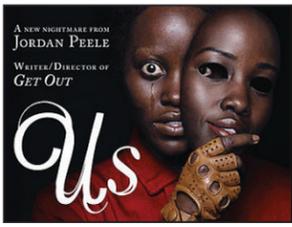


PAGE 4 • ARTS
 “Spooktober” has come again, with many great horror movies having been released this year. Now is the time to catch up on some good scares you may have missed.



PAGE 9 • FEATURES
 High school students remember their middle school humanities teachers and their lasting influence on the students' approach to learning and inquiry.



PAGE 12 • SPORTS
 An explosion in the popularity of meditation and meditation apps has brought the practice into the mainstream. Many use them as a way to take time for mental health.



University of Chicago Laboratory High School

U-HIGH MIDWAY

1362 East 59th Street, Chicago, Illinois 60637

OCTOBER 10, 2019

uhighmidway.com • Volume 96, Number 2

Lab students spurred by youth climate strike

by **AUDREY MATZKE**
 FEATURES EDITOR

In an age where social-media “slack-tivism” is ruthlessly criticized, these student protesters say they’re committed to walking the walk. Literally.

Joining a nation-wide “youth climate strike” Sept. 20, around 40 U-High students marched from Grant Park to Federal Plaza in downtown Chicago. United by a shared agenda of banning fossil fuels, creating clean-energy jobs and instituting the Green New Deal, the protesters saw missing school as a necessary and worthwhile sacrifice.

Since leading the initiative, co-organizers Orla Molloy and Rachel Scruby personally thanked all attendees and have begun to discuss future strikes they’d like to attend. Orla protested with the Illinois Youth Climate Strike after school Oct. 7.

Their interest began over the summer, as Orla and Rachel heard about this nationwide event wanted to involve fellow students. While the U-High administration did not grant excused absences, Orla said this shouldn’t have discouraged potential protesters.

“Some people are worried about how much schoolwork they’ll have to catch up on, or they have a quiz that day, or they have a lab report due that day,” Orla said. “In the long run, it’s just one day of school, and if I didn’t go, I’d wonder what I was missing out on.”

For Eliza Doss, also a junior, the choice was simple.

“At the end of the day the earth is more important than school,” she said. “If we don’t care about the future of the earth, then what’s the point of everything we do?”

At 11 a.m., participants gathered at the south end of Grant Park, where people took group photos, organizers led chants and activists handed out flyers to student protesters.

Anika Gupta was familiar with

“There’s so much that we don’t know about this planet, and we’re already destroying it.”

— ANIKA GUPTA, SENIOR

the crowded atmosphere. In March 2017, she attended the March for Our Lives, and said she wanted to continue her activism.

“When I learned about the global factor of the strike, I was like, ‘I have to go’ because I care about this so much I just have to be there. If Amazon workers can walk out today, then I can,” Anika said, referring to a walkout by workers of the global tech company.

Like many youth climate activists, Anika was motivated by her love for the natural world.

“These rising climates are threatening a lot of species, they’re threatening a lot of landscapes. There’s so much that we don’t know about this planet, and we’re already destroying it. I don’t want to miss anything in the process,” Anika said.

According to both organizers, the response from faculty and administration was “positive.” However, Orla said they wanted the protest to remain student-run and did not bring a faculty sponsor.

“They’re not promoting it, which is good,” Rachel said. “Of course, it’s not their job to promote it, it’s the students’ job, but it does kind of send the message that the kids are kind of the ones who are caring about it the most.”

For participant Lea Rebollo Baum, climate activism is all about sacrifice.

“Obviously, when I raise my children, things will be different. That kind of scares me because I know that making changes now will obviously alter our lives greatly, but if it’s for the better, it will be worth it. If we continue the way we have been for hundreds of years, quality of life will be horrible,” Lea said.



MARCH FOR OUR FUTURE.

A group of younger Lab students heads for the train that will take them to the Chicago Youth Climate Strike Sept. 20. Students of all ages banded together in Lab’s delegation to the protest, with some middle and lower school teachers making the event a class field trip.

MIDWAY PHOTO BY MACY BEAL

CALLING FOR CHANGE.

Orla Malloy holds a homemade sign while protesting with fellow students. Orla co-organized the Lab students that attended. “It was so empowering to see how many people came to the climate strike; millions of people worldwide united to protect our planet in a way I’ve never seen before,” Orla said.

MIDWAY PHOTO BY MARIA SHAUGHNESSY



Concerns raised after parent ID access update delayed



MIDWAY PHOTO BY MIRIAM BLOOM

SECURITY SWIPE. Lorelei Deakin taps her ID at the Judd entrance. Most students and parents do not have building access until 7:15 a.m., but some, such as athletes, have expanded privileges.

by **ELLA BEISER**
 SPORTS EDITOR

Some families have raised concerns after a parent reportedly had access to the Historic Campus in September, despite their child graduating the year prior.

“Student IDs pretty much get deactivated right after school ends in June. That gets sent over and their IDs are deactivated after graduating,” Jayne VanderVelde, executive assistant to the associate director of schools, said. “With parent IDs, those may be a little more delayed because of the way our student information system works. We provide who is a parent to our university department of safety and security through a feed and we don’t do that change over until about mid-July.”

The Lab security team maintains all access rights in a database that is read through the card reader found at all school entrances open to the public. Access rights depend on the individual’s busi-

ness at Lab and what their work entails. Students, staff, parents and administrators have different access to the school.

Middle and high school students have ID door access to the Historic Campus from 7:15 a.m. until 4:30 p.m. Monday through Friday while school is in session. In comparison, parents have ID door access from 7:15 a.m. until 6 p.m. Monday through Friday while school is in session.

Additionally, some students receive extra privileges to the Historic Campus.

“There are some students such as athletes and certain clubs, I believe the newspaper is one of them, that has extended hours,” according to Ms. VanderVelde. “Athletes because they need to be able to get back in the building to get into their lockers after practices and after games. So they have some extended access until six o’clock.” The Athletics Department sends the rosters of sports teams to the

Security Team and they add the privileges to those IDs.

Parents only receive special privileges when they are required to set up for major events such as Connections or Rites of May, according to Carol Rubin, Assistant Director of Schools.

Many students had no active privileges on Sept. 3, the first day of school, because students in 9th and 11th grade were issued new IDs and the security team had to load all of the privileges in bulk, resulting in some errors.

“You have to balance both ‘what do people want?’ and ‘what is secure?’ Some families want things to be very strict, some families want things to be very open and so you are trying to balance all your constituencies and find a middle ground and also keep the school safe,” Ms. Rubin said. “We are always trying to prepare and train ourselves for situations we hope will never happen, but if they happen, we are ready.”

Hall supervision changes give faculty more time

Faculty contract spurs new hires for supervision

by NIKHIL PATEL
EDITOR-IN-CHIEF

A new lunchtime supervision policy change due to the result of the new faculty contract will affect who's in the lunchroom for the entirety of the year. The change was spurred after contract negotiations, which were signed over the summer.

"In the contract, there's a provision now, starting this year, that for lunchtime supervision in the Caf faculty will not do it for more than 2 weeks in a month," Dean of Students Ana Campos said.

The new contract stipulation necessitated new hirings for faculty supervisors.

According to Ms. Campos, one faculty member will work each day and who that is will switch every other week. This called for the hiring of four Extended Day employees to help in the supervision.

The Faculty Union insisted on the change because lunchtime supervision began cutting into course-planning time.

"Unlike supervision of hallways where faculty can do work, in the lunchroom, during the lunch period, teachers are constantly walking around and they aren't able to do any time to do work," Mr. Jim Catlett, president of the Faculty Association, explained. "We wanted to give teachers enough time to do the work of being teachers."



MIDWAY PHOTO BY KATHY LUAN

LUNCHTIME CRUNCH TIME. A group of seniors works at a table in the second floor hallway of Judd during lunch. Since many students spend lunch outside the cafeteria studying or socializing, new supervisors have been hired to free up the time teachers spent watching them.

— HOMECOMING WEEK —

GOING FOR THE GLOW.

Students dance and socialize at the homecoming dance Sept. 28 in Upper Kovler Gymnasium. Keeping with the theme "Glow Up," Student Council provided paper and glow-in-the-dark ink to students throughout the week to write letters that could be read at the event. Glow sticks and colored-light accessories were also provided.

MIDWAY PHOTO BY MALCOLM TAYLOR

DENIM DAZE.

Sophomores Caroline Hohner, Brandon Bousquette, Sophia Levitt and Alina Susani chat in Café Lab while donning denim outfits for Spirit Week, held Sept. 23-27. "I want to show school pride because I love this school. It lets me build relationships with friends," Brandon said. Other themes of the week included stripes, maroon and neon.

MIDWAY PHOTO BY MARIA SHAUGHNESSY

JERSEY JAMBOREE.

Students head outside to take pictures with players in their jerseys before the Homecoming soccer game after school Sept. 27, which was intended to be held at Jackman field but was cancelled due to inclement weather. But, Homecoming volleyball games were still held in Upper Kovler.

MIDWAY PHOTO BY KATHY LUAN



Renaissance magazine to be mailed

by BERK OTO
MIDWAY REPORTER

The annual Renaissance arts and literary magazines have been mailed to students and faculty after printing problems caused a delay, according to art board President, senior Amy Hu.

The magazine was scheduled to be published before the end of the 2018-19 school year. According to Amy, the magazine could not be mailed during the summer due to a family emergency.

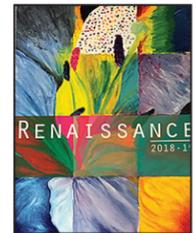
Amy has concerns that the content for the 2019-20 magazine may be decreased due to a lack of new attendees. Nonetheless, it is scheduled to come out by the end of this school year. No new freshmen or sophomores showed up to the first two meetings, and just five people are on the art board.

"We need a lot of new members," Amy said. "Not a lot of freshmen came to our station at club shopping."

Amy encouraged students to join the club.

"If you like art, join Renaissance at C222 Mondays immediately after school," she said.

