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This summer, expand your horizons beyond Netflix with popular podcasts. With topics ranging from politics to serial killers, there's something for everyone.



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At a competitive school, college right after graduation can seem like the only option. For some students, though, a gap year offers personal growth and opportunity.



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Rest and relaxation are the key to a healthy, happy vacation. Look inside for a guide to fun, healthy foods to fill your stomach and your summer.



University of Chicago Laboratory High School

# U-HIGH MIDWAY

1362 East 59th Street, Chicago, Illinois 60637

JUNE 6, 2019

uhighmidway.com • Volume 95, Number 10

## Students continue to stand with Bobo-Jones

### Wood chips used for silent protest

by **MADELINE WELCH**  
OPINION EDITOR

Standing in the hallway, Constantin Carrigan hands hurrying students a small wooden chip. An identical emblem hangs from his own backpack, with the words “Jones is Lab” laser-etched with the U-High crest into the wood. A team of students has worked in the makerspace for weeks crafting the chips, hoping to celebrate the impact of former science teacher Daniel Bobo-Jones on U-High and to show their support in the fight for his return.

Though Mr. Bobo-Jones was dismissed in January, students and faculty continue to fight against the administrative decision by displaying these engraved chips.

In mid-May, some faculty members began wearing pins with the slogan “Dan is Lab” displayed on them, which had been created and distributed by the Faculty Association.

The Faculty Association’s grievance with the school administration over Mr. Bobo-Jones’ dismissal was denied by Director Charlie Abelmann, but an outside arbitrator will hear the case this summer.

“A number of months have passed since Mr. Jones was fired and the arbitration is coming up — the date is in mid-July — and we really want people to keep this

in their consciences,” Jim Catlett, Faculty Association president, said. “This thing has happened to a member of our community, and we shouldn’t forget.”

The team of students — Marcelo Gutierrez-Miranda, Jason Toth, Cole MacSwain and Kara Xu — were inspired by this and took to crafting their own versions to offer to their classmates.

“There was a feeling among the students that the makerspace could and should make them,” Marcelo said.

The makerspace team began by designing the emblems digitally and laser-cutting them on wood. They initially printed out batches of 24 chips, but with high demand from clubs and students like Constantin, they printed batches of 100. So far, they have handed out nearly 400 wood chips.

Marcelo mentioned that Mr. Bobo-Jones went out of his way to make opportunities for Marcelo to grow as a student.

“Teachers who go beyond their job descriptions to help me, like Mr. Jones, have helped me grow as an artist and as a person,” Marcelo said. “I don’t learn the way everyone else does, so for students like me, teachers like Mr. Jones are crucial for the enjoyment of school.”

The students said they still feel the loss of their teacher every day.

“We are all a team at Lab,” the team said. “We need to work together to create a welcoming environment that supports all students and their learning styles.”



**MAKING WAVES IN THE MAKERSPACE.** Stacks of carved wooden keychain accessories reading “Jones Is Lab” await distribution. Students used the makerspace to laser-cut the medallions, which have been in high demand.

MIDWAY PHOTO BY MADELINE WELCH

**CHIPPING IN.** A student displays a wood chip on their backpack. Months after his dismissal, Daniel Bobo-Jones’ case awaits arbitration in July.

MIDWAY PHOTO BY MIRA COSTELLO



## Activist, lawyer Chesa Boudin will speak at graduation

by **NIKHIL PATEL**  
EDITOR-IN-CHIEF

In 1981, when Chesa Boudin was 14 months old, his parents were arrested for a bank robbery that killed three people and injured three others. He was adopted by their close friends, who were the former leaders of a radical underground communist movement known as the “Weathermen,” and spent his childhood in Hyde Park, only visiting his parents behind bars.

Today, Mr. Boudin is a successful public defender in San Francisco and a candidate for the city’s district attorney. A 1999 U-High alumnus, he will speak at graduation June 13 at Rockefeller Chapel.

After Lab, Mr. Boudin went to Yale and then Oxford for four years as a Rhodes Scholar. Before law school, he went to Venezuela and served as a translator for then-President Hugo Chavez. In 2015, he began working as a deputy public defender, and in January 2019, he announced his candidacy for San Francisco district attorney, a position once held by Sen. Kamala Harris.

Mr. Boudin credits the Laboratory Schools with giving him support he needed to succeed.

“Because of the difficulties I faced due to my parents’ incarceration, when I first got to Lab School, I had a lot of challenges,” Mr. Boudin said, “and Lab School was very supportive. It was a great space to find not only friends but



PHOTO PROVIDED BY CHESA BOUDIN

**FIGHTING FOR REFORM.** Chesa Boudin, a 1999 U-High alumnus, talks with San Francisco residents. Mr. Boudin’s parents were incarcerated when he was a child, and he hopes to reform the criminal justice system through fair enforcement and ending mass incarceration.

mentors and teachers who were willing to be patient with me and give me the time and individualized attention I needed to catch up with my peers.”

From a young age, Mr. Boudin was interested in pursuing a career in law. His grandfather, uncle and adoptive mother were all heavily

involved in the field, he said. However, the Lab Schools equipped him with tools he used to build his career.

“I learned study skills, organizational skills, critical thinking skills, research and writing skills, teamwork skills from all the different sports I did at Lab School,

social skills in terms of being part of a broad and diverse group of friends,” Mr. Boudin said. “I give Lab School credit for all that.”

Mr. Boudin made the most of his opportunities. He joined activities such as Model UN, gaining valuable experience, and took advantage of things like the geography

exam.

“I liked the geography exam, because I love world travel, I love being engaged in the world and knowing where I am,” Mr. Boudin said. “I really learned a lot about the world through that geography test I took freshman year.”

History teacher Susan Shapiro, who he credits as one of his most influential U-High teachers, remembers Mr. Boudin vividly.

“He was willing to buck the conventional wisdom and do so with the right spirit,” Ms. Shapiro said. “Not ‘I’m gonna catch you,’ but ‘Why is it that way?’ It’s a kind of inquisitiveness that’s reflective of the best we have at Lab.”

When he was taking Early World History, Mr. Boudin challenged himself and his class to have everyone get an A or higher on the geography exam — all but one of his classmates succeeded.

“This is the way he was,” Ms. Shapiro said. “He takes on a challenge and he puts his whole being into it. And that’s sort of the way he’s always been — he sees challenges as opportunities. What a wonderful way to look at the world.”

Mr. Boudin credits Lab for building his life’s foundation, particularly as he seeks social justice.

He said, “The critical thinking, the independence and the ethical foundation I learned at Lab school for how I approach problems and relationships I hope will continue to serve me well as I embark on a challenging political journey.”



# Student DEI leaders continue inclusion efforts

## BRAVE session shows initiative among students

**by BERK OTO**  
MIDWAY REPORTER

Diversity, equity and inclusion-based discussions have become more commonplace recently at Lab. With more students feeling responsibility to take action in the community, student-led initiatives are on the rise.

These initiatives were in part inspired by the DEI peer facilitator program launched by Priyanka Rupani, Lab's director of diversity, equity and inclusion, in Fall 2018.



**Priyanka Rupani**

"The goal of the program was to allow students to deepen their knowledge around different aspects of diversity, to allow them to do their own reflection on themselves, to practice dialogue facilitation skills, and to think about workshop development," Ms. Rupani said. "The culmination of that work was in the ninth grade assembly that just happened that was student designed."

Though each grade has yearly DEI assemblies to talk about race,

***"It's really important just to have a conversation going. As a minority, when there is no conversation I feel like everyone is walking on eggshells around me. Talking about race is important not only for each student to succeed, but also their own identity."***

— OMAR SIDDIQUI

some students feel the sessions are inadequate.

"Even though I know a lot of people think that we do talk enough about race, we do not go

into in-depth conversations about it," Destiney Williamson said. Destiney was head organizer of the new Becoming Racially Aware and Valuing Ethnicity, or BRAVE, conference May 15.

