will have you practice 8 hours a

day. You get to face some 7A State Champions from Texas, and see some really good ball," Julian said.

"The other side of it is just hanging out with the team, which is fun because we're in Orlando."

However, for teams like the girls soccer team and track and field team, the trip is less focused on competition and training.

Senior soccer player Sammy Rodman said that because there

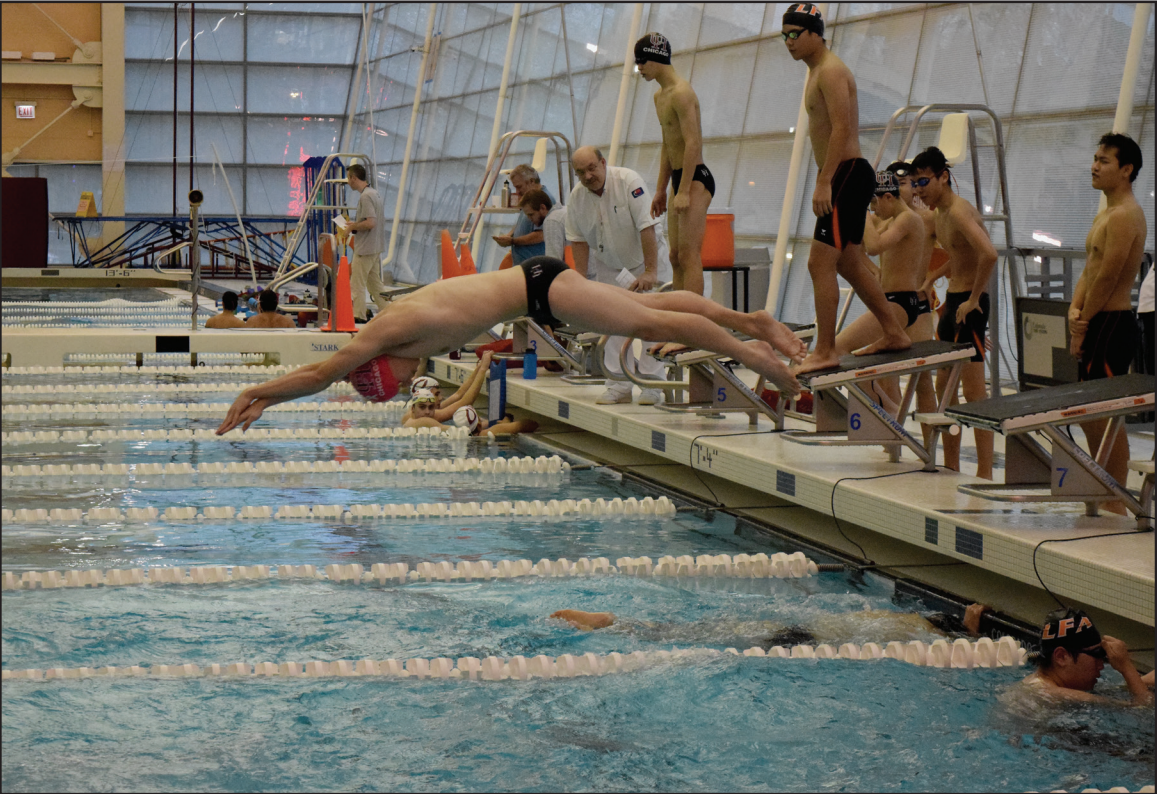
are fewer seniors on the team, fewer underclassmen have heard about the trip, which stifled interest.

Sammy also said that the trip isn't purely for athletic purposes, which may have pushed away players who wanted to spend spring break improving their soccer skills.

"People go on the trip for different reasons. I think a decent number of kids went for the soccer reason of it, but there wasn't really a lot of training, and we spent a lot of time in the theme parks and stuff like that," Sammy said. "Other people like to go for the social aspect and like to bond with the



Julian Skosey-LaLonde



MIDWAY PHOTO BY MACY BEAL

STATE SWIMMER. Captain Mitch Walker dives into the water at the senior night meet Feb. 7. Mitch finished 28th at the IHSA state championship at New Trier High School, Feb. 22-23.

"People go on the trip for different reasons. I think a decent number of kids went for the soccer reason of it, but there wasn't really a lot of training, and we spent a lot time in the theme parks and stuff like that."

— SAMMY RODMAN

team. But I think for a lot of people who would have stayed in Chicago and done more soccer-training related things over the break chose to do that rather than go to

Florida."

Athletic Director David Ribbens said that due to the timing of different sports seasons, track and soccer get fewer opportunities to compete in Florida than the baseball team.

"Baseball has gone for the last 12 years, and that's mainly because they get more games down there, and that trip ends up being a little more productive," Mr. Ribbens said.

"Soccer is early in the season, and they just can't get as many games down there. So part of it is that it's training, and it's good, but the fact that it's not competition may be playing a factor in that."

TEAM RESULTS

U-High scores are listed first.