During their first meeting this year, an urban theme was decided for the next magazine to complement this year's nature theme.



NEWS IN BRIEF

Ninth grade Student Council officers selected

The Class of 2023 elected Fermi Boonstra as class president, Ellie Pinto as vice president, and Akshay Badlani and Charlie Benton to Cultural Union on Sept. 27.

As president, Fermi said she wants to make sure the Class of 2023 really gets to know one another both in and out of class.

"I want to be able to transform the Class of 2023 into a family where people are comfortable with each other, can connect with each other and are highly spirited," Fermi said.

Ellie also stated she wanted to bring the class together, saying she wanted to make this year "the best



Fermi Boonstra

year possible."

Charlie said that he would foster good communication, and Akshay wants to make sure school events are exciting for everyone.

Each candidate was required to submit a written statement detailing their prior experience, ideas for the year, and goals for being on Student Council along with their petition. This statement was a trial run for a possible requirement, according to Ana Campos, Dean of Students.

—LELAND CULVER

Bobo-Jones arbitration final rebuttals completed

All the information for Daniel Bobo-Jones' arbitration has been presented, and a decision is expected by the end of 2019.

On the third and final day of Mr. Bobo-Jones' arbitration hearing Oct. 4, the Laboratory Schools administration provided rebuttal to testimony the Faculty Association

had presented Aug. 30.

Transcripts will be provided late October, and each side will have about four weeks to write a brief and send it to the arbitrator, according to Faculty Association President Jim Catlett.

He said the arbitrator will decide the outcome of the case within 30 days of receiving the briefs.

—PETER PU

Lab group attends free expression conference

U-High students, teachers and administrators attended the Free Expression and Open Discourse in High School conference convened by the University Chicago Sept. 12-14.

The university arranged speakers, including professors and U-High history teacher Christy Gerst, and provided time for discussion and deliberation.

The conference addressed questions of how far a person's right

to free expression should go, and whether offensive speech should be allowed at schools, private, public or independent.

"The issue of free speech is even more complicated than I thought of initially," Ramsey Radwan, attendee, said.

—BERK OTO

Fall recital to showcase classical musicians

The annual Lab School Afternoon Recital will be held Oct. 20 at 2 p.m. in the Gordon Parks Assembly Hall. Applications were due Oct. 4, and auditions will be Oct. 8, 9, and 10.

Classical musicians including pianists, vocalists and instrumentalists will perform. The event is for advanced music students from seventh through 12th grade.

According to Brad Bricker, a music teacher, "the purpose is to provide a showcase for students who are pursuing classical music study

in voice, winds, strings, and piano. We want students to have an opportunity to perform for their peers and the Lab School community."

—CALEDONIA ABBEY

Title IX coordinator Betsy Noel on maternity leave

With Title IX Coordinator Betsy Noel on maternity leave, students can contact Ana Campos, Bridget Collier, and Megan Heckel with any Title IX concerns they may have.

Ms. Campos said, "Students can always come to me first. I am here pretty much every day."

Ms. Collier is the Title IX Coordinator for the University of Chicago, and Ms. Heckel is the Associate Director in the office of sexual misconduct prevention and support for the university. Both are currently available at Edward H. Levi Hall on the university campus.

—CHRISTIAN GLUTH

Clubs cater to diverse interests



MIDWAY PHOTO BY KATHY LUAN

MAKING HERSTORY. Sophomore Will Trone advertises “Intersectional Feminism” club to an ocean of people during club shopping on Sept. 12. Club shopping, held in Café Lab as tradition, allowed ninth graders to explore clubs in a close setting. Students learned about more traditional clubs like Model United Nations, while exploring some unorthodox options like “tealaxation.”

Focuses range from service to pure relaxation

by **ABIGAIL SLIMMON**
EDITOR-IN-CHIEF

From relaxation to service, the 14 new clubs created for the 2019-2020 school year cater to a wide variety of interests.

Junior Susan Huang created FemStem, a service club working at Ray Elementary School. They will focus on teaching science, technology, engineering, mathematics and art to young girls in kindergarten through 8th grade.

“We’re trying to get volunteers to teach girls using hands on activities on STEM topics and concepts,” Susan said. “I got the inspiration for this club because I did my sophomore service hours at Ray last year and noticed that specifically the young girls were super interested in STEM topics.”

Susan explained that they want to try to keep these young girls interested in STEM fields at a young age, with the hope of inspiring them to continue these pursuits once they reach high school and the professional world.

Volunteering as a part of this club will also be count toward

“Clubs come and go, so it ends up that over the years we’ve had a club about pretty much any school-appropriate topic you can think of.”

— ANA CAMPOS,
DEAN OF STUDENTS



Susan Huang

sophomore service hours. More information can be found in the service site handbook, which is distributed to every Sophomore.

Some clubs, on the other hand, focused on de-stressing or just hanging out.

Constantin Carrigan, a senior, created Oatmeal Club to offer a time for people to socialize and relax during lunch with oatmeal in hand.

“I was in the counselor’s office one day and noticed they provided oatmeal and I found that as weird as it sounds, oatmeal can be very comforting and thought why not make a club about it,” Constantin said.

Dean of Students Ana Campos said that over the years, clubs dealing with similar topics phase in and out of existence every few years.

For example, “tealaxation” was recreated this year by sophomore An Ngo, but was a club during different periods in prior years.

“Clubs come and go, so it ends up that over the years we’ve had a club about pretty much any school-appropriate topic you can think of” Ms. Campos said.

Sophomores learn to serve, gain experience at retreat

Retreat teaches community aid, helps class bond

by **PETER PU**
ASSISTANT EDITOR

Despite the pouring rain in Lake Delton, Wisconsin, the Class of 2022 volunteered at 11 service sites to begin its year of service at the Perlstein Resort and Conference Center Sept. 18-20.

According to Service Learning Coordinator Chimare Eaglin, the Baraboo Area Senior Citizen Organization was a new addition to the service sites.

Students learned and gained new experiences through helping others. Sophomore An Ngo volunteered at the Hope House, which supports victims of domestic and sexual abuse. She made pins to honor Domestic Violence Awareness Month and cleaned windows, toys and other surfaces.

While reflecting on the service she provided, An said, “It doesn’t have to be something that’s super amazing. You don’t feel enlightened or anything. It’s just something that you do because you should.”

Sophomore Julien Derroitte volunteered at the Renewal Unlimited, Inc. Head Start, which supports three- to five-year-old children and their families.

Julien said seeing the children’s energy and sitting in their shoes



MIDWAY PHOTO BY CLAIRE DUNCAN

FOOD FOR THOUGHT. Sophomore Brandon Bousquette serves food to a patron at The River Food Pantry in Wisconsin on Sept. 19. The organization is a nonprofit that provides food, clothing and household items to Dane County families. Reflecting on the experience, Brandon said, “It allowed me to meet various new people and gain experience with people of all backgrounds.”

for a day was eye-opening.

“It’s fun, it’s nice, it’s kind, and I feel better about myself,” Julien said after returning from the service site.

The children Julien and others spent time with also benefited. Janeen Belardo, one of the teachers at the Renewal Unlimited, Inc. Head Start, said that it is important for the children to interact with people other than their parents and teachers so that they can better understand the concept of “stranger danger.”

In addition to the sophomores, senior peer leaders also attended the retreat and organized four-legged race, over-and-under, one-foot race, and an advisory talent

“It’s fun, it’s nice, it’s kind and I feel better about myself.”

— JULIEN DERROITTE,
SOPHOMORE

show won by Daniel Wheadon and Christine Himmelfarb’s advisories.

Senior Ioannis Nikas, a peer leader who helped plan the event, said he pays more attention around a bonfire on the evening of Sept. 19.

“You can just see people by the campfire singing, swaying along and roasting marshmallows together,” sophomore Jasmine Wade said. “I just feel like everyone is one big family.”

Handbook revised

Handbook to focus on clarity, communication with families

by **ABIGAIL SLIMMON**
EDITOR-IN-CHIEF

Increased clarity and communication were the motives behind the changes made to the handbook for the 2019-20 school year.

The main goal was to make guidelines understandable for students and their families to avoid confusion.

“We really want students and families to be able to get the answer they are seeking out of the handbook,” Dean of Students Ana Campos said. “Making it as user-friendly as possible drove a lot of the decisions we made.”

Ms. Campos said the handbook should be like a roadmap to the school’s guidelines. This year, the administration decided to eliminate the appendix and minimize large blocks of text by replacing them with straight-forward, bullet-pointed lists.

Additionally, for topics such as Title IX, they made sure that the handbook has only the most critical information, adding links which can take readers to further information.

Some of the content changes revolved around the language used and number of absences approved for the switch from quarters to semesters as well as a new medical leave policy. For example, after students have 11

“We really want students and families to be able to get the answer they are seeking out of the handbook. Making it as user-friendly as possible drove a lot of the decisions we made”

— ANA CAMPOS,
DEAN OF STUDENTS



Ana Campos

absences in one semester, they will be dropped from that class and it will be noted on their official high school transcript. The handbook notes exceptions to these changes in the situation of extended leave or family tragedy, which will be reviewed by the administration.

A section about the Threat Assessment Team, a resource for students, was also added. This new section explains how to contact the Threat Assessment Team and that they are there to respond when students are in distress.

In the discipline section, a section was added detailing how and when the administration will contact families when disciplinary action is taking place.

“The feedback that we heard was that parents weren’t really sure when they should expect to hear from the school, so we thought it was important to clarify this confusion,” Ms. Campos said. “We also outlined examples of what qualifies as a minor policy violation versus a major violation because we started to understand that families weren’t really sure when something was a big deal and when it was not.”

Lastly, the high school, middle school and lower school all added a section on hateful expression, verbal and non-verbal, as well as religious observance in their handbooks.

Fairies, lovers unite for comedy

Shakespeare's 'A Midsummer Night's Dream' will use original text but condensed and set on island

by **MADLINE WELCH**
OPINION EDITOR

Crew members bustle around the stage for final preparations before the scene begins. Actors get in place and voices boom. Rehearsal has begun for "A Midsummer Night's Dream," the fall production, which will show at 7:30 p.m. Oct. 31-Nov. 2.

