

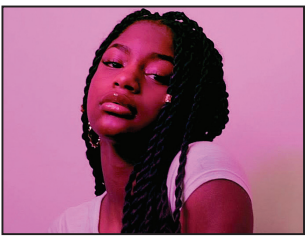
PAGE 4 • ARTS

Continuing a New York exhibition, “From A to B and Back Again” at the Art Institute of Chicago will exhibit a collection of works by Andy Warhol until Jan. 26.



PAGE 9 • FEATURES

Student models share their experiences in modeling, exploring their personal growth in the industry and debunking common misconceptions about the profession.



PAGE 11 • SPORTS

For the first time in U-High history, the boys soccer team advanced to state finals — and won. An early-season loss was a turning point in the team’s effort.



University of Chicago Laboratory High School

U-HIGH MIDWAY

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Strategic plan defines community objectives

Framework will focus on inquiry, critical thinking

by **PETER PU**
ASSISTANT EDITOR

A document released in October will set the direction of the Laboratory Schools for the next few years. The new strategic framework released Oct. 17 is the culmination of months of collaboration among students, administration, parents, alumni and faculty from both Lab and the University of Chicago. Reflecting on the critical and collaborative process of developing the framework, Laboratory Schools Director Charlie Abelmann said, “There was an opportunity for us to think about who we are and look at ourselves in the mirror and think about what we want to celebrate and what we want to improve.” The beginning of the document emphasizes Lab’s connection to the University of Chicago such as through inquiry. “Inquiry is critical as a heart of the university. I think the idea of inquiry and critical thinking is really critical here,” Dr. Abelmann said. “It means potentially different things for a college student than for a 3-year-old, but we still really want to value what that means.” The four themes presented in the framework are building a model of progressive education for the 21st century; ensuring a healthy and inclusive community; improving leadership, governance and decision-making; and securing Lab’s fiscal soundness and an appropriately-resourced future. Similar to the process of creating the framework, Dr. Abelmann



MIDWAY PHOTO BY KATHY LUAN

SPOOKY SCARY STORIES. Alia Thomas, a senior peer leader, reads a Halloween-themed story to two students from the Earl Shapiro Hall. Junior and senior peer leaders met with the younger students on Oct. 29 for books and haunts in Café Lab.

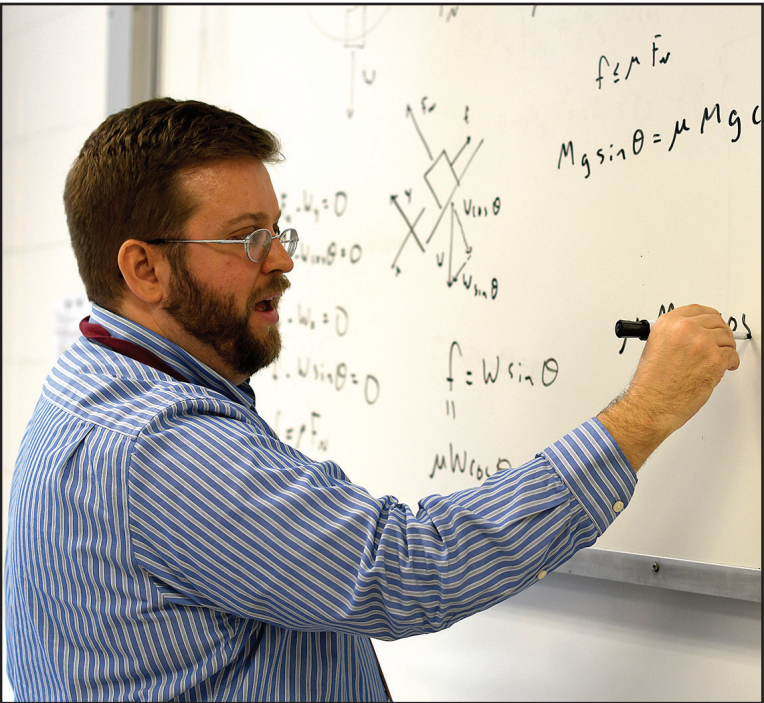
said collaboration will be essential in executing the framework. “We want to make sure high school students and middle school students are part of the implementation of some of the items that we have in the framework so that participation is a key theme,” he said. The main priorities of this year will be defining the portrait of a Lab graduate and promoting health and wellness through the newly established Wellness Councils, according to Assistant Direc-