Teaching people to talk openly about diversity is a common goal among students who are trying to raise awareness on the issue. One of them is sophomore Omar Siddiqui, co-founder of Lab's chapter of the Young Men of Color Network.

"It's really important just to have



**Destiney Williamson**

a conversation going. As a minority, when there is no conversation I feel like everyone is walking around on eggshells around me," Omar said. "Talking about race is important not only for each student to succeed, but also to have security about their own identity."

Both students and administrators value student-led awareness initiatives over teacher-led ones because they involve students at the school.

"I believe that diversity work will really take hold in the school if students are able to share their voices and leadership," Ms. Rupani said. "What I would like to see happen are more opportunities for students to engage with one another in student-led forums."

## UIC professor encourages students to get involved

**by BERK OTO**  
MIDWAY REPORTER

Covering a range of topics to emphasize that Lab students can help break the political machine through civic engagement, a former alderman turned professor spoke about Chicago's history of machine politics during an event May 29 organized by the Civic Engagement Coalition.

The lunchtime event featured free pizza, history extra credit, and a talk from Dick Simpson, professor of political science at the University of Illinois at Chicago.

"One of the questions is, what extent will citizen engagement at the Lab School support Lori Lightfoot's program of reform?" Mr. Simpson said. "Part of it is to push Lori to create change, and the second part is to support Lori so that the votes in City Council are there to be able to make major change. Minor change is not difficult but major change is a much heavier load."

Mr. Simpson applauded Mayor Lightfoot's plan to end aldermanic privilege, which gave aldermen absolute power to issue vetoes in their wards.

"Aldermanic privilege needs to be curbed. This does not mean that aldermanic voice needs to be curbed. The aldermen ought to stand up for their community," Mr. Simpson said.

Mr. Simpson was the final speaker in a series hosted by the Civic Engagement Coalition.

"I didn't have high expectations when I started the club this year, but I have just been overwhelmed by people telling me that we needed something like this at Lab," Suleyman Ahmed said. "It is not just about asking what the experts think but also trying to see what the Lab community thinks that makes the coalition unique. You can see that engagement through not only the turnout but also the questions people ask."

Suleyman said he wants the club to concentrate on a single topic in the future.

"Next year we will have a focus on education, and the inequalities surrounding that issue in the Chicagoland area," Suleyman said.

Suleyman said his vision is to inspire students to be more politically aware of the world around them. This vision motivates him to host speakers, like Mr. Simpson, from across the political landscape who have the common goal of encouraging the next generation to be active in their communities.

"You can always, no matter your age, work in political campaigns for candidates running for state legislature, Congress, and other offices," Mr. Simpson said. "This is a part of what you can do to be active in your community."

### UNSUNG HEROES



MIDWAY PHOTO BY MARIA SHAUGHNESSY

**CELEBRATING SERVICE.** Middle School librarian Cynthia Oakes embraces Julia Anitescu after receiving an award at the sophomore class Unsung Heroes brunch May 29 at Ida Noyes Hall. In her appreciative speech for the retiring librarian, Julia said she is grateful for the library experience and welcoming relationship Ms. Oakes offered. Representative students from each advisory gave short speeches on the "unsung hero" of their choice, and "heroes" ranged from cafeteria staff to long-time teachers. Brunch was provided as students recognized those who serve the Lab community to close out their year of service learning.

## NEWS IN BRIEF

**Quest will remain as food service vendor**

After a yearlong selection process, Quest Food Management Services was chosen to continue as the food service provider for the Laboratory Schools. Colleen Coyle, director of family life programs, made the decision with the help of the Lab community. When examining the criteria for a food service provider, Ms. Coyle found that Quest had received the highest ratings across the board.

"We needed to look at lots of different providers to see who might be the best fit," Ms. Coyle said.

Quest, a provider specifically tailored to K-12 schools, had operated under a one-year contract at Lab which, according to Ms. Coyle, allowed administrators to go out for a competitive bid and select a provider that fits the school's needs.

Quest will continue to improve its offerings and operations. According to an email statement, it will expand the menu with more options that are vegan, vegetarian or allergen-friendly. Faster lines, seasonal ingredients and new food trends are also on the way.

"They have been a really fabulous partner to work with this

year," Ms. Coyle said. "We've brought things to them and asked them to change things and they've responded to that really well."

The search process included interest surveys of the student body via Student Council and parents. After hearing from members of the community, Ms. Coyle organized a committee of students, parents, faculty and administrators.

The committee outlined the school's needs in a request for proposal, such as sustainability, nutritional option, and collaboration with students and teachers. Additionally, the committee hosted taste-testings and presentations from providers, and conducted site visits to the schools that each of the vendors currently serve.

— OLIVIA GRIFFIN

**Yearbook editors for next year selected**

Juniors Claire Duncan, Marissa McGehee and Stanley Shapiro have been selected to be editors-in-chief for the 2020 U-Highlights yearbook.

Ava Kucera will be managing editor. Four students will serve as associate editors: Natalie Bakwin, theme/academics; Gabriella Gruszka, people; Macy Beal,

sports; and Isha Mishra, organizations.

The assistant editor for student life will be Iris Xie, and the assistant editor for organizations will be Odysseus Nikas.

— JULIAN INGERSOLL

**New administrators to be hired by year end**

By the end of the school year, the Laboratory Schools will have a complete administrative staff.

Kimberly Williams was hired as director of human resources. Previously she was the human resources director at a group of local independent schools including Hyde Park Day School, the Sonia Shankman Orthogenic School and the Brooke Whitten Center as well as the human resources director for the Harold Washington and Wright city colleges, according to an email announcement to the Lab community.

Hiring for executive director of campus safety will be complete soon. According to Associate Director of School, Carol Rubin there are two finalists for this position, both with deep experience.

Joan Fiesta previously served as the lieutenant of the University of Illinois police and before that was the police supervisor. Additionally,

Ms. Fiesta has been honored with multiple awards throughout her career.

Michael Scollan served as senior director of public safety and emergency operations planning for New York University Abu Dhabi. Additionally, Mr. Scollan was the regional security director of the U.S. Consulate General in Lahore, Pakistan, as well as the assistant regional security director for U.S. embassies in Vienna and in Baghdad.

The executive director of campus safety provides leadership for the department, school safety, as well as general safety and security enhancements.

The director will also oversee the design and implementation of a comprehensive program to promote a safe and secure school.

— MAX GARFINKEL

**Labstock on June 7 offers end-of-year fun**

With single-digit days left in the 2018-19 school year, classes are coming to a close and summer plans are put into action.

Alongside the summer excitement, though, tomorrow's social event will provide students one of the last opportunities to

spend time with their friends before break.

The Student Council, primarily All-School Cultural Union President Kepler Boonstra and Vice President Ava Kucera, will host the annual Labstock from 3:30-6 p.m. June 7 on Kenwood Mall, as a final hurrah before the end of the year.

Festivities will include a barbecue serving meat and veggie hamburgers, hot dogs, and corn on the cob, along with performances by fellow U-High students.

"I went to Labstock last year as a freshman, and when I was younger I went with my older brothers," sophomore Gigi Reece said.

She is one of the many people who will be performing at Labstock this year with her band, Horsegirl, comprised of three other members who do not attend U-High.

"It's probably my favorite Lab event that we have, just because it's a celebration of the school year ending, and the music is always really fun and something to look forward to," she said, "so now that I'm performing there, it'll be cool to share this side of my life with my school friends and the Lab community."

— CALEDONIA ABBEY



# A young, scrappy exhibition

New Hamilton museum exceeds high expectations with interactive rooms and engaging displays

by **LELAND CULVER**  
ASSISTANT EDITOR

“Hamilton: The Exhibition” makes for an imposing yet confusing sight. It sits in what looks like a repurposed airplane hangar on Northerly Island next to Museum Campus, looking thoroughly out of place nestled in the overgrown fields.