"A Midsummer Night's Dream" is a comedy written by William Shakespeare in 1595. There are four interconnected plots in the play, all set in the realm of Fairyland. The premise of the play surrounds the marriage of Theseus, the Duke of Athens, to Hippolyta, the Queen of the Amazons. The narrative also follows the endeavors of four Athenian lovers and six amateur actors, all of whom are controlled by the fairies of the forest.

According to Eli Hinerfeld, who plays Oberon, king of the fairies, acting in Shakespearean English requires a completely different type of acting.

"Since many of the words are difficult to understand and long monologues often lose the attention span of the audience, it is important for us to channel the text through our movement," Eli said. "We need to fully communicate the text through our bodies. This is something that will be difficult, but re-



Eli Hinerfeld



Henrik Nielsen

'A Midsummer Night's Dream':

Dates: Oct. 31-Nov. 2

Cast: Leland Culver, Theseus; Erik Erling, Robin Goodfellow; Eli Hinerfeld, Oberon; Orla Molloy, Helena; Henrik Nielsen, Demetrius; Nikhil Patel, Bottom; Ben Sachs, Lysander; Kira Sekhar, Titania; Elena Stern, Hermia

Location: Sherry Lansing Theater in Gordon Parks Arts Hall

Student Directors: Leland Culver, Juliet Di Teresa, Henrik Nielsen, Caroline Taylor, Jasmine Tan

warding to achieve."

Henrik Nielsen plays Demetrius, one of the four lovers.

"He's kind of a self-confident jerk, which I'm excited for because it's very unlike any role I've ever played," Henrik said. "The show itself is going to be a lot of fun — we're doing a lot of cool technical stuff along with a bunch of cool blocking and I'm very excited for it."

The famous comedy, which usually takes just under three hours to complete, will be much shorter, so, in order to make the play more accessible to the student body, Lucijia Ambrosini made internal cuts. With so many students covering Shake-



MIDWAY PHOTO BY MALCOLM TAYLOR

THE RUSTICS. A group of sophomore actors, Juliet Di Teresa, Yannick Leuz, Brent Pennington and Sammy Fackenthal, rehearse for the fall play, "A Midsummer Night's Dream." The show will debut Oct. 31 in Sherry Lansing Theater and will run through Nov. 2.

speare's plays in English classes, this gives them the opportunity to see it beyond the page.

"A Midsummer Night's Dream" is a widely performed Shakespeare play, so the theater crew is taking their own spin on the play by changing the original setting of a forest.

"Instead of being set in Athens, we are going to be on a tropi-

cal island," Caroline Taylor, theater manager, costume master and one of five student directors, said.

"This means we are trying to keep the costumes light, flowy and natural."

The crew will also craft a new curved set by making 18 individual pieces to achieve the earthy and organic look they are striving for.

Mrs. Ambrosini mentioned that

there will be a heavy emphasis on the lighting, providing a unique, earthy atmosphere, as opposed to the darker, foresty surroundings in the original text.

Mrs. Ambrosini said, "the goal is to perform the best show possible, which you do through a combination of good rehearsal and having all of the tech features come together."

HORROR MOVIES FOR EVERYONE

It's spooky season! Get in the spirit of things with these three 2019 horror movies: a classic clown thriller, an artistic social think piece and a sunny yet terrifying Swedish cult-classic

by **LELAND CULVER**, ASSISTANT MANAGING EDITOR

'It: Chapter 2' provides fun, silly scares to see with friends



'It: Chapter 2'

Release date: Sept. 26

Box office: \$79 Million

Director: Andrés Muschietti

Starring: Jessica Chastain, Bill Hader, James McAvoy

Where to watch: In theaters

While not particularly scary, "It: Chapter 2" is a horror film for those wanting a lighter, more adventure-oriented experience. It is still great fun to watch, especially with friends.

The greatest strength of "It: Chapter 2" is how it presents its message. The main theme of the movie is the struggle to overcome trauma. The monster, known as "It," feeds off of fear and trauma in its victims, and each of the main characters has a past that "It" can target. In the first film, the characters forced the monster into hibernation, partially overcoming their fears, but by the opening of the second film, most of the now grown-up protagonists have reverted unconsciously to their old neuroses. The arcs they undergo to once and for all overcome their fears and trauma is the best part of the movie.

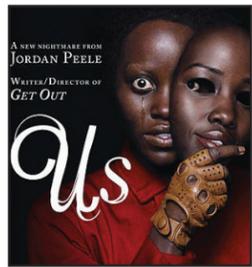
Despite dealing with a number of very dark themes, "It: Chapter 2" is not a true horror film. It's really action-adventure, with light horror elements. The monster is more often funny than terrifying, especially when it takes the form of a Paul Bunyan statue or a giant clown with crab legs.

Another thing that dampens the horror is its repetition. Nearly every scene in the second act sees someone going into a scary-looking place alone, and then getting jumpscared. Worse, the jumpscare usually destroys the tension because of how silly it looks.

Nevertheless, "It: Chapter 2" is still a great and enjoyable ride. While more rollercoaster than haunted house, it's still a pretty good rollercoaster.

PHOTO SOURCE: WARNER BROS.

'Us' is confusing, scary and certainly worth watching



'Us'

Release date: March 22

Box office: \$255 Million

Director: Jordan Peele

Starring: Winston Duke, Lupita Nyong'o, Elisabeth Moss

Where to watch: Amazon Prime Video, YouTube Movies from \$5.99

A beautifully horrific movie, "Us" is a real work of art. While criticized for its convoluted plot and confusing climatic twist, the film is still very well done and a good scare to boot.

"Us" follows a modern family forced into confrontation with "the Tethered," dark and twisted doppelgangers who attempt to kill and replace the family. Meanwhile other "Tethered" are doing the same across the United States, and the family's mother hides a dark secret of her own.

The first act of the film is the best, a brilliant portrayal of seemingly cushy modern life hiding a sinister undertone. Jordan Peele, director of both "Us" and 2017's "Get Out," shows a careful attention to the detail in his scenes and the humanity of his characters. There are things one can only appreciate on a second viewing.

The majority of the second act, a tense and drawn-out conflict between the family and their doubles, is also very good and very scary. The characters feel vulnerable and each victory feels hard-won.

Unfortunately, the plot kind of goes off a cliff near the end. The origin and plan of "The Tethered" is confusing and very odd, and somewhat breaks the tension, but it is saved by that same brilliance of atmosphere that carried the rest of the film.

"Us" is a flawed masterpiece. It demands both a high suspension of disbelief and a careful eye for detail in viewers, but its thrilling scares make it ultimately well worth meeting on its own terms.

PHOTO SOURCE: UNIVERSAL

A 'Midsommar' nightmare; a brutal take on relationships



'Midsommar'

Release date: July 3

Box office: \$36 Million

Director: Ari Aster

Starring: Will Poulter, Florence Pugh, Jack Reynor

Where to watch: Amazon Prime Video, YouTube Movies from \$12.99

This movie is not for the faint of heart. "Midsommar," shot in bright, brilliant midsummer sunlight, the dark psychological horror is sure to leave you scarred.

The film centers around a group of Americans who are introduced to a Swedish cult during their midsummer celebration that happens once every 90 years. The characters are slowly drawn deeper into the cult's practices until there is no escape.

Director Ari Aster shows here his willingness to tease out the truly horrifying through extremely careful pacing, ramping up the horror from unsettling to disturbing. "Midsommar" has no jump scares, and most scenes proceed very slowly, allowing the tension to build even when the viewer does not know what it is building to. Aster is a master of planting story elements and making believable characters, such that every twist feels inevitable, the final nudge causing a perfect domino fall of consequence. I left the film stunned but not confused, heartbroken but not angry.

Occasionally, however, "Midsommar" drops the ball on its message, largely from trying to be too much at once. There is an early scene in which, according to tradition, two cult members kill themselves at the age of 72. This is both set up as a horrifying moment and made to make the viewer question their views on death and aging. The film doesn't carry this theme, though.

All in all, however, "Midsommar" is definitely worth a watch, especially if you watch it in the dark — or the midday sun.

PHOTO SOURCE: A24

CHAPELLE VS. BURR

The two comedy legends released fiery specials this summer, and both were met with harsh criticism

by NIKHIL PATEL
EDITOR-IN-CHIEF

“Paper Tiger” and “Sticks and Stones” are two very different stand-up specials by two very different comedians. Dave Chappelle and Bill Burr have both been lauded and lampooned for their special’s self-proclaimed anti-political correctness stance.

To say that “Paper Tiger,” released Sept. 10, was better than “Sticks and Stones,” released Aug. 25, is not a knock on the latter but rather a credit to a former. Burr’s irreverent take on everything from the #MeToo movement to everyone who was upset by Colin Kaepernick’s national anthem protest cemented him as one of the great contemporary, equal-opportunity critics.

Although the beginning starts rocky — with a significant amount of “shock” humor and contrite-ments to get into a rhythm — Bill Burr quickly falls into his trademark rhythm. He then moved on to topics like childhood, men and women, marriage, and parenthood. While the special is, in the lightest terms, insensitive, Burr includes great set-ups and punchlines while deftly riding off the energy of both you at your computer and the crowd that is with him in London.

The special is classic Burr: clever, simple punchlines that are universally relatable, told by an old crank who likes to yell. Burr explores his childhood, with a great impression of his father on Christ-

mas morning as he pops a vein.

The production quality and showmanship is great — he ends with a picture displayed of his daughter looking into the theater which looked and felt great. Burr is a master of working crowds, and this really shines through in his latest special.

The special was funny at times, sad at times (his bit about his dog was devastating), but most of all, it was real, authentic Bill Burr. One of the few specials that successfully balances the emotional and comedic without sounding like a TEDTalk, “Paper Tigers” is one of the best stand-up specials I’ve ever had the pleasure to watch.