tor Carla Ellis. Dr. Ellis said including representatives from all schools in establishing the portrait of a Lab graduate will be equally important as the portrait itself. Wellness Councils representing each of the four schools and the entire school have already convened. In meetings, they identified priorities for the year, and considered the results of the health and wellness survey, according to Dr. Ellis.

The councils will be guided by the Collaborative for Academic, Social, and Emotional Learning framework outlined in the appendices. CASEL recognizes self-awareness, self-management, social awareness, relationship skills and responsible decision-making as the five core competencies. “Academics are critical and we want to be a rigorous school, but we also want a school that’s healthy for students,” Dr. Abel-

mann said. The strategic appropriately concludes with “moving forward.” History teacher Christy Gerst attended the Designshop retreat Jan. 15-17, which was a meeting in the process of developing the framework. Looking into the future, she said, “It’s only just beginning the partnership between all of those groups to implement the strategic framework, so everything is on a going-forward basis.”

Curriculum feedback system to launch this semester



MIDWAY PHOTO BY ISABELLA KELLERMEIER

PHYSICS AND FEEDBACK. Physics teacher Matt Martino instructs an AT Physics I class. Students in his classes as well as other departments will soon have the opportunity to give input on class structure, teaching styles and curriculum.

by **CALEDONIA ABBEY**
MIDWAY REPORTER

Beginning this semester, a new feedback system will provide students the chance to give feedback to teachers and impact the structure of their courses. The Curriculum Feedback System, a Student Council project nearly five years in the making, will enter a beta phase in December or January. “Often students are not very candid in their feedback because teachers know their handwriting, or they don’t want it to reflect badly on them, so Student Council is really working to make it completely anonymous,” All-School President Ben Cifu said. Initially, the system was intended for students to have more information about offered classes prior to registration. According to English department chair Mark Krewatch, who has advised various students as they developed the system for several years, said that “there were concerns by teachers about the public nature of it and how honest the feedback would be.”

“We want to make sure that faculty know what students think about the class, and we’re working to rebuild trust anywhere we can.”

— BEN CIFU

Instead, it will be completely anonymous and teachers will have access to the student responses from their section. This allows feedback to be genuine and targeted for each class. “We want to make sure that faculty know what students think about the class, and we’re working to rebuild trust anywhere we can,” Ben said. Ben emphasized that it will happen at the end of the first semester so that feedback can be implemented for the rest of the year. “A lot of teachers collect feedback, but we want this to be a standardized system so every teacher can get feedback pretty easily,” Ben said. “There will be a set bank of questions that students can know and think about throughout the year.”

At a glance:

After five years, Student Council’s live curriculum feedback system will enter a beta phase in December or January. The system aims to grant students complete anonymity in their responses to promote honesty. Feedback submitted by students will be collected in time to be considered by teachers before the beginning of the new semester.

He estimates that there will be 20 questions for students to respond to, but there will be slight variations depending on the subject, so they will be applicable for every course. Ben said Student Council members also hope to be able to find trends in the feedback that can inform “what discussions can be had between students, faculty, and administration about where we want classes to go.”

Club fundraises with string bracelets

Craft proceeds to be donated to Comer Children’s

by MADELINE WELCH
OPINION EDITOR

Upbeat music fills Judd C305 while students carefully braid colorful string bracelets with dangling silver charms. Isha Nayak and Aisha Ziad float around, helping 10 other club members make branded bracelets for a cause.

Aisha and Isha, juniors, have started a new club called Charms for Champions with a goal to sell handmade bracelets and raise funds for children with cancer at Comer Children’s Hospital.

For these club leaders, the mission is personal: their inspiration came from seeing their family members struggle with cancer.