The exhibit is an expansion on the hit Broadway show, “Hamilton: An American Musical,” diving deeper into the history but maintaining the same vibe and creativity that made the show so popular.

It’s not easy to get into — tickets are just under \$40, you have to pick a specific time to go in and Northerly Island is somewhat off the beaten path. Despite this, however, it is well worth such trouble and expense, telling the story of the American Revolution in a new and engaging way, just like the musical did.

The exhibition, designed by David Korins, who also designed the set for the musical, centers around an audio tour that guides you through the various rooms depicting Hamilton’s life and the early history of America. You can also manually control parts of the tour to explore more fully the parts you want to explore.

The experience starts out in a way comparable to one of the exhibits at the Museum of Science

*Hamilton: The Exhibition*

**Location:** Museum Campus, 1535 S. Linn White Drive, Northerly Island

**Price:** \$39.50

**Ticket information:** Timed entry tickets available at [ticketmaster.com](https://www.ticketmaster.com)

**Dates:** Until Sept. 7

**Know before you go:** Bags larger than 12”x6”x12” are not permitted. You can also begin lining up 30 minutes before your scheduled time.

and Industry, with a flashy introductory video and a standard set detailing Hamilton’s early life. However, the second room turns this experience on its head.

The second room covers the devastating hurricane that inspired Hamilton’s first piece of writing. The room is dimly lit and cylindrical, a staircase spiraling around the edge of the dominating piece, a slowly-rotating spectacle of the destruction the hurricane must have caused, frozen in time.

Upon entering, I actually said, “Wow” out loud — innovative and beautiful reimaginings of history are exactly what made the Hamilton musical so popular.

From then on, I was spellbound. Few exhibits have made me as interested in their subjects. The way it fuses music from the show with historical audio, the way the sets



MIDWAY PHOTO BY LELAND CULVER

**HAMILTON’S WORLD.** This diagram of “The Battery,” a term for Manhattan based on the artillery batteries that protected the city from the British, comes complete with sets of buildings that defined New York at the time. The room is decorated with portraits of important figures in Hamilton’s life.

pop out, even the interactive exhibits all make it come together really well.

For example, there’s a room in the middle of the exhibit that plays out the Battle of Yorktown, a major turning point in the American Revolution, on a tactical map in a

command tent. The sounds of the battle play around you while the video plays and real figures of the generals move around. It’s just really fun to watch, and informative too.

The way “Hamilton: The Exhibition” presents American history

makes it engaging and fun to experience. You feel both as if you are part of the history and watching a Broadway show, sometimes both at the same time. The exhibit runs through the entire summer, and if you get the chance you should definitely visit it.

## Find a summer anthem with these albums, concerts



SOURCE: TWITTER @KEVINJONAS

**SONGS OF THE SUMMER.** With their first album in more than a decade, “Happiness Begins,” the Jonas Brothers’ new release, also marks their return to the stage since splitting in 2013. They have released multiple singles in preparation for the release of this album.

by **NELSON MARKS**  
& **MADELINE WELCH**

*Jonas Brothers*

The Jonas Brothers’ Happiness Begins album is set to be released June 7. It will be their first album since Live in 2013 and first studio album since Lines, Vines and Trying Times in 2009.

The album will feature 14 tracks, including “feel-good” songs. The brothers said that their inspiration was to make a “new and improved sound.”

Six years following their split, Joe, Nick and Kevin teased their fans with comeback singles “Sucker” and “Cool” in March.

The trio will go on a summer tour of the new album, including performances at the United Center in Chicago on Sept. 19-20.

*Chance the Rapper*

Chance the Rapper is expected to release his new project in July, which is technically his first debut album. The Chicago rapper’s last release was his Grammy-winning 2016 mixtape, Coloring Book.

“This my 1st album so its really good. I got real famous so I gotta lotta eyes on me that wasn’t fans of me they just fans of whats popular,” Chance wrote on Twitter. “My first album is for my fans.”

Chance has not said much about the content of his upcoming album, but he has said that it will differ from previous projects Acid Rap, which contained confessions of past drug usage, and the spiritual and joyful Coloring Book.

Chance has not scheduled a tour of his new album.

*Pitchfork*

Robyn, Mavis Staples, Haim and other notable artists are at the festival July 19-21 at Union Park. Tickets are \$85 for a single day, and 3-day passes cost \$190. Take the CTA Green or Pink L train to the Ashland stop, directly at the concert, or CTA buses 9 and 20.

Last year’s festival, which boasted three stages, 30 total hours of runtime and 20,000 fans each day, was a success, and brings the festival into its 14th year.

*North Coast*

Bassnectar, Major Lazer and Flux Pavilion will headline the North Coast Music Festival, Aug 30-31 at the Huntington Bank Pavilion on Northerly Island.

Prices are relatively cheap — standing tickets cost \$62 and seat tickets cost \$129.

Biking is an accessible way to get there, as bike racks are free and the festival is on the lakefront, making the lake shore trail an easy way to get there.

*Lyrical Lemonade Summer Smash*

Held in Douglas Park in the North Lawn-dale neighborhood, the Lyrical Lemonade Summer Smash is a R&B music festival. It is held on June 29-30 and features Lil Yachty, Kodak Black and other big-name rappers.

A two-day pass is \$149 for general admission.

With a short walk north, the CTA Pink Line’s California station is the closest stop to Douglas Park.

## Popular podcasts can offer anyone entertainment

*“Serial”*

With over 175 million downloads, “Serial”’s groundbreaking first season tells the story of Adnan Syed, who was charged with murdering his ex-girlfriend as a high-school senior in 1999 and has been serving a life sentence ever since.

A great starting point for anyone interested in true crime, Sarah Koenig takes listeners along a meticulous breakdown of the thousands of court documents, testimonies and interrogations, and modern day interviews to get a closer look at the controversial trial and Adnan himself.



*“How I Built This”*

Guy Raz of NPR hosts weekly interviews with the creators and entrepreneurs behind some of the worlds most influential companies and platforms. Haim Saban was a refugee in Tel Aviv before he created the Power Rangers and Honest Tea was first brewed in a basement-From Emily Weiss of Glossier to Lyft founder John Zimmer, and even popular musician Logic, “How I Built This” looks into the unique stories of their lives and how they developed their brands. Episodes last anywhere from 30 minutes to an hour and are released weekly.



*“The Daily”*

The New York Times’ “The Daily” offers an alternative to traditional radio or television news, offering a look at the day’s top headlines, five days a week, in a succinct 20-minute block that fits perfectly into your morning commute. Since this is a product of the New York Times, “The Daily”’s host, Michael Barbaro, draws from the resources of the paper, and creates a great way to stay informed in today’s fast moving technological age. Topics range from the latest developments in the White House and Capitol Hill, to a recent weather disaster.



*“Pod Save America”*

“Pod Save America” is hosted by former Obama administration staffers, Jon Favreau, Dan Pfeiffer, Jon Lovett and Tommy Vietor. The four have spiraling discussions on current events in America alongside comedians, politicians and journalists, creating a funny and palatable approach to oftentimes troubling U.S. politics. Guests have included John Legend, presidential candidates Kamala Harris, Elizabeth Warren, Cory Booker and Pete Buttigieg, and they even conducted Barack Obama’s last interview as president.



*“Crime Junkie”*

Long-time “crimejunkie” Ashley Flowers discusses comprehensive and well researched true crime stories. Her personal storytelling style keeps listeners close to the action. Flowers dives into the lives of chilling serial killers, gruesome deaths, and mysterious disappearances without hesitation. “Crime Junkie” focuses on stories that haven’t been given a lot of coverage in the mainstream media, and the lack of resolution in these cold cases will keep you at the edge of your seat, eagerly anticipating the next episode.

— CALEDONIA ABBEY





# ROADS NOT TAKEN

While most Lab graduates view college as the next step, some have other plans. From gap years to military service, several students have decided to forge their own paths.