“Sticks and Stones” certainly isn’t Dave Chappelle’s best special — that honor would probably go to “Killin’ Them Softly” or “The Age of Spin” — the fact that it is so good is a credit to Chappelle’s ability to be effortlessly funny.

“Sticks and Stones” is good because it is so incredibly unapologetic. His jokes succeed because he owns the joke — he wears his controversiality on his skin. His inflexibility is a key reason for his success. Many people say that their haters fuel them, but Chappelle takes that to a new extreme. Finding humor in every criticism of his comedy, he masterfully dissects every comment he hears alongside news stories (especially ones about French actors). This special is simply hilarious.

While it lacks any semblance of the seriousness that Burr oc-



SOURCE: NETFLIX

CONTROVERSIAL COMEDIANS. Dave Chappelle and Bill Burr both released controversial stand-up specials toward the end of the summer. Though the specials are presented in different ways, both comedians were accused of being offensive to certain groups.

asionally veers into in “Paper Tigers,” Chappelle still takes shots at what he sees as serious social problems. He takes shots at people who are trying to silence him, to stop him from being him. And that’s what makes the special so entertaining — he truly refuses to back down. Nothing is unexpected, it’s all Chappelle, so you should already know what you’re getting into when you start watching.

He also ends the special with a

great 20 minute epilogue answering questions and generally interacts with the audience, which is surprisingly insightful. It’s the truest test of a comedian to be able to be funny off-the-cuff, and Chappelle passes with aplomb.

Both specials were received similarly by audiences (“Paper Tigers” received a 97% audience rating on Rotten Tomatoes; “Sticks and Stones” received a 99%). They were received much differently by crit-

ics, with “Paper Tiger” netting an 86% and “Sticks and Stones” getting stuck with an abysmal 35%.

But therein lies the problem. Comedy is inherently subjective — I can tell you that I liked the specials, but that doesn’t mean that you’ll like the specials as well. The only way to find that out is watching both of the specials yourself — which, as long as you are willing to laugh at yourself and everything around you, is a really good idea.

Passionate musicians record, release public music

by MAX GARFINKEL
BUSINESS MANAGER

With the prevalence of music streaming platforms like Spotify and SoundCloud, it is easier than ever for musicians to publish and spread their music. Student musicians are taking advantage of these venues to share music they make.

One student who wrote, sang, played the instruments for, then released a song is junior Emelia Piante. She released a single over the summer titled “Shrine.” In her song she addressed the issues of body image and the oversexualization of women.

“I was talking with a friend about how women are oversexualized and how much women are put on a pedestal and especially really thin women are [sexualized] in an unhealthy way,” Emelia said.

“That was where I got the inspiration for the subject matter.”

Emelia said she started by writing the lyrics, then she made the music to accompany it.

“It’s really hard,” Emelia said. “When you are the one writing and playing all the instruments and producing, mixing and mastering it — it’s a lot of work. More than I expected.”

Although she worked on her single alone, Emelia was supported by members of Rooftop Parking who she worked with in the past, playing bass. According to her, members of Rooftop Parking gave her advice along the way.

“They heard the song before I released it. They gave me a ton of feedback and it helped me out a lot,” Emelia said.

When Emelia released her sin-

“When you are the one writing and playing all the instruments, and producing, mixing and mastering it, it’s a lot of work, more than I expected.”

— EMELIA PIANTE

gle on SoundCloud she was astonished by the amount of feedback she received from her peers. She added she was happily surprised when her grandma texted her congratulating her for the song.

Another student who released some of their own music is David Tapper, also a junior. He released two extended-play records, or EPs, over the summer.

He started playing guitar two

years ago and, this summer, decided to release his music to the public.

David was inspired by psychedelic rock bands, and used their music as a starting point for his EP.

“It was really just about having fun, expressing myself, and telling a good story throughout the 14 minutes of music,” David said.

Right now, David’s EPs are available on SoundCloud, Bandcamp, Apple Music, iTunes and Google Play.

Like Emelia, David has also received a lot of positive feedback from his peers since releasing his music.

David said, “I’m really happy with the final outcome I came out with, and I think the people who listened to it liked it a lot, too.”



MIDWAY PHOTO BY MARIA SHAUGHNESSY

ALL ABOUT THAT BASS. Emelia Piante, who released a single, “Shrine,” this summer, practices her electric bass. Emelia played bass with student band Rooftop Parking.

Artist-in-residence unveils year’s first gallery show



PHOTO PROVIDED BY FAHEEM MAJEED

RE-UNITE: Faheem Majeed, the current Kistenbroker Artist-in-Residence, opened his art installation in the Corvus Gallery Oct. 4 after school.

by CALEDONIA ABBEY
MIDWAY REPORTER

Faheem Majeed, the Kistenbroker Artist-in-Residence for the fall semester, opened his exhibit “Re-UNITE” Oct. 4 at the Corvus Gallery. There was a reception after school from 4 to 6 p.m.

The exhibit will be on display until Dec. 13.

Through his work, Majeed, a Chicago native, poses the questions: “What is valued and what do we value? What is safe and what is secure?”

According to his artist’s statement, “Re-UNITE is a continuation of Majeed’s exploration of the disinvestment in and renovation of the many neighborhoods he lives and works in on Chicago’s South and West sides.

His sculptures are produced from dis-

“When people come in, they have this expectation of having a conversation with the painting or having a lesson from the painting”

— FAHEEM MAJEED

carded and found materials that often take on the appearance of billboards, signage, raw construction materials, and boarded-up buildings.”

The Kistenbroker Artist-in-Residence Program began three years ago as an opportunity for professional artists to showcase their work and engage with high school students.

Throughout the fall semester, Majeed will be working with art students from the lower school up through high school.

Many of his pieces use materials like particle board, scrap metal and wood, discarded signs and billboard remnants as he uses the “material makeup of his neighborhood and surrounding areas as an entry point into larger questions around civic-mindedness, community activism, and institutional critique.

Majeed was chosen last year by a subcommittee of the art department after members pitched ideas for artists to be featured.

One of the largest pieces in the gallery resembles a billboard in the front and is made of particle board colored with Kool-Aid but has a narrow 3-foot space behind where one has to crane their neck to see “UNITE” written on the back.

“He wants you to get uncomfortable in that space, to change our perspective,” said Gina Alicea, a visual arts teacher and the director of the Corvus Gallery.



MIDWAY ILLUSTRATION BY RISA COHEN

BACKGROUND

Traditional cigarettes revolutionized in late 20th century to decrease risk of lung cancer

by **AMANDA CASSEL** and **ABIGAIL SLIMMON**

E-cigarettes may seem like an entirely modern innovation to cigarettes, but different health experts throughout the last century have been searching for a healthier alternative. E-cigarettes are just the assumed modern remedy, but really, they may cause more immediate damage than the modern cigarette.

According to the Center for Disease Control, the first e-cigarette was patented in 1965 by Herbert A. Gilbert to be “a safe and harmless means for and method

of smoking.”

Since then, the e-cigarette has been modified to be both more energy efficient and contain varieties of potencies, flavors and chemicals.

In the early 2000s, e-cigarettes moved into the U.S. market and throughout the last 15 years, e-cigarettes have gained substantial traction among teens through adults.

The FDA has been seeking to regulate e-cigarettes for the last several years, but legislation has not kept up with the speed of technological advancement.

As a result of this, e-cigarettes have been operating in a regulatory gray-area.

1930

First documented patent for an electronic cigarette is granted to Joseph Robinson

2003

First commercially successful electronic cigarette is invented in Beijing, China by Hon Lik.

2019

Over 800 hospitalizations and 12 deaths counted due to vaping or e-cigarette related lung injuries.

1965

Herbert Gilbert is credited with the invention of the first device resembling the modern e-cigarette

2016

FDA finalizes a rule to extend the family Smoking Prevention and Tobacco Control Act to give its Center for Tobacco Products regulatory

Interest, addiction, withdrawal For young people, e-cigarettes are even more addictive

Amidst recent news, students put down their vaping devices

by **ELLA BEISER** SPORTS EDITOR

Two female U-High students each a former vaper, agreed to speak with the Midway on the condition that their names were changed to protect their anonymity.

Here are the stories of “Nicole” and “Bridget.”

“I was shaking. All I could think about was taking another hit,” Nicole said about being addicted to nicotine through a vaping device. “I’ve tried quitting a total of seven times and I really only made it through when I told my friends to physically hold me back from doing anything.”

According to the National Youth Tobacco Survey, high school vaping increased by 78% from 2017 to 2018 — from 11.7% to 20.8%.

“People think it looks cute. People are like ‘Oh wow, this is so cool.’ And it’s so easy, such easy access, I mean you can hide it anywhere,” Nicole said. “It’s so easy not to get caught because you can just put it in your pocket.”

Like Nicole, Bridget also uses a vaping device. The leading brand name, Juul, is so common it’s become a verb for using the device.

Quitting has not been easy. Bridget mentioned that vaping’s prevalence has made it difficult to quit.

“I’ve been dependent on it for a couple of years now so just a shock to the system. And especially when it’s so common and people use it everywhere, it’s just kinda hard to escape from,” Bridget said.

To reduce the prevalence of tobacco products, 2009 Congress passed the “Family Smoking Pre-

vention and Tobacco Control Act” allowing the FDA to regulate tobacco products. Vaping has just begun to have regulations. The act mainly affected “Big Tobacco,” or the five biggest tobacco companies in the world.

This past June, San Francisco followed the lead of Congress and began the process of banning all Juuls and e-Cigarette products.

“I think that after the Big Tobacco thing there was an immediate drawback from cigarettes and everyone was, like, ‘OK, cigarettes kill, cigarettes are gross and that’s just kinda how our generation was brought up,” Bridget said.

Unlike cigarettes, the long-term health effects of e-cigarettes remains relatively unknown according to the Centers for Disease Control and Prevention.

“It just kinda shows that all the stuff we read that, ‘Oh yeah, there is not a lot of safety checks or there is not a lot of research that has been done with vaping yet,” Nicole said. “I felt like at first when I started, it started as like, ‘No they wouldn’t put this out on the market unless it was safe.’ And it turned out it’s not.”