“My grandma had breast cancer and now has colon cancer. My grandpa died from lung cancer before I was born, and my cousin had leukemia when she was 16 until she went into remission at 19,” Isha said. “In our teenage years we are very influenced by others’ opinions of us, so I thought that must be really hard.”

Isha and Aisha founded their initiative as an outlet for the uncertainty of having a loved one



Isha Nayak



Aisha Ziad



MIDWAY PHOTO BY MIRIAM BLOOM

BRAIDS FOR A CAUSE. With a rainbow of string colors, Isabel Randall of Charms for Champions crafts a bracelet. Driven by family experiences with cancer, juniors Aisha Ziad and Isha Nayak created the club, and all funds raised from bracelet sales will be donated to Comer Children’s Hospital.

with cancer. They wanted to have a positive influence.

“I was little when my grandpa was diagnosed with cancer, so I didn’t really know what was going on — it was just chaotic. But now that I’m older, I kind of feel helpless. He’s taking his treatments and everything, but I don’t know what else to do to help him,” Aisha said. “We both felt helpless, so doing this makes us feel better in our

own ways.”

Club members make the bracelets by fishtail-braiding string and suede material. They also have a silver charm with the Charms for Champions logo, a crown, on the back. The club is selling string bracelets for \$3 and the suede bracelets for \$5.

“Our original idea was to make the bracelets and give them to cancer patients, but because of

regulations, we couldn’t do that. So, we decided that we could keep the bracelet idea and donate the money to Comer Children’s Hospital,” Isha said.

Charms for Champions meets Mondays during lunch. Club members are working to make as many bracelets as possible to sell via Google Form, which they are planning to host by the end of the semester.

MUN team supports Woodlawn

by BERK OTO
ASSISTANT EDITOR

The Model United Nations team started an initiative with the University of Chicago Charter School Woodlawn to help that school’s team become more competitive.

Though the charter school already had a team of over 15 students, Director General Sara Thomas said the team did not participate in conferences or have a formal practice schedule.

Sara said the Woodlawn MUN members have been working with Lab since Oct. 10 for an hour after school.

“They have really good baseline speaking skills,” Sara said, “so I just want to refine them so that they are more confident in giving improv speeches, which is really important in Model UN. And then also give them better research strategies so they can have more content.”

Secretary General Ananya Asthana had the idea for the initiative two years ago, but it did not become a reality until May 2019 when she, Caledonia Abbey and Sara met with a representative of the Woodlawn charter school.

The U-High Model UN team has set goals for the Woodlawn team to succeed.

“We’re going to eventually start to prepare them for the UChicago Model United Nations conference in February,” Sara said. “My goal is just to set them up in the best way possible for them to win at a conference.”



Sara Thomas

NEWS IN BRIEF

Dance party tonight will promote Desi community

To bring more attention to the school’s South Asian community, the Desi Culture Group is hosting a Desi Dance Party Nov. 7 from 6-8 p.m. in Judd C116.

“We were looking to do something that would benefit the entire community in a way that would allow us to help raise funds,” said Monika Bahroos, a Lab Schools parent and employee who is helping coordinate the event.

The event will be free of charge. There is a suggested contribution of \$20 for adults and \$10 for kids, which will help benefit the Lab Parents fund.

In celebration of Diwali, the party will offer Bollywood and Bhangra dances and South Indian drinks and food such as dosas.

“Right now we are looking for volunteers to help set up decorations and help with checking in guests,” Ms. Bahroos said.

A photo booth and an instructor teaching the dance moves will be available at the party. Attendees can come dressed in casual attire, and the party hosts will be decked out in Indian clothing and jewelry.

— ADRIANNA NEHME

Conferences extend to span two days Nov. 14-15

Unlike past years, Parent-Teacher Conferences will span two consecutive days in November. A committee made the schedule change, in hopes of conferences being more accessible to parents.

Conferences will be Nov. 14 from 5-7 p.m. and Nov. 15 from 8:30-11:30 a.m. and from 12:30-2:30 p.m. Students will not have classes. Parents will be notified on

how to sign up for times.