## Alternative Routes:

4

2018 U-High graduates took a gap year

66%

of American students go to college directly after high school

SOURCE: NEW YORK TIMES

84%

of U.S. Marines recruits are age 20 or younger

SOURCE: COUNCIL ON FOREIGN RELATIONS

## Graduates see world before college

**by AUDREY MATZKE**  
FEATURES EDITOR

White-capped waves glisten below a setting sun. As an endless ocean laps at her ankles, Natalie Glick can see her future on the horizon. It's all quite daunting, but she smiles, mid-frolic, and relishes the Brazilian shoreline while she still can.

Forgoing an immediate transition to college, some 2018 U-High graduates took a "gap year" — learning, traveling, and finding themselves in the process. One year later, it's time to take the next step.

For Ms. Glick, who worked with young children in Brazil, the experience wasn't always easy. Confronted with language barriers and emerging cultural tension, she often didn't know how to navigate this new, unfamiliar country.

"Language was one of the hardest things I encountered," Ms. Glick said. "I didn't know Portuguese when I got to Brazil, and I was living with a family that didn't

*"In my experience, a lot of U-High is about college. When I was doing college apps, I kind of swept the idea of a gap year under the rug, and I got super caught up in the competitiveness of it all."*

— NATALIE GLICK

speak English."

Additionally, some of her daily interactions were with ardent supporters of far-right president Jair Bolsonaro, which Ms. Glick struggled with. Through difficult mealtime conversations, Ms. Glick said she developed both the skills and the emotional resolve to listen to different perspectives, however upsetting they may be.

That was what she expected when she signed up for an extended experience through Global Citizen Year.

"We were there for seven months, so we had to learn to

adapt to these cultural nuances, and I think that's a super valuable lesson."

Ms. Glick, who returned April 15, will attend Mount Holyoke College next year. She said U-High's academically rigorous culture limits students' perspective.

"In my experience, a lot of U-High is about college," Ms. Glick said. "When I was doing college apps, I kind of swept the idea of a gap year under the rug, and I got super caught up in the competitiveness of it all."

However, as the process started to wear away at her mental state, she began to look for alternatives and eventually settled on Global Citizen Year's gap year program. Reflecting on her experience, she said it restored her confidence.

"I value myself now based on

who I am — not my accomplishments, the awards Lab gave me, or my grades," Ms. Glick said.

For Sonny Lee, a 2018 graduate who worked at farms in both Alaska and Hawaii, a gap year hardly seemed like an option. However, when he was taken off the waitlist at his top-choice school, and accepted under the condition that he take a gap year, he began to consider it.

"It wasn't my plan at all, but it was a happy coincidence," he said. "My parents never really knew the idea of a gap year, because neither of them went to college. In their minds, college was the next step, but when they found out it would give me the opportunity to go to this school, they were completely OK with it."

Both Mr. Lee and Ms. Glick say U-High's environment should be more supportive of those considering a gap year, and focus less on the college race.

Ms. Glick said, "There's no reason to rush. In the long run, a year doesn't make a difference."



**GO YOUR OWN WAY.** Natalie Glick gives a presentation on May 29 to the Class of 2020 about her gap year in Brazil. Traveling with Global Citizen Year, an organization that helps young adults plan international gap years, Ms. Glick spent seven months working with young children while being immersed in Brazilian culture. She urged students to consider the option of delaying college for travel, an experience she said rebuilt her confidence after years of basing her self-worth on grades. For Ms. Glick, the people she met, along with the cultural nuances she learned to navigate, made her gap year a memorable one.

PHOTO BY MACY BEAL

## Military service inspires leadership, self-confidence

**by MIRA COSTELLO**  
NEWS EDITOR

As the academic year comes to a close and news of college choice flurries around school, most students anticipate their transition to another four years of education.

It's easy to forget that this isn't the only path, especially with the emphasis on academic achievement at a private school. But for some students, military service offers a chance for personal growth and leadership.

As her senior year comes to a close, Riley Kay is planning a unique next step — at least in the United States.

Riley will serve in the Israeli Defense Force for two years. While service is not mandatory for her since she was not born a citizen, Riley chose to become a citizen and serve because of her cultural connection to Israel.

"I first went to Israel when I spent a semester there during my sophomore year of high school," she said. "I instantly fell in love with the culture, and it was the first time in my life that I lived somewhere where being Jewish wasn't

the minority like in America, and I just felt so at home."

After this trip, Riley said she kept going back and continued to learn Hebrew, realizing that Israel was where she wanted to be. Her goal is to work in foreign affairs for the IDF, but her first step is preparing for the transition.

Brian Brady, a 2017 U-High graduate, also chose to serve. Instead of joining the IDF, though, he decided to attend the U.S. Military Academy, West Point.

"I knew I wanted to serve, and I just felt that West Point was the next step in my life," the cadet said.

Like Riley, Mr. Brady has found his journey difficult but said it is also rewarding.

"The academics are really difficult, and even though I knew it would be tough there really isn't a way to prepare for it, you just adapt," he said. "I've also had the



Riley Kay

*"Seeing all my friends get so excited for college and thinking to myself 'Why couldn't I just take the normal path?' was really difficult for me, but I know that once I'm done with high school it won't matter. I know that I'm doing something meaningful with my life and that college will always be waiting for me when I'm ready."*

— RILEY KAY, SENIOR

chance to lead people at a young age, which has taught me more than I could ever learn at a regular college."

Upon joining the IDF, Riley will be classified as a "lone soldier," an IDF member without parents in Israel. While she has some extended family and friends in the country, she will attend preparation sessions through Garin Tzabar for lone soldiers beginning in January.

"The program is focused less on

the army as a whole and more on what it will be like for us as lone soldiers specifically," she said. "It's about preparing for the army on an emotional and social level."

Mr. Brady said he has also sacrificed time with his family to pursue his education at West Point.

"It's a tough commitment because I don't see them much, but they've been great about it," he said.

The emotional process of training to serve is surely a complex one, but it is complicated further by external pressure from peers and social expectations.

"Seeing all my friends get so excited for college, and thinking to myself 'Why couldn't I just take the normal path?' was really difficult for me. It still pops up every once in a while, but I know that once I'm done with high school it won't matter," Riley said. "I know that I'm doing something meaningful with my life and that college will always be waiting for me when I'm ready."

Mr. Brady experienced similar thoughts, despite what he described as "plenty of support"

from his family and friends.

"It was obviously strange to go down a different path than everybody else, but everybody was supportive," he said. "It's tough at times, knowing that people are having fun at college, but I wouldn't want to be anywhere else."

As advice to anyone considering a unique path, Mr. Brady said he encourages anyone to explore the future right for them.

"Don't be afraid to pursue other pathways, but be prepared to work hard and remember the choice you made," he said.

Riley said she is excited for the experiences she will have in Israel, and has already gained wisdom about what it means to make big decisions for her future.

"Don't base your decision on what your friends are doing. As sad as it is to say, the next step in your life after high school won't be with them, and it's important to make the decision that's best for you," she said. "I think that taking this time off before I start college will help me figure out what I want and who I am."



# Embodiment of Lab retires

Derbes will leave lasting impact on students, peers

by AMANDA CASSEL  
MANAGING EDITOR

Few people can say they remember the Lab community without David Derbes, but starting in the fall, this will become a reality.

“To say the least, David Derbes makes Lab Lab with his kind, caring and supportive personality — and it won’t be the same without him,” science teacher Sharon Housinger said with a smile.

After more than 33 years of teaching at Lab, science teacher David Derbes will retire at the end of the school year. Beyond teaching physics to more than a generation of Labbies, he served as a caring ear for his students, his colleagues and anyone else who could possibly need his help.

However, these last 33 years of dedicated teaching have all been because of a newspaper ad.

“My wife and I were visiting family in Chicago and thinking about moving here,” Dr. Derbes explained, “and I saw this ad in the Trib — or the Sun-Times, really it doesn’t matter — the point is, I submitted my résumé and got an interview.”