Boys Basketball, Varsity

Notable: Seniors Mohammed Alausa, Jamison Miller, Eddy Rose, Johnny Brown, Blade Clarke and Gavin Cunningham took the court for the last time at the Regional Championship Feb. 26. The varsity boys basketball team's season came to an end after they lost 57-79 to Morgan Park High School at King College Prep. U-High fans packed the stands to cheer on the team throughout the game.

Morgan Park	Feb. 26	57-79
Evergreen Park	Feb. 25	62-52
Lincoln Park	Feb. 22	44-60
Lincoln Park	Feb. 20	40-46
FW. Parker	Feb. 14	57-46
Latin	Feb. 12	44-35

Boys Basketball, JV

Scores not provided by team.

Boys Swimming

Notable: Senior Mitch Walker placed 12th in the 100 yard breakstroke at the sectional finals Feb. 16.

Mitch advanced to state placing 28th overall. Freshman diver Will Maharry also advanced to sectionals and set a school record in the 11 event diving competition with a score of 312.30.

State	Feb. 22-23	See notables
Sectional	Feb. 16	See notables

Girls & Boys Indoor Track

Notable: The boys team did well at the 2nd Midway Miles meet taking many of the top spots. The boys team placed first in the 4X400m. Stanley Shapiro placed first in the 60m dash. Additionally, Ismael Figueroa got first in the 400 m dash with a time of 52.3 and Eli Ginsburg placed first in the 800m event. Adria Wilson and Alex Stevanovich competed in high jump for the first time ever, and Adria ended up finishing in third.

Midway Miles #3	Mar. 8	2nd
Midway Miles #2	Mar. 1	3rd
Midway Miles #1	Feb. 22	2nd

— COMPILED BY CALI ABBEY

Is constant stress and overbooking worth it?

Students who
|‘do it all’ aren’t
always able to
create balance

by AUDREY MATZKE
ASSISTANT EDITOR

Before classes, during lunch and in the car ride home, Emily Chang is constantly doing homework. For some, these habits would free up time for Netflix and socializing, but not for Emily.

With service, golf practice and three internships, she can barely find time for sleep.

As one would expect, Emily strongly values her future. However, through sleepless nights and early mornings, she fights to keep her passion separate from college aspiration — a struggle familiar to many U-High students.

Instead of easing into weekday mornings, setting multiple alarms and rolling out of bed at the last possible second, Emily wastes



Emily Chang

no time. Her day begins at 6:30 a.m., with a workout designed to keep young golfers in top physical shape. At 7:30, she leaves for school.

Emily’s schedule got busier during her freshman year, a year in which some U-High students struggle to balance passion and emerging college ambitions. To freshman Annika Ludwig, this struggle is all-too familiar.

With piano lessons, Model UN and tennis practice, sleep was the first casualty of Annika’s busy schedule. Then came the stress.

“I’ve definitely freaked out,” Annika said as she described the night before a MUN event. “I had so much going on for school, too.”

Though she hopes her dedication will pay off when applying to colleges, not all her activities serve this purpose. For Annika, piano is an enjoyable, relaxing pastime, not a bullet point on her résumé.

“Piano makes me happy,” Annika said. “It’s a good stress reliever.”

To Title IX Coordinator Elizabeth Noel, the late nights and busy schedules are a familiar, yet



Annika Ludwig



PHOTO PROVIDED BY EMILY CHANG

PERFECTING THE PRACTICE. Sophomore Emily Chang hits the gold ball out of a sand trap during a tournament. Emily also participates in internships through the University of Chicago.

distant, memory. Ms. Noel, who earned her bachelor’s degree at Yale, said she’s always been an overachiever, especially in high school.

Now, as an adult, she is sympathetic to the inadequacy felt by many U-High students, as well as the guilt they experience when wondering if they use their re-

University of Chicago, each meeting three times per week. Though she finds these internships enjoyable, she deeply values her academic future.

“My internships give me experience, she said. “They’re fun, and they help give me a glance into my potential future.”

School is one of the only places Emily gets to see her friends, as her weekends are almost always booked with golf tournaments.

“I can’t stay after school, Emily said, “even during breaks, I can’t see my friends.”

Like most teenagers, Emily wants to have fun. However, aside from the occasional K-pop concert, there isn’t much “fun” to be had with her schedule, at least not in the traditional sense.

Nonetheless, she manages to find amusement in swift, repetitive swing practice and joy in the sweet, simple pleasure of feeding lab rats.

Sometimes, however, living in the moment isn’t enough. On those days, it helps to imagine her future.

“I just have to remind myself why I’m doing this,” Emily said, “out of love and passion for the game. I know at the end of this, it will all pay off and I will finally be able to prove to myself that for once, I was good enough.”

Students maintain friendships with former teachers

by MIRA COSTELLO
ASSISTANT EDITOR

For high schoolers, fourth grade is a distant thought. Classes have gotten harder. Workloads have gotten heavier.

Memories have faded and old friendships have changed.