“This is the high school trying its best with a new model that we think will serve all constituent groups well, but that we are always wanting to acknowledge that it’s us trying and it might not be the best solution, but we’re hoping it is,” Assistant Principal Arsa Ahmed said.

The new schedule creates a shorter work day for teachers and hopes to be more accessible for parents.

— TÉA TAMBURIO

Peers elect Discipline Review Board members

The Discipline Review Board has been reinstated after it was removed from the handbook during a legal review last year.

Students elected include seniors Eve Grobman, Ioannis Nikas and Destiny Strange; juniors Avi Keyser and Omar Siddiqui; and sophomores Hien An Ngo and William Trone. Faculty members elected for this year are Daniel Calleri, Sari Hernandez, Sharon Housinger, Naadia Owens, Francisco Javier Saez de Adana and Ian Taylor.

The Discipline Review Board will give students a way to appeal a suspension before their peers and faculty. The board may remove the suspension, extend the suspension, or suggest expulsion to the head of school.

The nominees were selected by the High School Discipline Committee and voted for by the students.

“Anyone has a right to go in front of the board,” said Paul Gunty, High School Discipline Committee chair. “You have a right to make your voice heard.”

— AMON GRAY

Finance Club receives large influx of members

Finance Club has attracted 40-50 new members this year with an educational curriculum based on active learning, access to influential club speakers and trips, and the ability to build skills that can be applied beyond finance itself.

This year’s membership has surpassed numbers from previous years. The club’s emphasis and ability to learn actively is a big part of what makes it so unique, according to Danesh Patel.

Finance Club members will visit Morningstar, a financial services company, in November and plans to bring in Nobel Prize winner Lars Peter Hansen as a guest speaker later in the year.

“We don’t necessarily just focus on finance,” Danesh said. “We also learn about a lot of other cool things that are related to finance in some way.”

— LUCIA KOURI

Two wellness groups will promote student health

Two new councils with Lab student representation will provide Lab students resources to improve emotional health.

Téa Tamburo, Emily Zhang and An Ngo have been appointed to the All-School Wellness Council. Noa Appelbaum, Ishani Hariprasad, Todd Has and Eleanor Skish were appointed to the High School Wellness Council.

The anonymous health and wellness surveys from the last two years have shed light on the difficulties of many Lab students who struggle to find emotional support within the Lab community. These wellness councils are one of the

HALLOWEEN



MIDWAY PHOTO BY KATHY LUAN

HAUNTING HORNS. Band members perform in Café Lab for parading students during the lower school’s Halloween costume parade. The band also performed at Earl Shapiro Hall, where the celebration was inside due to cold and snow.

ways the administration is trying to remedy that.

The councils will be primarily focused on improving the emotional health of students.

“The two things that [the council] identified were the perception of self, self-esteem, and self-identity, and also isolation — people who feel like they don’t have a friend group or an adult in the

community that they can trust,” Ana Campos, dean of students, said.

The council intends to achieve these goals by educating teachers and other adults at Lab about how to identify students who might be struggling and then providing proper resources to improve their wellbeing.

— CLARE O’CONNOR

NEWS IN BRIEF

Teachers go ‘gradeless’

Teachers attempt to demphasize value of grades

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

Teachers across curriculum areas are implementing “gradeless” classrooms. Sari Hernandez, Zachary Hund and Mark Krewatch began this system in their classrooms this year, while Naadia Owens is continuing the system she implemented in the 2018-19 school year.

Despite using the same descriptor, there is a wide variety of ways it is being implemented. According to Ms. Owens, a history teacher, there’s a range of “gradeless” that can span from de-emphasizing the value of grades to completely removing them.