Though he originally interviewed for a math position, he was sent to the science department to test for a better fit. Dr. Derbes explained how he met with the “Chemistry Queen” Judy Keen who was department chair. Right then and there, he knew he was hooked.

“I have always appreciated how smart the kids at Lab are, and I knew that going in,” Dr. Derbes said. “But I think what sets the school apart is how students treat each other with kindness. Really the school as a whole has always been on the forefront of positive

*“Dr. Derbes was an amazing teacher. He simplified complex physics and made it understandable to everyone, but more than that, he was genuinely interested in what was going on with his students and was incredibly supportive.”*

— ERICA CHEUNG,  
FORMER STUDENT

change.”

Throughout his time at Lab, Dr. Derbes has seen many classes come and go, and has taught many courses with both the math and science departments.

“I was all over the place teaching different kinds of science and different kinds of math, but then, these two incredible brilliant female STEM students told me they wanted me to teach more physics, so I pushed for it, and I got it,” Dr. Derbes said.

Over the years, he has taught everything from astronomy to physics to complex calculus and with that, he has taught many different students, some who pursued physics and some who didn’t.

“His love of physics and his passion for teaching inspire each and every one of his students to pursue their interests,” senior Campbell Phalen said. “His attitude towards learning is infectious and the way he invests himself in his students makes all feel welcome.”

In 2007, Dr. Derbes received the Golden Apple Award for Excellence in Teaching.

“Dr. Derbes was an amazing teacher. He simplified complex physics and made it understandable to everyone,” former student Erica Cheung said, “but more than that, he was genuinely interested in what was going on with his students and was incredibly supportive.”

Today, Ms. Cheung is a colleague teaching middle school math and still finds that same supportive-

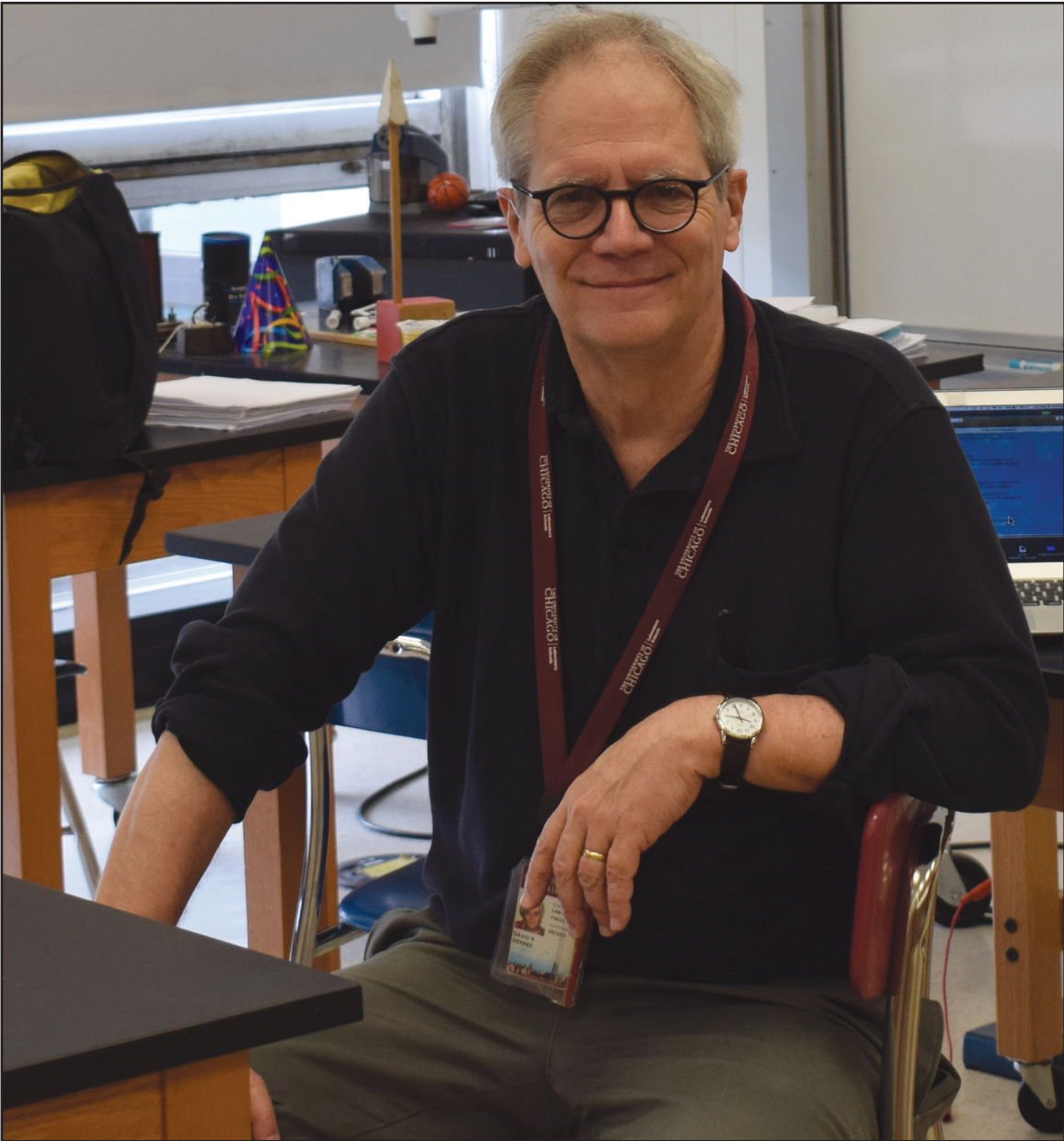


PHOTO BY MARIA SHAUGHNESSY

**END OF AN ERA.** After 33 years of dedicated, passionate instruction, science teacher David Derbes will retire at the end of the school year. Colleagues and former students praised his enthusiasm, supportive nature and kindness, as well as his infectious love of learning.

ness in Dr. Derbes.

“I’ll see him in the hall and he’ll ask me questions about my family and checks in on me,” Ms. Cheung said. “His memory is incredible, and him remembering just goes to show how much he cares.”

Ms. Housinger spoke to this idea saying, “I think I can speak for all

of us when I say Dr. Derbes is the ideal colleague and teacher. He’s just there for you and makes you feel recognized and turns daunting scary things into manageable ones. He’s a helper.”

Those 33 years of being a helper have made a huge impact and few can remember a time at Lab with-

out Mr. Derbes. To say the least, it will be an adjustment for the students, faculty and staff.

“The kids are good kids, and the brains are good brains, and the hearts are good hearts,” Dr. Derbes said, “and really, I’m going to miss it all — the teaching, the people and the atmosphere.”

## Other retirees will miss community, curious kids

by NICKY EDWARDS-LEVIN  
ARTS EDITOR

From P.E. teachers to principals, this summer, the Lab community will say goodbye to eight retiring members from outside the high school.

Primary school principal Carla Young, language teacher Vicki Schneider, music teacher Ellen Everson, first grade teacher Eileen Wagner, P.E teacher Nancy King and middle school librarian Cynthia Oakes will retire at the end of the year.

Though they said they’ll miss their dedicated colleagues and community-minded students, they are looking forward to the quiet, unstructured years ahead.

Most of all, principal Carla Young will miss Lab’s community.

“It is a school community that fosters friendships and believes in

the value of lifelong learning,” Ms. Young said.

However, she is looking forward to spending time with her family, her books, and whatever else she may enjoy — a far cry from the packed schedule she endured during 35 years at Lab.

“I am looking forward to spending more time with my family and my nine grandchildren. I am an avid reader and the pile on my reading table is beckoning me,” Ms. Young said. “A lifetime is not long enough to take in all the

interesting aspects of this incredible universe.”

First grade teacher Ms. Wagner is looking forward to a relaxing and calm retirement.

“I enjoy gardening and reading so that will figure into my plans. The rest is up for grabs. I’m open to any new experiences that may come along,” Ms. Wagner said.