Bridget and Nicole both believe that people are more inclined to vape rather than smoke cigarettes because there is less conclusive research to point to long-term health issues.

Additionally, Bridget said she chooses to vape rather than smoke cigarettes because she prefers the taste of her Juul.

In total, there have been 805 lung injury case and 12 deaths in the United States due to vaping; 22% of patients are 18 to 21 year olds, and 16% of patients are under 18 years old.

“I think there have been so few cases that people are like, ‘Well that’s just a freak accident’ rather than if you are dealing with heavy drugs, then, you know, this could kill you here and now,” Bridget said.

Despite the recent news coverage, some of Bridget’s friends continue to vape.

“With the recent deaths and illnesses it was just kind a shock to the system, ‘cause I always thought of it as a long-term drawback. Like smoking cigarettes, maybe I’ll get lung cancer when I’m 70. But this is very instant. Like, I could die now, when I am 17.”

— “BRIDGET”

Vaping is highly addictive and is unsafe for kids, teens, and young adults according to the CDC.

“The problem with nicotine is that its half-life is so short that you need it. You put it down and you need it right away,” Bridget said. She mentioned a study that she read that showed that nicotine is more addictive than heroin. “It really rewires your brain into thinking you need it.”

Another health risk is that many people who have vaped, including Bridget and Nicole, said that they did not always know what was in their vaping pod.

“A lot of pods you can refill and so a lot of stuff is fake on the market, which is really terrifying,” Nicole said, “but for me, for a while it was like, if I’m desperate enough, I’m going to do it anyways. And that’s when I figured out I needed to stop.”

Both Bridget and Nicole have stopped vaping due to a number of reasons. Chief among them is the recent news coverage of people reportedly dying and having lung injury and illnesses due to their vaping habit.

“With the recent deaths and illnesses it was just kinda a shock to the system, ‘cause I always thought of it as a long-term drawback. Like smoking cigarettes, maybe I’ll get lung cancer when I’m 70. But this is very instant. Like, I could die now, when I am 17.”

by **AMANDA CASSEL** and **ABIGAIL SLIMMON**

“Nicotine; it’s a highly addictive drug and the amount that you can get into your brain within nine seconds of taking in one hit on a vape pen or a Juul, can be very high levels just like combustible smoking.”

— ANDREA KING, UNIVERSITY OF CHICAGO PSYCHOLOGIST & RESEARCHER

Dr. King explained that around the world, some countries are setting limits on the amount of nicotine allowed in the e-juice, inserted into the vape.

For example, in the United Kingdom, who’s limit of 20 milligrams per milliliter, the limit is almost two times lower than the chemical composition of Juul pods.

“It has been cited as the equivalent of a whole pack of cigarettes in terms of how much nicotine you would be inhaling in your lungs. It depends a lot on how the person uses the product, some people can take a longer hit and hold the inhale for longer,” Dr. King said.

Dr. King described that because of the amount of gray area from user to user, whether it is their age, how often and how much they consume, or their other habits, it is difficult to talk about what it means to quit and how difficult that process will be.

She described how studies have been completed and methods have been developed to help adults quit. “We treat adult smokers, and we have medications to help them quit,” Dr. King said. “But, they’re not approved for people under 18, which makes it that much harder to quit.”

“Tobacco companies have long known that they want your brain,” Ms. King said. “I say, by age 19, they want your brain, because they know they will have a lifelong customer or could and they when you die, they just find replacements.”

According to Dr. King, vape labels are not required to say what chemicals they hold.

“So the amount of nicotine and the addiction that somebody could have plus these chemicals that we don’t really know because they don’t have to reveal those ingredients can be very scary.”



Andrea King

COMPONENTS

Battery powered, metal e-cigarettes provide easily concealed nicotine source

by **AMANDA CASSEL** and **ABIGAIL SLIMMON**

E-cigarettes are sourced in a battery with a reservoir containing a solution, typically holding nicotine, a heating element, and can include any variety of flavorings ranging from mango to menthol and other chemicals.

When the user utilizes the e-cigarette, the device heats the liquid solution or “e-juice” into vapor form for the user to “puff.”

The user consumes the e-juice vapor through a specialized mouthpiece attached to the end of the device.

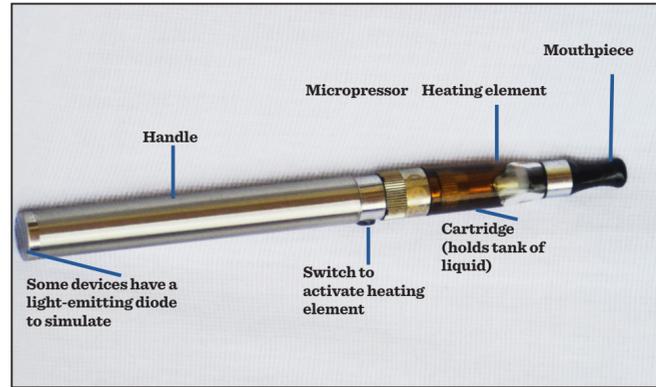
The nicotine and flavoring chemicals function as solutes in the e-juice, meaning they are

dissolved into other chemicals as they take a vaporized form for the user to inhale. These chemicals are what provide the positive sensation associated with these devices.

Flavors have been developed over the last several years to make e-cigarettes marketable to teenagers and young adults.

Dr. King described how in her lectures, she polls the audience asking them if they think they are merely vaporized water, and usually, she explained, about half of the audience has been misled and says yes.

“They don’t even really know what’s in these things,” Dr. King said, “because the FDA doesn’t even know what’s in these.”



SOURCE: PUBLIC DOMAIN PICTURES UNDER CC0 LICENSE

QUICK FACTS

compiled by **AMANDA CASSEL** and **ABIGAIL SLIMMON**

more than 1,000 vaping related illnesses	The Centers for Disease Control and Prevention said that the lung disease is difficult to track because there are so many e-cigarette products on the market, each using different chemicals.	21 deaths reported so far
“No consistent e-cigarette or vaping product, substance, or additive has been identified in all cases, nor has any one product or substance been conclusively linked to	over 65% of patients are male	After news broke of a series of illnesses and fatalities, Walmart reported they will stop selling e-cigarettes altogether after their current supply sells out.
62% of patients are ages 18-34	Michigan announced a state-wide bans on flavored e-cigarettes in an effort to reduce the number of children who use vape products.	99% of e-cigarettes contain nicotine
After intense backlash, Juul’s CEO Kevin Burns stepped down and the company announced they will stop advertising their products across all broadcast, digital and print platforms within the U.S.	one Juul pod has 20 cigarettes worth of nicotine	The NASEM reported in 2018 that “there is substantial evidence that e-cigarette use increases risk of ever using combustible tobacco cigarettes among youth and young adults.”
one Juul pod is 200 cigarette puffs	New York Gov. Andrew Cuomo attempted to ban all flavored e-cigarettes but the ban was blocked in a ruling by an appellate panel when the vaping industry tried to stop it. The state-wide ban will remain on hold until Oct. 18.	18 states have reported deaths due to vaping

Social media source of vaping epidemic in teens

by **CALEDONIA ABBEY** MIDWAY REPORTER

On Sept. 25, Juul Labs, Inc., announced that the company would suspend advertising in the United States in response to several medical cases related to e-cigarette use. The Food and Drug Administration has gone as far as to call vaping among young people an “epidemic.”

Despite seeming to know the dangers, millions of teenagers around the world continue to use vaping devices from Juul or another company. According to Sherry Emery, a senior fellow at the National Opinion Research Center at the University of Chicago, this can be credited to the company’s expert marketing tactics.

“Juul got out there and started posting messages about their product before anyone else, but they did it in a way that followed the playbook of cigarette companies,” Dr. Emery said.

One part of what she and her team do is study old cigarette advertisements and compare them to those of Juul and other vaping devices.

“They appeal to teens using the same strategies. They have advertisements featuring youthful models and appeal to certain lifestyles, sexuality and independence,” she said.

But what sets Juul apart, according to Dr. Emery, is Juul’s use of social media as a marketing strategy. She said that after their ini-



Sherry Emery

“We saw the emergence of these lifestyle and aesthetic accounts like ‘Juulgirls’ that made memes displaying and promoting Juul usage. Then regular people are reposting those messages.”

— SHERRY EMERY, NATIONAL OPINION RESEARCH CENTER

cial launch, “we saw the emergence of these lifestyle and aesthetic accounts like ‘Juulgirls’ that made memes displaying and promoting Juul usage. Then regular people are reposting those messages,” she said.

“There are tons of memes, references to Juuling in school, and making addiction trivial and glamorized. It’s not shocking for youth because they see it every day. For everyone else, it’s completely foreign.”

The companies “Adults and policy makers aren’t seeing it because now it’s mixed into the social media culture that only kids are a part of.”

She said Juul’s unprecedented success is largely due to these marketing tactics as well as the high content of nicotine present in their products. Older e-cigarettes had a lower concentration and were less efficient at delivering nicotine.

“The design of the products just made it very appealing, and when you pair that with excellent marketing strategies, it’s the perfect storm,” she said.

Dr. Emery pointed out several factors contributing to teens vaping less.

“The Truth Initiative is a group right now that’s trying to provide health for vaping and nicotine addiction,” she said.

Commitment to COMMUNITY

According to the 2019 wellness survey, a significant number of students do not feel “very welcome at Lab.” However, new Principal Paul Beekmeyer makes sure to always keep his door open. He joined the Midway for a conversation about his new role. Responses have been lightly edited for length and clarity.

by **OLIVIA GRIFFIN**
ASSISTANT EDITOR

“He even fixed his door to be more open,” Charlie Abelmann, Laboratory Schools director, said when describing how U-High’s new principal, Paul Beekmeyer, has already made strides to introduce himself to everyone at Lab and integrate himself.

Mr. Beekmeyer lived in New York with his wife while he was working at the Brooklyn Friends School before starting at Lab July 1. Previously, he lived and worked in Australia.