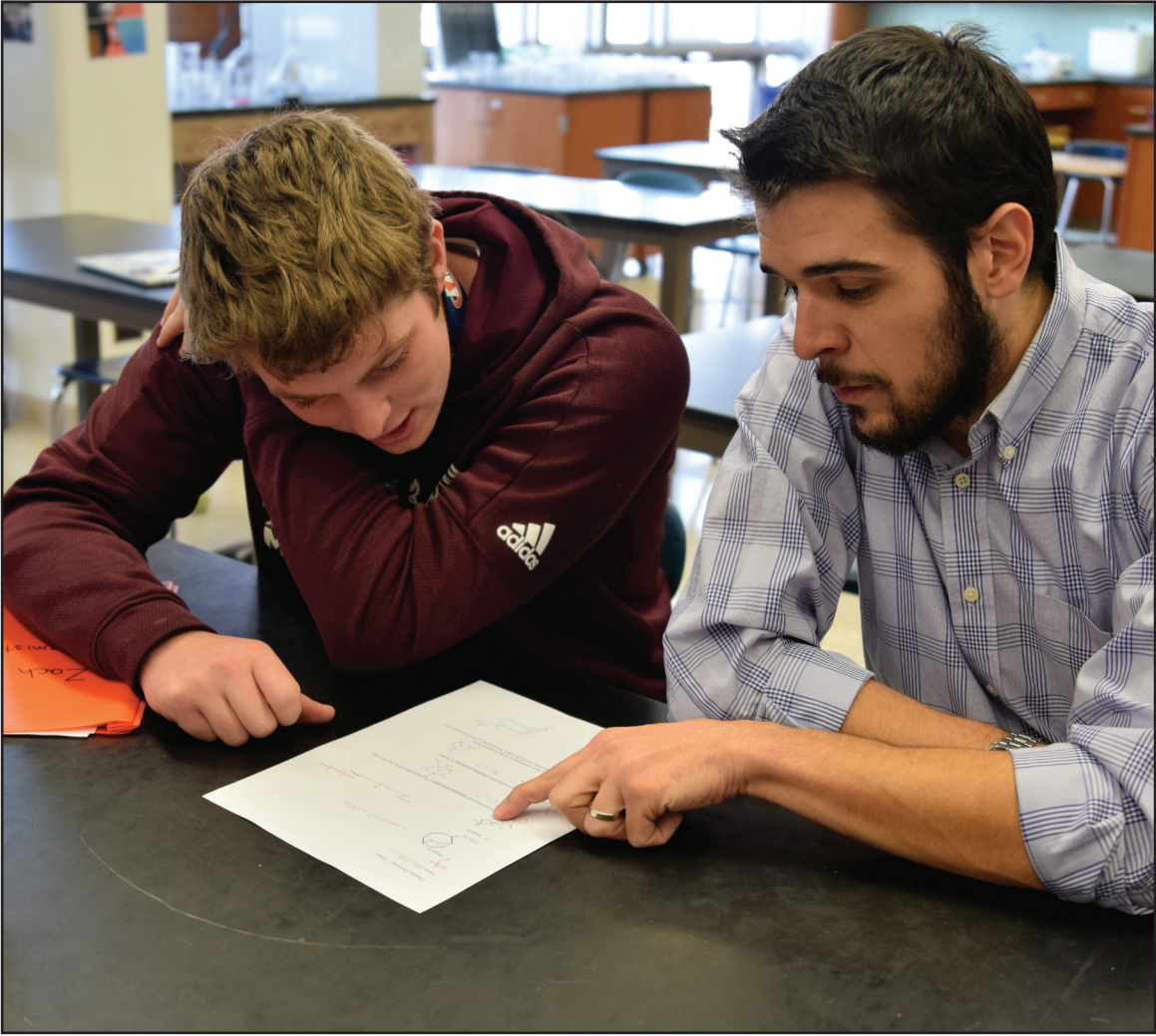
Naadia Owens

“In my classroom, there is no grade ever for anything ever in the course. My class is built on growth,” Ms. Owens said. “Throughout the semester, students complete assignments, they receive very specific feedback from me, from their peers, and from themselves, and they set goals for themselves based on trends that they’ve seen from their work, and then they create a portfolio.”

In Ms. Owens’ classes, students will use their portfolio to illustrate their growth and effort and discuss a grade that they think that they deserve. For example, if a writer was struggling to get feedback for their work, they could show the fact that they went to the Writers Center every assignment, or talked to Ms. Owens about each assignment.