Ms. Oakes, Lab’s middle school librarian for 21 years, will miss the students at Lab.

“Their smiles, their curiosity, their kindness — there’s this whole range of emotions that hits you every day when working with kids,” Ms. Oakes said. “They’re wonderful.”

Starting this June, Ms. Oakes will enjoy some unstructured time — she will finally be able to wake up later than 5:30 a.m.

The Lab community is what P.E.

*“I am looking forward to spending more time with my family and my nine grandchildren. A lifetime is not long enough to take in all the interesting aspects of this incredible universe.”*

— CARLA YOUNG,  
PRIMARY SCHOOL PRINCIPAL

teacher Nancy King will miss most about Lab.

“The students here appreciate what I do, and it’s nice to be appreciated,” Ms. King said.

In her first of 37 years here, Ms. King created one of the first girls cross country programs in the state.

After her retirement, Ms. King

and her husband will move to North Carolina.

Another among those retiring is Ms. Everson, a primary school music teacher. Ms. Everson said she will miss her students the most of all.

Throughout her 24 years here, Ms. Everson has started multiple primary-school choirs, such as the Spring Choir and the Choir With No Name.

Ms. Schneider is grateful for the opportunity to create units, as for her, crafting classroom experiences is similar to any creative process.

Ms. Schneider, world Language teacher, is thankful for the 28 years of students she has taught.

“Teaching here has been joyful and fulfilling due to the boundless curiosity and enthusiasm of the student body,” Ms. Schneider said.



Carla Young at Rites of May 2019

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# Through DEI issues, students step up and lead

Students should continue to use their voices, influence to spark change

As the Midway sees it ...

During the past year, U-High has experienced numerous student-led initiatives regarding diversity, equity and inclusion, particularly driven by the DEI peer leaders. These initiatives have been both engaging and successful. As students, we should be proud of the work we have done, and we must continue to use our voices to influence other issues in the Lab community.

Our peers have proven their competence in dealing with student issues like DEI, and others among us are equipped to deal with issues such as health and wellness. Throughout the school year students have taken action, by designing and running the BRAVE conference, attending the Young Men of Color Conference and receiving training to become DEI peer leaders. This is the sort of action we need to promote.

The BRAVE conference was es-

*“We should not always wait around for instruction and guidance from the administration.”*

pecially effective because students also took initiative to attend the event. This meant that only students who were genuinely interested in the topics were in attendance, which created the space to have more insightful and engaging discussions.

When events and topics are led by students, they are both more engaging and often more relevant to the student body. Students know how to interest their peers, and they understand the issues the student body is concerned about.

As students, we walk the halls, eat in the cafeteria and sit through classes. School, at its core, is about teaching students. We are the ones directly affected by changes in the Lab community, and we should, at the very least, be taken seriously and consulted when it comes to issues in the student body.



MIDWAY ARTWORK BY RISA COHEN

We should not always wait around for instruction and guidance from the administration. Instead, we must lead the charge on student issues since we are uniquely suited to tackle issues among the Lab community. Since we spend the majority of our waking hours in the Lab community, we are able to effectively identi-

fy the issues that need reform and come up with solutions to address them.

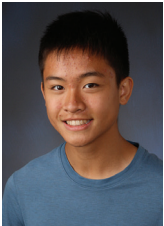
Not only are we far more numerous than the administration, but we also bring diversity in thought and age to the table, which is vital to creating a school that is welcoming to a wide range of students.

Although the U-High community has made great strides in diversity, equity and inclusion, there is no reason we should settle only for the progress we have already made. Instead, we need to strive to create a more inclusive environment at our school that allows students to feel comfortable in their identities and beliefs.

## Microaggression assemblies must be taken seriously

by PETER PU  
MIDWAY REPORTER

From the freshmen retreat to the diversity, equity and inclusion assemblies, microaggressions have been a special focus this year. In the most recent freshman assembly, I, along with other students from a group of advisories, sat in a circle and wrote microaggressions that we had experienced or perpetrated on notecards. The group leaders asked us anonymously how someone should deal with each microaggression. However, the discussion quickly shifted away from this topic, and students emphasized that microag-



gressions could be tolerated and that multiple assemblies were not necessary.

The impacts of microaggressions are often underestimated, which fuels a strong contempt for the topic.

Microaggressions, intentional or not, express insensitivity and ignorance. After multiple assemblies dedicated to the topic, students who still do not recognize them as a legitimate problem and underestimate their potential impacts should think otherwise. After any number of discussions or assemblies, it should be clear that microaggressions inherently communicate hurtful and offensive language. They compromise Lab's learning environment through targeting aspects of people's identities. The discussions facilitated

during freshmen retreat and the assemblies clearly emphasized the potential impacts of microaggressions regardless of the intentions behind them, but some students still do not acknowledge them.

Although microaggressions are termed as “micro,” which can be interpreted as inconsequential, studies suggest that they can be extremely harmful. A study published by the Journal of Counseling Psychology in 2015 found a connection between ethnic microaggressions and depression. Furthermore, a study published by Suicide and Life-Threatening Behavior in 2015 found a connection between racial microaggressions and suicidal thoughts. Especially after a large amount of repetition, microaggressions can be extremely impactful for some victims.

*“The impacts of microaggressions are often underestimated, which fuels a strong contempt for the topic.”*

In order for microaggressions to be reduced, students need to recognize them as an issue equivalent to bullying and teasing. Students should not be afraid of being called “overly-sensitive” when pointing out microaggressions that their peers perpetrate. By standing up for themselves, students force others to recognize microaggressions as a problem, and they define their boundaries, which can often be ambiguous when it comes to microaggressions.

Nobody enjoys assemblies tak-

ing up their productive free periods, but microaggression assemblies are necessary until all students are convinced to take microaggressions seriously and actively counter them. Many students are already convinced, but it is necessary to influence the remaining students in order to eliminate microaggressions.

By standing up for others and being mindful of the impact of their words, students can eliminate microaggressions. When microaggressions are at a minimum, the Lab Schools' environment can become a place where nobody needs to be concerned about aspects of their identity being negatively targeted. A friendly and healthy environment fosters learning and collaboration, which are essential during education.

## Pro-life activists must make strides to support youth

by OLIVIA GRIFFIN  
MIDWAY REPORTER

After Roe v. Wade, the term “pro-life” was popularized with the creation of new anti-abortion organizations. John Pennington, a University of California, Berkeley, professor, writes in “Abortion: How did the terms ‘pro-choice’ and ‘pro-life’ originate?” that “by calling themselves ‘pro-life,’ opponents of abortion could claim that they were not *against* anything but rather *for* life.” A positively-named opposition to the pro-choice movement gave anti-abortion claims a chance to sound justifiable — which it is not.



Supporters of anti-abortion cannot claim to be “pro-life” until active efforts are made to improve what aspects of American children's lives are already abominable.

If the pro-life movement, a misnomer with skewed objectives, and anti-abortion legislation continue to prevent women from having abortions, they reasonably must make strides to reform schools, improve foster care systems and fix family welfare programs.

Currently, the foster care system is failing the majority of the 437,500 children who are in it, according to the “Department of Human Services: Child Welfare System.” Officials, who are aware of the issues affecting the system, let kids into the system even though

*“Supporters of anti-abortion cannot claim to be ‘pro-life’ until active efforts are made to improve what aspects of American children’s lives are already abominable.”*

homes and treatment facilities are often inaccessible, “leaving children entering foster care with increasingly limited placement options.” With the way the foster system functions now, there's less than a 3% likelihood that foster kids who have aged out of the system will earn a college degree.

The school systems in which children are most often placed lack centralized and controlled

funding, reports “Why Government Schools Fail,” published by the Hoover Institution. “Local government taxes as a percentage of total school spending fell in the last half century,” affecting the students in those schools. The United States has not maintained standards for schools, which “dooms a school system that is managed politically and organized as a cartel,” harming the students' education directly.