While most students have only seen Mr. Beekmeyer at all-school events, he’s been doing much more on his own to meet more members of the U-High community.

“It’s really great he was off with sophomore retreat doing service learning with them,” Dr. Abelmann said. “I’ve appreciated his contributions to the senior leadership team.”

Outside of student life, Mr. Beekmeyer continues to reach out to new people.

Noah Rachlin, dean of teaching and learning, said, “I’ve seen him in meetings invite people into the conversation. He’s ensuring that everybody’s viewpoints are being heard.”

When you were a kid, did you imagine yourself being the principal of a high school?

No, no, no, I didn’t go straight to teaching. Even when I left school, being a teacher was not on my mind. You know, I did some university and then I left, and then I worked for a while, because I really wasn’t sure what I wanted to do.

So for me, I got into education through summer camp. ... When I was, I think 20, I was in Australia. I was working for a sports company, ...but it kind of felt purposeless. So then I applied to work at a summer camp in upstate New York. I stayed there for actually 17 years.

My deciding point was not “I want to be a principal,” but it’s “I like working with young people” and then “I also like working in diverse communities because camp

Biography:

High school: Girraween High School, Sydney, Australia

College: University of Western Sydney, Macquarie University

Previous Career: Assistant Head of Academics at Brooklyn Friends School

Lives: Kristin (wife), Walter (puppy) and Thor (his robot vacuum-cleaner)

you have people from around the world” and then I thought, well, “I like teaching,” and then I went into administration.

Is there anything you wish you knew when you were in high school?

I enjoyed school. That’s probably why I’m here now. [There are] other things I probably would’ve done better if I would’ve really thought about what opportunities open and close at different times of your life. But then again... you never know where roads take you ... The fact is that everything will be OK, most of us will be fine, life will change, you can relax a lot more.

How do you think a principal should act in front of students?

I guess what I’m thinking about, what I’m modeling as a principal, is I’m thinking about certain behaviors that I want students, and other people to also follow, which is being respectful, being obviously responsive. Picking up garbage, working collaboratively is the same thing that I want out of everyone here. And having some fun. Yeah, that’s important. School is still a fun place. We forget that.

Are U-High students similar to those you’ve taught before?

Absolutely... I mean young people are interesting. But they have some things they’re passionate about, some things they try, some things they do because they feel they should do it. You’re torn be-



MIDWAY PHOTO BY ISABELLA KELLERMEIER

GETTING TOGETHER. Talking through the college process, as well as the pressures of senior year, new Principal Paul Beekmeyer catches up with students at the library tables.

tween all these different spaces, finding out what you’re interested in. How to please parents or adults around you. Of course, college is a big piece... I think what I see which isn’t unique here, but I see I think more of is a lot of different individual interests.

And I actually take it back. I see that in all schools. If you talk to people, they’re interesting, I mean, if you take the time to get to know students then, you know, because I’m not judging you as a collective. You’re individuals, so I can’t compare Lab School to Brooklyn Friends, ‘cause what I’m doing is I’m putting you all into this box,

and if I compare individuals, well none of you are alike, and none of you are totally different. Because that’s what it is.

How do you have fun here?

It’s getting around and seeing different things like the club fair was really fun. Yeah, that was, that was a really fun time. And also talking to the adults here — they’re really interesting people — and talking to the students. There were really interesting people in this room.

Actually, one thing, back to modeling, I will say, there is an investment here, and I think it’s not

just here. I think it’s cultural, where we feel if we’re not running around stressed, we’re not busy. And I feel there’s this connection where the answer if someone says “How you’re doing?” You have to always kind of go, “Oh, I’m so busy.”

And sometimes it’s fine to go. “I’m OK.” And sometimes it’s OK to go. “Yeah, I’m not actually that stressed. I’m having quite nice day. And the weather’s good. And that’s interesting.” So one thing in terms of kind of how a principal should behave, it doesn’t need to be frantic. Like, there can be calmness to this job, and there can be calmness to a school.

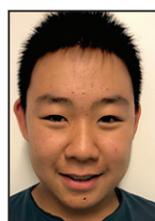
QUICK Q:

9th graders: What clubs are you joining this year?



Daniel O'Connor

“I joined Linnaean Society. Last year, they made a rocket, and it seems really cool. I’m hoping to learn about different subjects in science that I haven’t studied.”



Vincent Zhang

“I joined Robotics and Finance Club. I’m really interested in robotics. I did that in middle school, and finance seems pretty fun and useful in the future.”



Lena Stole

“I joined Wildlife Conservation Club. I want to help animals and wildlife, but I also just want to hang out with friends and try something new.”



Ishani Hariprasad

“I joined Charms for Champions. We make bracelets and sell them, and all the proceeds go to other organizations. It’s super fun, and it’s going to a good cause, too.”

Middle school teachers instill confidence

by MIRA COSTELLO
NEWS EDITOR

There's something special about the role of a teacher — it carries the authority of a parent, the guidance of a mentor, the regularity of a friend.

Humanities, a 90-minute class that combines both English and history, gives middle schoolers the opportunity to strengthen communication and explore topics such as identity and social justice. Even as they move through high school, certain students retain these early lessons and teacher relationships.

Hunter Heyman, a junior, still visits his seventh-grade Humanities teacher, Sam Nekrosius. He and his friends still visit Mr. Nekrosius, he said, for a variety of reasons.

"We see him often, so that's why I think he still has an influence," Hunter said, reflecting on the significance of their relationship in middle school.

"It seems counterintuitive because as you get older you're more similar in age, but I think when you're younger you can just talk to your teacher more, inside and outside of class."



Hunter Heyman



MIDWAY PHOTO BY MIRIAM BLOOM

LIFE LESSONS. Standing in front of a white board, Humanities teacher Sam Nekrosius gives a demonstration to his seventh-period class. Combining English and History, The course encourages students to place their own identities in the context of American social justice.

But why do these classes have such a lasting impact on students? Elizabeth Lin, a junior, credits eighth-grade teacher Staci Garner for some of her current success, believing Humanities has provided a foundation for later English and history classes.

Aside from the significance of the curriculum, Elizabeth said Ms. Garner's teaching style stuck with her.

"What I really liked about how she taught was that she held all

her students to a higher standard than the other teachers," Elizabeth said. "So for me, it was always like, 'Don't disappoint me, because I believe in you.'"

This idea isn't just Elizabeth's perception Ms. Garner said that it's part of her teaching philosophy to push her students and aim high.

"I'm kind of going to shoot as high as possible, and see who's going to chase it. Kids won't always reach it, they won't always hit the

mark, but that's O.K. because it's about expecting more of ourselves and where we could be," she said. "When the bar is set low, it sends the message that not much is expected of you, and perhaps can be internalized to 'you can't really do that much.'"

Middle school Humanities teachers can never be on autopilot — especially, Mr. Nekrosius said, because their work is so closely linked to how students develop.

"I hope kids know they can come and talk to me, and I won't listen to them like they're a child, because they're not. These are human beings that I know, and I've seen them struggle or suffer or succeed, and I've validated those struggles. I've been able to say, 'I hear you, and that's real.'"

— SAM NEKROSIUS,
MIDDLE SCHOOL TEACHER

"In a lot of ways, being a seventh grade Humanities teacher overlaps my adviser role, in places where it's almost seamless. Things that we talk about in advisory, identity, diversity, flirting versus hurting — anything that is developmentally appropriate — it all comes back again in the curriculum that I teach," he said.

Ms. Garner shares this sentiment. She was sure she wanted to teach U.S. history, she said, because of the uniqueness of the American experience and the importance of relating as humans.

"No matter what your pursuit is in life, if we're going to tackle enormous problems in the world, if you cannot relate to people and you cannot convince people that a problem is worth solving, then it doesn't matter what technology you have in place," she said. "If you can't sell it, it's not going anywhere. In order to do that, you have to make people care, and you have to reach them on a human level."



Staci Garner



True North: 1323 E. 57th St.



Philz Coffee: 1425 E. 53rd St.



Plein Air: 5751 S. Woodlawn Ave

For here or to go? Hyde Park coffee shops provide energy, good eats for customers

by NICKY-EDWARDS LEVIN
ARTS EDITOR

In Hyde Park, Coffee Shops buzz with the hum of excited college students just getting the year underway. Professors and graduate students work computers crammed onto the crowded tables wearing earbuds.

Some people snack on a sandwich, others have finished their food long ago and some make a small cup of tea last the whole afternoon.

True North, Plein Air and Philz are all Hyde Park coffee options if you want a nice spot to work (if you can find one) and you don't care too much about fancy food or fairly hefty price tags.

True North, which resides on 57th Street right next to Medici, has embraced a somewhat hipster vibe — from the darkened lighting to the slightly worn-down cut-outs of Chicago icons on the wall, to the adventurous and very green smoothies.

Though the quality of the food or drink isn't exceptionally good or bad, that isn't so much what you are paying for. Your money can be thought of as much as a form of rent for a table as the cost for a bagel.

The food, though certainly expensive, is thoroughly enjoyable; \$4.75 for a bagel with delightful chive, green pepper, cream-cheese is still expensive. The smoothies

are also somewhat pricey, at \$6.80.

Plein Air, just around the corner from True North, provides a more elevated, culinary-focused environment that is still perfect for anybody who wants to pack a computer and join the overwhelming majority of university members doing work. The lighting is open, providing a clean and welcoming environment, despite the claustrophobic nature of the line system and the surrounding seats.

The food and drink at Plein Air is a step above that of True North. The menu feels more put-together and higher-end. Rather than a simple grilled cheese, Plein Air provides a brioche bun with man-

chego cheese, piquillo peppers and caramelized onions for \$8.95. Depending on what you're looking for, Plein Air is either the perfect step up, or a possibly pretentious expense.

Philz, the recently expanded San Francisco coffee joint, lives on the corner of Blackstone Avenue and 53rd Street.

The most Starbucks-like of the three, it clearly feels like a chain — the look of the space is more thought-out and meticulously planned. The art on the wall feels curated and not quite as genuine as True North or Plein Air.