But for some students, visiting teachers from their younger years is routine. Maintaining contact with the teachers leads to close friendships, helping the students keep the nostalgia alive while gaining a valuable mentor relationship.

Sofia Damer-Salas has been visiting her fourth grade teacher, Michael Silverman, for seven years.

“Mr. Silverman gave all of his students confidence to do whatever they wanted,” she said. “I actually woke up excited for school during fourth grade.”

Anya Gazes, another former student of Mr. Silverman, also said that this teacher’s unmatched kindness inspired her.

“His class gave me a really different outlook on school,” she said. “Mr. Silverman showed us all



MIDWAY PHOTO BY YANNI SIMMONS

CATCHING UP. Sophomores Bella de la Cerna and Kendall Clark visit with lower school teacher Linda Weide. Other former students of Michael Silverman frequently re-visit his classroom.

that school should be fun and enjoyable, and that we should have a good relationship with our peers and teachers.”

Anya internalized the right message.

Mr. Silverman said he tries to emphasize to his students that they’re always welcome, and in-

talk.”

But why stop by all these years later? Anya and Sofia said they enjoy reminiscing about the memories in his class, but that their relationship extends beyond that.

“He told us that we are welcome to visit him anytime, and no other teacher has told me that,” Anya said, adding that most students weren’t nearly as close with their other teachers.

“He never treated us like little kids. He has always been genuinely interested in our lives, which is so great,” she said. “I think we all see him as someone who we can always go to for anything, just to hang out or to talk.”

Mr. Silverman said that beyond just reminiscing, his visitors take solace in his company as a good listener about the increasing stress in their lives.

“Sometimes they just get things off their chest that they’re frustrated about,” he said. “It’s a safe place to vent for some kids, I think.”

Sofia said she feels the same way.

Her visits are no longer weekly,

having become more spaced out with age, but the relationship has still stuck.

“Although I’ve liked my other teachers, none of them were able to foster such a safe and warm environment,” she said. Sophia remarked that Mr. Silverman cares for his students and hopes he is uplifted by their enduring relationships with him.

Sophia was right — Mr. Silverman relies on the visits just as much as his current and former students do, so much that he suggested a formal visiting program for middle and high school students and their lower school teachers.

“It would be great if there was a lunch program where homeroom teachers in the lower school publicly made themselves a little bit available at certain times,” he said. “There are some days when if I see an old student or they come and visit me, sometimes that is the absolute best part of my day. It reminds you why you do this. You see how far those kids come and it makes you feel very joyful.”

Senior lounge: Loud, mostly guys and not very clean

by JACOB POSNER
EDITOR-IN-CHIEF

The senior lounge is loud. Thirty guys pack into a room with video games and ping pong. There’s yelling, crashing and swearing, which often reach an unbearable pitch during lunch periods, when eight guys will surround the table to play hand ping pong, according to Alec Wyers, who frequents the lounge during lunch and free periods.

Dean of Students Ana Campos said one of the functions of the senior lounge is to help seniors transition to a less-structured atmosphere, like they will encounter in college.

“Unlike here, where we’re taking attendance in every period, in college there are some places where if you don’t show up, class moves on, and if you don’t know what’s going then that falls on you. And so I also think that it’s an important opportunity for seniors to begin to really be able to monitor themselves.”

Alec said he’ll leave the lounge if he really needs to get work done, but otherwise he enjoys spending time there. He likes the people.

“There are outlets everywhere, and it’s not cold. The rest of the school is freezing.

There’s couches so it’s comfortable,” he said, “and there are video games.”

According to Sammer Marzouk, part of the reason guys dominate the lounge is the video games.

“The girls could have come here, but there was a certain point when it’s just like, ‘We should just go somewhere else’ because it just became known as a place guys go — it’s a self-fulfilling prophecy. Once this place is known as the place where guys go, then people don’t bother coming if they’re not guys. Its own reputation made it so that it’ll always be only guys.”

Alyssa Hannah said the biggest reason she and her friends don’t go to the senior lounge during lunch is that it’s dirty. They would rather just sit in the cafeteria. Plus, she usually has work to do during free periods and doesn’t think it’s a good space to study.

“Last year it was a very male-dominated space, and it was very obvious the moment you walked in there, but I don’t feel like it’s the same this year,” she said. “It might just feel like that a little bit, and that discourages.”

Celia Garb, who goes to the lounge to do work or hang out, doesn’t think the space is



MIDWAY PHOTO BY EMERSON WRIGHT

GAME FACES. Seniors Bassem Noghnogh, Shiva Menta and Mitch Walker play “Super Smash Bros.” in the Senior Lounge on the communal TV.

unfriendly to girls — this is just how things happened.

Fewer girls go “because friend groups are usually divided by gender,” Celia said, “and I guess groups of friends that are girls found other places they enjoy more than this place, and the people that enjoy this place are mostly boys.”

Senior Class officers changed the layout of the lounge to make it less focused on video games, according to Ms. Campos. She said she thinks it’s had a positive effect, and the space is serving its role to help seniors transition — despite the noise.