Even with all the issues children and families may face, many supporters of the pro-life movement believe that a society which allows abortion “promotes a culture in which human life is disposable,” according to “Abortion — Pros & Cons.”

Though there are many disputable things with this belief, the

most prevalent one is that children who were not aborted may also be taught that their life is expendable. Currently, “40% of all Americans today are net recipients of government aid — and this ratio will reach 50% over the next couple of decades,” according to “The Welfare State as a Failed Experiment” written by John Pugsley. A welfare system which does not give aid to all those in need will teach children that they are not worth the resources and that they are “disposable.”

Supporters of the anti-abortion movement cannot encourage more abortion regulations while ignoring much-needed reform in the systems that directly affect children's wellbeing. If they continue, it will only damage more children's lives.

### U-HIGH MIDWAY

Published 10 times during the school year by journalism and photojournalism students of University High School, University of Chicago Laboratory Schools.

1362 East 59th Street  
Chicago, Illinois 60637  
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Copyright 2019, Journalism Students, University High School  
Printed by FGS, Woodridge, Illinois, and 900 copies distributed on campus.

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

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**CORRECTIONS**  
**ISSUE 9, May 16, 2019:**

- **Page 2:** Neha Ramani is not the captain of the Math Team.
- **Page 6:** An older version of the column, “Sexist images in video game communities harm players,” was printed by mistake. The most updated version can be found on the Midway website.
- **Page 7:** Alyssa Russell is also a senior on the varsity girls soccer team.



# Providing opportunities

## Seniors spend May running camp for teens

by ABIGAIL SLIMMON  
EDITOR-IN-CHIEF

After four seasons of U-High basketball, Mohammed Alausa and Johnny Brown used May Project as an opportunity to give back to the basketball community.

The boys decided to start a “Young Ballers Group,” a basketball camp for young athletes who don’t have the resources for quality training. The camps were held every Tuesday and Thursday from 4:30-6:30 p.m. in Lower Kovler from May 4 through June 4. Anywhere from 8 to 15 middle school basketball players attended each session.

“To be honest I didn’t want Lab kids because most Lab kids have the resources to be successful. I wanted young athletes who wanted to get good, but don’t have the resources to do so,” Mohammed said.

He explained that he went and put up fliers at a three South Side middle schools as well as emailed their P.E. teachers and principals to spread the word about this opportunity.

The boys ran drills, scrimmages and had special guests come in each session such as Jeff Sanders, a former Chicago Bulls player who is now a U-High coach, Roxanne Nesbitt, a 2018 U-High alumna who plays basketball at Yale University as well as alumnus John Rogers.

“We wanted to bring in speakers so that they have someone to look up to other than me and Johnny and can have goals for themselves,” Mohammed said.

Johnny and Mohammed decided to film the players over the six weeks of May Project and make a documentary to show what they are doing and for the players to see their progress.

May Project coordinator Dina D’Antoni explained that this project involves something the boys love and are passionate about while helping the greater community and not being just about them, which is exactly the types of projects she loves to see.

“I wanted the students to focus on what they bring to the community and what they bring to themselves as a part of the community,” Ms. D’Antoni said. “They should ask themselves how they feel that they can make a change or collaborate for a change in this new world that

*“The main reason we wanted to do this May Project is because growing up we both knew other kids who played basketball but grew up in struggling communities. They didn’t have the resources that we had. For me, basketball wasn’t hard to access, but for them, even getting a hoop to play is difficult.”*

MOHAMMED ALAUSA

we live in. What is going to be my contribution? What is going to be my voice? This can obviously happen in many different ways.”

For seniors Mohammed and Johnny, choosing a May Project wasn’t hard because they knew their intentions from the start: to give back.

“The main reason we wanted to do this May Project is because growing up we both knew other kids who played basketball but grew up in struggling communities,” Mohammed said. “They didn’t have the resources that we had. For me, basketball wasn’t hard to access, but for them even getting a hoop to play is difficult.”



MIDWAY PHOTO BY MARIA SHAUGHNESSY

**EYE ON THE BALL.** Senior Mohammed Alausa coaches middle schoolers in his “Young Ballers Group,” a basketball camp he ran with Jonny Brown in Lower Kovler for athletes with fewer resources for his May Project May 4-June 4.

# O’Donnell strides toward state

by CHRISTIAN GLUTH  
MIDWAY REPORTER

Freshman Amanda O’Donnell is a member of the cross country and the track and field teams, as well as a fencer outside of school. She had an outstanding year across all of her sports, exceeding expectations as a first year runner, including advancing to track state championships (questions edited for length).

**Q: Did you feel any pressure going into track state championships, especially since you have never been before?**

A: I felt a little bit of pressure just because I did well in the cross country season, and I felt like people were expecting a lot from me, but at the same time it was my first time in track state, and I’m still trying to find out which events I’m best in, and I might even change it for next year.

**Q: When you are running, what goes through your mind?**

A: Usually the first lap there’s a lot of adrenaline you’re really nervous, you run a little faster. And then for the second through seventh lap you’re more relaxed. You’re just focused on the people in front of you and what you need to do. And then the last lap you’re focused on the finish, and then I think more about the coaches and my teammates on the last lap because I know I’m about to be done and I’m gonna see them.



MIDWAY PHOTO BY YANNI SIMMONS

**STRETCHING THE LIMIT.** Freshman Amanda O’Donnell stretches on Jackman Field. This spring Amanda ran the 4x800 relay at state, placing 17th with three other students.

**Q: Are there any similarities between the two sports that are useful for the other one?**

A: Cross country and track helps a lot with my endurance in fencing some-

times if you’re fencing a long time or fence multiple bouts in a row. Before I started running I would get tired quickly and now I don’t and that’s the main thing.

**Q: How high do you see your limit/potential in track?**

A: I definitely think I can run faster if I put more effort into it, but I don’t have a set time I’m going for. I just want to see how the season goes. There are certain parts of the race that I know that I can work on. I know that I go out too fast at the beginning and that sometimes I need to speed up more at the end. But I think if I focus more on that next year I can improve my time.

**Q: Do you have a role model or someone you look up to?**

A: If you’re talking about motivation for track, especially this year, it wasn’t necessarily I had someone I looked up to. I knew that my team was depending on me and I would depend on them. We did a 4x8 relay, and so I know that I had to put my heart in, and I had to, like, show up to practice and put in a lot of effort for them. In cross country it was more individual. Yes, I got points for the team, but in track I was in an event with the team. So if I’m ever like “OK I feel like stopping,” then I know they’re counting on me, too, and they’re not stopping, so we’re counting on each other.

## = TEAM RESULTS

U-High scores are listed first.

### Baseball, Varsity

**Notable:** The baseball players beat Harlem 15-0 on May 18 during their second playoff game.

Herscher (Sectional)	May 22	3-4
Harlem	May 18	15-0
Tilden	May 15	Forfeit
Northridge	May 9	9-0

### Girls Soccer, Varsity

**Notable:** The team lost to Nazareth Academy on May 17 in penalties 2-3. Down 0-2 junior Eleanor Skish scored in the last two and a half minutes, and sophomore Willow Young scored the second goal to tie the game in the last 13 seconds. The team then lost in penalties, ending the season.

Nazareth	May 17	2-3
Riverside Brookfield	May 14	2-1

### Boys Tennis, Varsity

**Notable:** The doubles team of junior Charlie McGowan and sophomore Danny Han made a first-ever appearance at the IHSA State Tennis Championship on May 25 winning three matches and losing two.

IHSA State	May 25	3-2
IHSA Sectional	May 17-18	4th
ISL Championship	May 14	2nd
U-High Normal Inv.	May 4	2nd

### Track and Field

**Notable:** The boys 4x800 relay team set a school record at the IHSA State Championship running a 8:10.36 on May 17, and then beat that score the following day running a 8:08.99. The 4x800 relay team placed sixth at state.