The process for ordering food at Philz is rather strange but certainly effective. Initially you give your

order to the barista who begins to make your order, and then you walk across the space to the cashier, where you can also purchase any pastries or savory snacks you desire, such as a bagel with cream cheese, cucumber and tomato or a bacon, egg and cheese sandwich. Both of these snacks, pair delightfully with the truly delicious hot chocolate.

If you feel like getting some work done in a place other than at home, give one of these three Hyde Park coffee spots a try. You won't be alone — there are surely plenty of UChicago students and teachers to join you, and you can even get a yummy meal out of the deal, even if it might be a bit expensive.

MIDWAY PHOTOS BY NICKY-EDWARDS LEVIN

Strikes provide a step forward, not a solution

To create policy change, students must get more politically involved

Climate change is an extinction-level event — there are no two-ways about it. In fact, some of the more radical estimates believe that it is already going to be a monumental task to reverse climate change before we pass the point of no return.

In the face of that, it's important for students to follow up on the progress of the Climate Strike to bring about real political change.

On Sept. 20, approximately four million people around the world marched together in support of taking decisive action against climate change. A significant amount of those strikers were students — including a few dozen from Lab — who had left school to help show a massive coalition of support for significant policy changes.

Teenagers are seldom considered a politically influential or active demographic. Unable to vote, and often without the time or desire to educate themselves about politics without a representation, teenagers are often left out of po-

As the Midway sees it ...

litical discussions. And in fact, very few people under age 30 are interested in voting. A Gallup poll taken a few weeks before the 2018 midterm elections showed 82% of people age 65 and up have an interest in voting, while only 26% of those under 30 do.

Again, a strike is a great first step. Aggregate action often inspires additional work. Research shows that one of the biggest factors in a willingness to act is perception of social norms.

However, a historical look shows that strikes alone are far from effective. Large scale successful movements have often used strikes as a supplement to a variety of actions. The Civil Rights Movement alone used divestments, boycotts, Freedom Rides, marches, sit-ins and a large range of other non-violent protest to spur the Civil Rights Act. The Vietnam protest movement, while not quite as successful, followed in the footsteps of the Civil

"For teenagers, while we can't vote, we can still affect the outcomes of elections. By helping to volunteer on campaigns with candidates you believe in, you can provide valuable assistance to those candidates."

Rights Movement, just with far less organization.

In order to truly be effective at changing policy, you have to be... well... political. For teenagers, while we can't vote, we can still affect the outcomes of elections. By helping to volunteer on campaigns with candidates you believe in, you can provide valuable assistance to those candidates. Even — especially — if it's a small candidate, one with little chance of winning, the more momentum that candidate gains the more likely that their policies will be adopted by the party's nominee in the general election.

Change also starts in Congress. Make sure to call, email and/or send letters to your district representative or senator. Better yet, organize a phone drive to get a large



MIDWAY ARTWORK BY RISA COHEN

number of students and their families to call in elected officials. In sufficient numbers, these direct calls truly effect change.

Global climate change is the

most complex issue we have faced as a society. Strikes are a great first step, but to really affect the government's policies, it's important to get active.

Don't alienate — learn to engage in open discourse

by **BERK OTO**
MIDWAY REPORTER

"But he's a Republican!"
"And a liar,"
"Isn't he racist?"

These were the reactions of my classmates when I said, "I think Marco Rubio was an underrated candidate," while having a conversation with a friend.



Berk Oto

My crime was expressing an unpopular opinion a little too loud. And it certainly wasn't a welcome one.

Though Lab's mission statement

declares that we value exhibiting kindness and honoring our diversity, we fall short when it comes to making people with differing opinions feel welcome. To solve this shortcoming, students must not stigmatize or quickly repudiate opposing political beliefs to create a kind and welcoming environment that values diversity in thought.

Stigmatization can lead students to believe they will lose friends, be ostracized, or even bullied should they share their opinions. The effects of such alienation often carry on to higher education. Although, according to the Pew Research Center, 74% of Republicans don't believe that students are hearing a full range of viewpoints on college campuses. Ac-

ording to the online educational group OneClass, 37.5% of conservative students feel unsafe when expressing their opinions, and only 25% feel comfortable sharing their political views without repercussions according to the Harvard Institute of Politics.

Often, political stigmatization occurs when students generalize certain beliefs with negative terms like ignorant or racist with little regard to their meaning. As a debater, I know such labels do nothing to convince people and instead push the other side further in their beliefs.

A far more constructive approach is to explain the impact of the statement and if something is incorrect, why, rather than simply

filling a generalization with unfounded adjectives.

According to long-time U-High Conservatives club member Benjamin Meyer, generalizations are a part of the reason why the club may not have enough interest to continue.

Although Ben is very passionate about politics, he says that being politically active to the extent that he would like would alienate him further. His goal is to create a platform for students like him who feel estranged from the Lab community.

The first step to create free discourse is to engage with people and understand that they are more than their political opinion. Forgetting this leads to destructive

personal attacks rather than an open discussion of ideas.

"The way that you reach people is by finding common ground. It's by separating ideas from identity and being genuinely open to persuasion," Julia Dhar, a former debate coach, said in her TED talk.

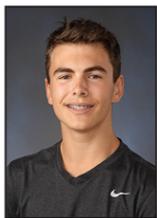
Losing U-High Conservatives, a safe space for conservative students is an opportunity for the Lab community to step up and create dialogue at our school that is consistent with our mission statement.

This change can only happen on an individual level. Next time when facing someone you disagree with, try to listen, identify common ground, and then rebut their ideas.

Teens need freedom to make decisions themselves

by **MAX GARFINKEL**
BUSINESS MANAGER

A couple weekends ago, a couple of my friends and I were hanging out, just watching a movie and playing some games. We decided we wanted to go out to get food at a restaurant in Hyde Park. For me that would be no big deal — it's not something my parents are worried about or something I really need to ask permission to go do if I'm already out of the house.



Max Garfinkel

The parents of one friend use an app to track his location. This stresses him out because he worries they might ask why he wasn't where he said he'd be. It seems kind of ridiculous to me that his

parents wouldn't trust him to make his own choices about where to eat, especially since he is a senior and will be living on his own next year.

For most of us, our teenage years are the last time we are living under the direct supervision of our parents. After high school, most of us will move out, go to college and then start our lives outside of our parents' houses. We will be responsible for managing our own time, choosing what we eat, what time we get up and generally who we are and what we do.

So, for us to be able to become responsible adults, teens should be given the freedom to not only manage our own time, but also to make some mistakes while we still are in the protective bubble that is living at home.

This way, when we enter a new level of independence as adults we are able to have better judgement

and make experience-informed decisions.

High school years should be a time where we are given freedom to take risks that help us mature into adults capable of making these decisions. The problem is, as a high schooler, our parents usually end up deciding how much freedom we have, which is problematic if it is not the right amount. As teens, we see a side of our friends and peers that they don't show to their parents, so we have insight on how parenting style affects their behavior.

Some parents don't provide enough supervision and give too much freedom. In some cases this would be neglect. Since we are still teens, the guiding hand of adults can usually steer us in the right direction when we have doubts, so we definitely do not want to reject our parents altogether. As every high school movie demonstrates,

we think we know everything, but we don't. Without some guidance, teens have a hard time managing their time and making good decisions. This can result in experimentation past normal teen curiosity with harmful substances, such as drugs or alcohol.

The opposite style of parenting, or "helicopter parenting," is also a major problem. Helicopter parenting is dangerous for teens since it doesn't allow them to experience the world before leaving the safety of home and causing them to be helpless when hitting adulthood.

Constant monitoring and micromanaging can leave teens crippled later in life, since they were not able to make decisions for themselves when they were younger. It can also lead to compensations once they get out of the house, such as excessive use of drugs and alcohol.

Because they were not given the

opportunity to experience freedom and experimentation before, they don't know how to properly use the freedom once they are independent.

I have seen an example of this in one of my close friends. Their parents were very strict about how they managed their time, what they did and who they hung out with, so once they got a little bit of freedom they rebelled against what their parents wanted and would lie to evade them.

This is more dangerous than minor experimentation with substances in high school since there is a "safety net" when you live at home, whereas there is a lack of support once you leave.

There needs to be a safe middle ground between overly relaxed and helicopter parenting. As teens we need some support, but we cannot be overly supervised by our parents.

U-HIGH MIDWAY

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

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Printed by FGS, Broadview, Illinois

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Undefeated & close-knit

Undefeated tennis team finds unity with more than 15 wins

by JULIAN INGERSOLL
MIDWAY REPORTER

The red and green tennis courts are scattered with players warming up in the hot fall day. Clouds are spread across the sky, keeping the direct sun from beating down on the girl's tennis team.

Players whip the ball at each other, and their cheers and shouts of encouragement fly across the courts faster than the balls themselves. Looked over by their coaches Dawuad Talib and Asa Townsend, the girls foster unity and team spirit, no matter what part of the team they are on and no matter what the score.

The girls tennis team has been undefeated but the success isn't just on the courts. Much of their success according to varsity player Alexandra Nehme, is in their team spirit between teammates and coaches.

"I feel like we have a good team dynamic. If someone isn't playing that day, they will still be there to cheer on the matches," she said.

Coach Dawuad agrees that success come is many forms.

"If success is an octopus, it has many tentacles. One tentacle is the fact that no one is walking around thinking, from court one to court five, they're better or they deserve more than anyone else on the team," Coach Dawuad said.

At practice, players do more than just play tennis, but they also practice real-life skills such as communication. Coach Dawuad makes an effort to give this kind of speech at the beginning of practice to remind athletes why they are on a team and what they are there to do. Not just to win, but to be a team.

"I think our team values fun along with competitiveness," varsity captain Isabella Kellermeier said. "On and off the court we are always having a laugh and cheering each other on, we have fun with each other, and love to compete."