Although this system seems much more fitted to humanities and English classes, where more than one answer can be right, Zachary Hund has found success using a similar system in his Organic Chemistry classroom.

“The gradeless classroom for me is no formal grading,” Dr. Hund said. “Normally you do a homework assignment, a quiz, a test and you get it back and you have 6.5/10



MIDWAY PHOTO BY ISABELLA KELLERMEIER

REVIEWING WORK. Science teacher Zachary Hund, at right, reviews a quiz with Zach Leslie, his Organic Chemistry student. Although it looks different in every classroom, Dr. Hund is among the teachers who have implemented the gradeless system in the classroom to reduce stress.

“In theory, our relationship with students is often very transactional. You give me something, I give you back something. In my opinion, ‘gradeless’ asks to change that. Let’s make student teacher relationships a lot less transactional.”

— NAADIA OWENS,
HISTORY TEACHER

on this assignment. I’ve removed that completely from any of the individual work, where it’s, you turn it in and I’m going to make comments on this work like, ‘Yes it’s right,’ or ‘No it’s not right’ and saying what you have to improve on and what you’ve succeeded in learning. But it’s a way to hopefully

remove stressors.”

Although this may seem like a radical change, students say they appreciate the focus on learning rather than grades. Senior Jenna Nimer took Ms. Owens’ “gradeless” AT African-American History class last year and Dr. Hund’s “gradeless” Organic Chemistry class this year.



Charles Chen

“What I really like about the system is that grades are in part determined by the students. By being a part of the process, it feels like the teacher and I are working together to help me learn the material and become a better student rather than feeling like my grade is the

teacher’s opinion on the work I put in,” Jenna said.

“The quizzes and tests are still difficult, but bad grades feel a lot less significant without formal grading,” Charles Chen, a senior in Dr. Hund’s class, said. “Of course you are still not allowed to completely fail tests because you still have to conference with Dr. Hund for your grade, but it feels more lenient than any other classes would be.”

“In theory, our relationship with students is often very transactional,” Ms. Owens said about teaching in a typical graded classroom. “You give me something, I give you back something. In my opinion, ‘gradeless’ asks to change that. Let’s make student teacher relationships a lot less transactional. Let’s make it more of a learner-to-learner conversation.”

Admissions process experiences changes

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

The admissions process for the next school year has begun, but it will look a little different than in previous years. This year, only students who have already been accepted will have the opportunity to shadow and spend a full day at Lab.

Admissions staff made this change to take the burden off current students.

“Each year, our student volunteers host a number of students and we want to be sensitive to the number of times a Lab student is asked to host, especially when there will be limited seats available in the rising ninth grade class,” Irene Reed, executive director of

admissions and financial aid, said. According to Ms. Reed, the school’s expansion initiative is over, so U-High doesn’t have nearly as many open spots to offer as it did just a couple of years ago.

“The admissions office has added more opportunities to tour, and all admitted students will have an opportunity to shadow before they have to decide to accept our offer of enrollment,” Ms. Reed said.

The admissions office added five tour dates for prospective students and their families. The tours are held during school days, so applicants can still get a feel for what it is really like to be a student at Lab.