IHSA Boys State	May 24-25	6th
IHSA Girls State	May 17-18	8th
IHSA Boys Sectional	May 16	4th
IHSA Girls Sectional	May 10	3rd

— COMPILED BY ELLA BEISER  
ILLUSTRATIONS BY NEENA DHANOA



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# Take time during break to rest, recharge

Though many U-High students already have a busy summer planned, it is important to set aside time to stay healthy in both body and mind

## Use time off for self-care, relaxation, sleep

by LELAND CULVER, CHRISTIAN GLUTH & OLIVIA GRIFFIN, MIDWAY REPORTERS • Artwork by WILLOW YOUNG

June 14 - September 2

**meditation**

Taking time for yourself isn't easy during the school year, so use the summer to start meditating. "Healthline" reports that with the practice of meditation, people's emotional health is improved while reducing stress and anxiety. As little as 5 minutes can be enough time to sit in the sun, on the grass, by the lake, or alone in your room to collect your thoughts.

**WATER**

Constantly keeping a water bottle with you will help you to drink the 8 cups of water you need a day. Log your hydration schedule by using apps on your phone, like "Daily Water," or writing it in a journal.

**Bullet Journal**

- artistic outlet for teens
- self-decorated
- Day-planner, journal, and sketch book
- Hand-drawn diagrams for goal setting
- fun pens, journals and styles to personalize

**SLEEP**

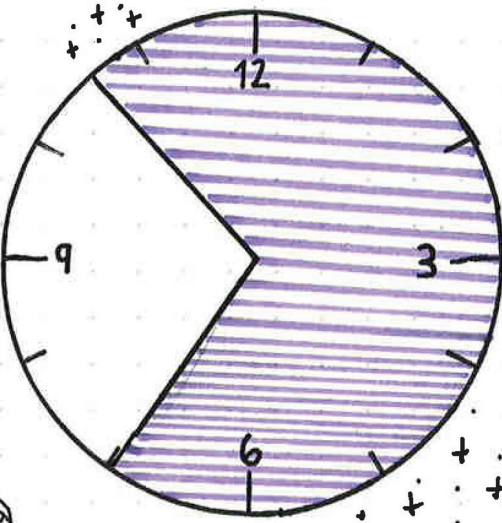
Summer is a good time to set healthy sleep habits. During the week, go to sleep at the same time every night and wake up at the same time every morning, making sure those times get you 8-10 hours.

**Spa**

Spa treatments are fantastic ways to relax, but they often come with a hefty price tag. Online sites like "Babble," "Something Turquoise," and DIY. Youtube channels provide recipes for home spa treatments such as edible face masks, bath bombs, and home massages.

**STAYING NEAT**

Maintaining good habits is easiest when you stay organized and keep track of your long term goals. Using a planner and color coding specific sections can help you follow a schedule, while organizing your room and staying tidy will help get rid of any clutter in your daily routine.



**BOOK CLUB**

Setting more specific reading goals and pushing yourself to join a book club will encourage you to continue reading throughout the summer. According to the U.S. Department of Education, the high schoolers that do aim to read over the summer often don't. Different book clubs have variations within the genres they read, age groups that partake, and how often and where they meet. There are book clubs year round at Chicago Public Libraries around the city as well as at local bookstores such as Pilsen Community Books.

## Tasty, healthy food key to a fun summer

Combining mindfulness and physical activity with good nutrition is paramount in leading a healthy lifestyle. Healthy foods can bolster your energy and allow you start or finish your day with a stomach filled with essential nutrients. From breakfast to dinner and Hyde Park to Bucktown, there are healthy options all over Chicago just waiting to be discovered.

by CALEDONIA ABBEY, NELSON MARKS & BERK OTO  
MIDWAY REPORTERS

**LEFT COAST FOOD & JUICE**  
Lincoln Park

Left Coast Food & Juice emulates the style and nutrition of California health food. From avocado toast to kimchi bowls, they have options for breakfast, lunch and dinner. In addition to their many salads, wraps and entrées, Left Coast offers fresh juices and protein-powered smoothies sure to spark your interest and your energy. — C.A.



Kale Mary smoothie, K-town grain bowl

**NATIVE FOODS CAFE**  
Hyde Park

Located at the heart of Hyde Park, Native Foods is a quick option to get good, vegan food that is 100% plant-based. The multi-state restaurant chain also boasts a unique beverage selection that is sure to cool you off during hot summer days including "Lavender Lemonade," "Citrus Green Tea" and "Peach Black Tea." — B.O.



Crazy Good Grilled Chicken Sandwich

**HANDLEBAR**  
Wicker Park

Don't be fooled by the underwhelming outside of this casual vegetarian grill, because inside the restaurant packs an eccentric biker-themed atmosphere as well as an outdoor patio area which is open during the summer. Handlebar is open three meals a day, seven days a week and when combined with its great tasting food, the restaurant makes a great place to eat. — B.O.



Buffalo "Chicken" Wrap

**SWEETGREEN**  
Downtown

Sweetgreen is a trendy, modern salad bar that can have you in and out in under 10 minutes. Local and sustainably sourced ingredients are prepared fresh in house. In addition to a rotating seasonal menu, Sweetgreen offers an array of customizable grain bowls and salads. One such staple is the Harvest Bowl, a satisfying meal featuring organic wild rice, sweet potato, apples, kale, goat cheese and roasted chicken. — C.A.



Harvest Bowl, Hummus Tahina salad

**ANNETTE'S ITALIAN ICE**  
Lincoln Park

Annette's Italian Ice, a very neighborly dessert shop, sells a variety of desserts from soft serve ice cream to Italian ice. Their Italian ice is made with fresh fruit and a bit of cane sugar with ice. The kiosk takes up to a minute to order and has an outdoor seating area, making it an excellent place to hang out. — N.M.



MIDWAY PHOTO BY MARIA SHAUGHNESSY

**WILD WORKOUT.** An instructor leads attendees to the Lincoln Park Zoo's Zoo Yoga event, which offers the opportunity to practice yoga on the Nature Boardwalk. This class is a part of the Fitness at the Zoo series, which offers a variety of different classes at Lincoln Park Zoo for anyone willing to spend \$25.

## City fitness programs offer affordable variety of activities

by JULIAN INGERSOLL, PETER PU & MADDIE WELCH MIDWAY REPORTERS

**LOW**

**Fitness at the Zoo Series:** Chirping birds and full, leafy trees surround yogis exercising on the Nature Boardwalk at Lincoln Park Zoo. With more than 75 classes to choose from, the Fitness at the Zoo series welcomes beginner and intermediate yogis willing to pay \$25 for yoga and meditation.

**MEDIUM**

**Climbing Wall At Maggie Daley Park:** Climb your calories away on the rock wall located in the center of the park. It is monitored by climbing professionals and is filled with harnesses waiting to be used. Costs vary depending on the kind of climbing, like routined classes or free-style scaling, but prices are reasonable.

**INTENSE**

**Barry's Bootcamp:** When the lights dim and the music blasts, treadmills start and weights are lifted from the ground. Talking is not tolerated, but participants can burn up to 1,000 calories, according to the website.

**LOW**

**Navy Pier Fitness:** Under the bright summer sun and by the waves of the great Lake Michigan, both your body and mind will be at ease during free, 60-minute fitness sessions at Navy Pier. Every Tuesday from June 4 to Aug. 20, fitness professionals run Sunset Yoga and Rush Hour Workouts. — M.W.

**MEDIUM**

**Teen Summer Challenge at Planet Fitness:** Planet Fitness, the popular chain of gyms that spans the country charges \$10 per month for membership, which includes trainers to help familiarize members. Teens 15-18 get a special offer of free fitness from May 15 to Sept. 1. — J.I.

**INTENSE**

**Fit Results:** From group conditioning to personal training to boot camp, Fit Results offers a variety of fitness classes. Students can choose a class based on their preference of intensity, style of fitness and availability. — P.P.