The tennis team has also gained a tennis



Alexandra Nehme



MIDWAY PHOTO BY MARIA SHAUGHNESSY

TIGHT-KNIT TENNIS TEAM. Senior Isabella Kellermeier sprints to the ball during a tennis match against Elgin Academy Sept. 17. U-High won the match 5-0. The girls tennis team is undefeated and players pride themselves in their welcoming team environment.

manager senior Gabriela Gruszka.

"I'm always here to support the players and be there if they need anything whether it's water or just to talk," Gabriela said. "It's been great getting to know all of the girls, so instead of managing them on a tennis level I can be their friend in a way."

Gabriela would have played this season if it wasn't for a wrist injury a few years back. She volunteered to be a team manager because she wanted to be a part of the team even if she couldn't play.

Coach Dawuad appreciates this because she isn't just a very helpful hand but a symbol of what being on a team is about.

Varsity captain Macy Beal also does her part to keep the team together and brings in aspects to the team that she wishes she had when she was a freshman.

"The tennis team environment changes every year and each year I see it in a different way," Macy said. "Since I am a senior and a captain, I have more responsibility to create an environment that I wanted to be in."

Sophomore places first in national tennis competition

by AMANDA CASSEL
MANAGING EDITOR

Standing on the court, racket in hand, sophomore Emma Baker prepares to face off against other national champions.

It's not every day a U-High student plays against the best in the nation for their sport and comes in first, but for sophomore Emma Baker, it's just part of her passion.

Emma has been playing tennis since she was 5, but it was only one of the many sports and activities she was doing. She swam, tried softball and a variety of other things, but something about tennis clicked.

"I wouldn't say it's all about natural talent for me," Emma said. "I really like the atmosphere on the court and how you were there by yourself and it was whatever you made it."

Tennis has cultivated Emma's abilities to focus, and be dedicated and she applies this to her life.

"It definitely forces me to do my homework and be super intentional about what I'm doing with my time," Emma said.

When she's not on the court, Emma is doing homework, hanging out with friends, playing the piano or just chilling out.

"Something people probably don't know about me is I actually play the piano every day and have lessons once or twice a week," Emma said, "so it really is a passion."

But, she explained, there are almost consistently 20 hours a week where she is on the court, making tennis almost a part-time job.

"If I wanted to go pro, tennis would be the only thing I could do. I'd be homeschooled," she said. "And I love going to Lab and playing piano and just being able to hang out with my friends."

When Emma is playing tennis, she is either playing with her siblings at U-High or at one of three club teams she plays for.

"I didn't play for U-High last year, but my friends really encouraged me to and I am so glad I did this year," Emma said. "There's something really amazing about celebrating wins of teammates and playing for something much bigger than just myself."

Hall of Fame to be Oct. 19

Award will honor significant athletic contribution

by CHRISTIAN GLUTH
ASSISTANT EDITOR

The Athletics Department is incorporating a Hall of Fame to honor athletic achievements throughout Lab's history. The inaugural ceremony will be held Oct. 19 at 6 p.m., likely occurring in Upper Kovler gymnasium.

Athletics Director David Ribbens said the Hall of Fame was implemented to tell the story of former U-High athletes with significant accomplishments.

"It could be inspiring for the kids to realize that way back over a hundred years ago, for instance, we had athletics that were in the forefront of Illinois and Chicago history, and I think a lot of people don't realize that," Mr. Ribbens said.

The Hall of Fame unveiling ceremony will be held in coordination with the alumni relations and development office. Mr. Ribbens is hoping to continue the tradition every year and be consistent with the selection criteria.

"The qualifications for this first one was a significant contribution, and that contribution was measured by the impact here and the longevity of that impact," Mr. Ribbens said.



David Ribbens



Marty Billingsley

2019 Hall of Fame inductees:

Marty Billingsley: Current U-High computer science teacher and graduate of 1977. Honored for contributions to track and field.

Gabrielle Clark: U-High graduate of 2010. Honored for contributions to tennis.

William "Doc" Monilow: Former U-High athletics administrator.

John W. Rogers Jr.: 1976 graduate honored for contribution to basketball.

Girls track and field team: Honored for contributions to track and field 1979-1981.

Marty Billingsley was a track and field record setter. Now a U-High computer science teacher, she is supportive of the implementation of the Hall of Fame.

"I think seeing that other people are honored gives you an idea of what's possible," Ms. Billingsley said. "That's why we have record boards, to see [athletes] have done this, this is possible."

Ms. Billingsley holds records for the girls 1600m and 3200m races, which she set on a co-ed track and field team. She says she was inspired by running with people who were faster than her.

"That's one of the things that made me good," Ms. Billingsley said. "I wasn't out in the lead all the time, I wasn't winning races every day, I had people in work out to try to keep up with."

DIG PINK



MIDWAY PHOTO BY KATHY LUAN

SPIKING SENIOR. Sydney Rogers warms up at Dig Pink game on Sept. 27 against Francis W. Parker School. The volleyball team won 2-0 and raised over \$1,000 for breast cancer research. Before the match, Lab parent and breast cancer survivor Jeanette Levitt was honored.

A whole new headspace

A rise in meditation usage during the past decade has largely been due to the million-dollar meditation-app industry that has emerged with apps such as Headspace, Calm and 10% Happier



MIDWAY ILLUSTRATION BY ACE ZHANG

by **BERKOTO**
ASSISTANT EDITOR

What is meditation? Is it just breathing? Is it simply relaxing? Or is it something more? With its recent surge in popularity, everyone has a different answer when it comes to what this millennia-old activity means to them.

"Meditation to me is taking time out of the day to focus on yourself and relieve stress or anxiety that you might not have other time to release," junior Emily Chan said. "I try to do it every day."

Emily is not alone. According to the Centers for Disease Control, between 2012 and 2017 the percentage of children who had tried meditation in the past 12 months increased from 0.6% to 5.4%.

This increase in popularity has materialized itself within the physical education curriculum through an optional stress-redux class.



Emily Chan

"I think it's needed; I think it's accessible. More is expected of you 24 hours a day than when I was your age," said Meghan Janda, a physical education teacher, regarding the value of meditation. "It's just an endless cycle of go-go-go, so I think the ability to stop, take a minute and recognize where you are, where your imbalances and stresses are is very important."

In recent years, meditation has also gone digital as a new 32 million dollar industry of meditation apps, like "Calm" and "Headspace," have emerged. Over 50 million people have downloaded "Calm" and they have received over 700,000 five-star reviews. In comparison, "Headspace" has over 31 million downloads and almost 500,000 five-star reviews.

"I like to use Calm at night because they have a good sleep meditation as opposed to Headspace which is better for starting off

"I think it's needed; I think it's accessible. More is expected of you 24 hours a day than when I was your age. It's just an endless cycle of go-go-go, so I think the ability to stop, take a minute and recognize where you are, where your imbalances and stresses are is very important."

— MEGHAN JANDA,
P.E. TEACHER

your day focused," Emily said. "I would encourage everyone to give it a shot because meditation can really help people."

Both Emily and counselor Teddy Stripling urge students to try meditation or other mindfulness techniques.

Mr. Stripling encourages skeptical students to think about how much they pay attention to their morning routines such as how they get to school.

"You're not thinking, you're just going," Mr. Stripling said. "We're all moving in circles, and everyone's trying to get nowhere faster."

Other teachers share his sentiment, and are working to provide balance to their students' lives.

"I got a free subscription to "Calm" for all of my students. So, I provided them with their username and password because it is now a free subscription for teachers," English teacher Maja Teref said.

She encourages her students to take time out of their day to work on mindfulness and Ms. Teref uses meditation in her own life to deal with difficulties and problems.

"I find that meditation helps me calm down and once I do that I am in a better mood and I can organize my thoughts more clearly so I have more clarity," Ms. Teref said.



Theodore Stripling

Mobile mindfulness

Online meditation has hit mainstream popular culture hard. A few apps in particular have become a part of many people's daily routine.

Headspace:

Headspace is a free app with in-app purchases offering hundreds of meditation sessions covering topics ranging from stress to focus. Headspace also has a wide range of lengths and users can adjust the length of their sessions. Headspace uses



"clinically validated research" to improve and adjust their app's features.

Additionally, over 65 studies scientifically approve of Headspace's approach to meditation. Headspace is used most commonly by people in the morning to start their day with a positive mindset. Headspace was founded in 2010 by Andy Puddicombe and Richard Pierson in England with the intent of demystifying meditation and teaching mindfulness and meditation to as many people as possible.

Calm:

Calm offers a variety of services ranging from meditation to mindful movement and gentle stretching exercises to music to help users relax, focus and sleep. Founded in 2012 by Alex Tew and Michael Acton Smith, Calm hopes to make the world a happier and healthier place. Calm has over 50 million downloads and 700,000 five star reviews.



Not only does Calm focus on meditation, but it also focuses on users getting proper sleep by recognizing problems with sleeping habits that may have otherwise gone unnoticed. Calm is most frequently used at the end of the day through the app's sleep feature. Lessons are written, narrated and produced by Tamara Levitt, the Head of Mindfulness at Calm who has studied numerous forms of meditation and mindfulness throughout her life. Although Ms. Levitt admits meditation cannot solve all of her problems, she hopes to change others' views of meditation and mindfulness as well.

10% Happier:

Named Apple's "Best of 2018" app award, 10% Happier has guided meditations, videos, talks and sleep content to help maintain a deepened meditation. It aims to help users sleep better, increase mindfulness, and improve relationships. New content is released weekly. Users can adjust the length



of meditations and listen to small stories and wisdom instead of meditating.

The app features Dan Harris, a former ABC news anchor, and according to their website 10% Happier is "a meditation app that teaches fidgety skeptics to learn to meditate." There is also a podcast titled 10% Happier featuring Dan Harris available on Spotify and the Podcast app. The podcast "explores whether you be an ambitious person and still strive for enlightenment and inner peace," according to 10% Happier website.

— COMPILED BY ELLA BEISER AND JULIAN INGERSOLL

Meditation study shows that ...

14%

of American adults have meditated in 2017

4%

Women are 4% more likely to meditate than men

69%

of meditators report decreased anxiety

8%

increase in working memory in teens