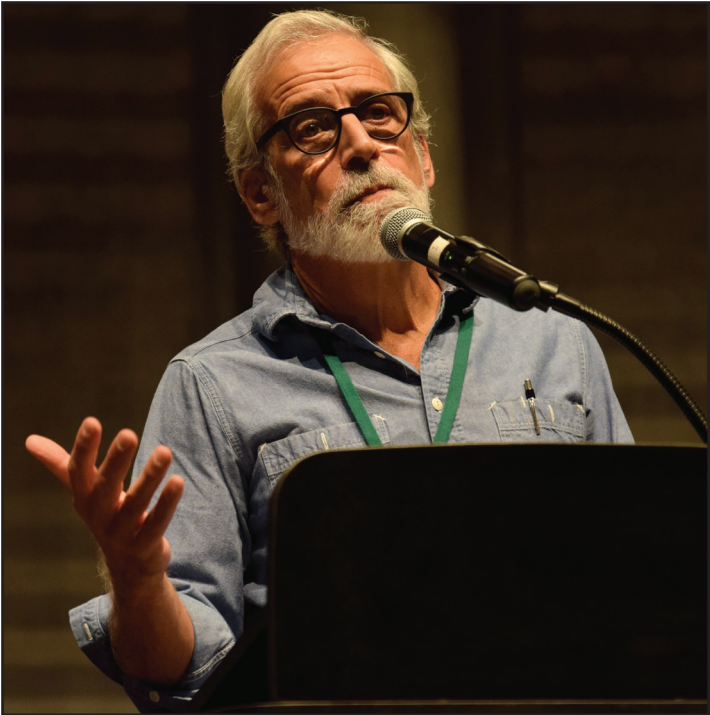
Otherwise, the admission process will remain the same. All applicants will still get the chance to interview with a faculty member.

According to Ms. Reed, around 600 people attended an open house for prospective students and their families Oct. 26.



Irene Reed

ALUMNI SPEAKER



MIDWAY PHOTO BY MARIA SHAUGNESSY

RETURNING TO ROOTS. Alumni speaker Jamie Kalven, Class of 1965, speaks to U-High students Oct. 24 about his life and career in journalism. Mr. Kalven is the journalist who reported the existence of a police dash-cam video of the shooting of Laquan McDonald and fought for it to be released.

Handbook committee brought back after hiatus

The student handbook committee will be reformed after a two-year hiatus. Ana Campos, dean of students, will be leading the committee. The committee, comprised of students and faculty, had its first meeting Oct. 28 and plans to meet every other week.

“I always found it valuable to have conversations with teachers and students around the various policies of the school because the students live the policies, the faculty are impacted by the policies, and certainly I, as the dean, am responsible for upholding the handbook,” Ms. Campos said.

Students on the committee include Macy Beal, Ben Cifu, Jeremy Ng, Nikhil Patel, Joshua Ravichandran, Omar Siddiqui and Donna Tong.

According to Ms. Campos, former principal Stephanie Weber found it difficult to revamp the handbook while working with the large committee, and she ultimately took over responsibility for the handbook, but Ms. Campos says she much prefers the faculty-and-student committee.

Previously, the committee helped reform rules about the dress code, attendance policy and freedom of expression.

“We have had really good outcomes of this committee, and I think it is because we’ve been able to have everyone at the table,” Ms. Campos said. “I’ve really seen some lovely understanding develop.”

— MAX GARFINKEL

Summer Link computer science program offered

For the first time since 2017, a Summer Link computer science program will be offered for rising juniors and seniors interested in computer science.

Sharon Harrison, computer science teacher, will run Lab’s part of the program, and will work with the University of Chicago Center for Data and Computing as well as other potential organizations in Chicago to provide computer science internships.

She said the department and administration want to provide opportunities for juniors and seniors, and strengthen the relationship with the university.

“We’re looking at trying to tightly align students’ interests and expertise with different projects at the university and our other potential external entities,” Ms. Harrison said.

Information about the specifics of the program will be distributed in the coming weeks, and the application process will take place in December and early January.

— LELAND CULVER

Students use application to grasp how they learn

Mindprint is a new application that helps students understand how they learn and how they can apply that self-discovery to improve their grades in school.

Learning coordinator Laura Doto advises the use of Mindprint and has helped her understand how her students learn.

This also helps students develop strategies on how they can learn better, whether it be time management to learning extra vocabulary.

“Over the years, I’ve had many students complete a Mindprint profile as a means to gauge whether it makes sense to refer a family for (the more expensive and time-consuming) neuropsychological evaluation with a clinical psychologist,” Ms. Doto said.

Mindprint helps students from elementary to college and has free learning resources such as tutors, coaches and therapists nearby.

— JULIAN INGERSOLL

World of Warhol

Retrospective collection of Warhol’s art encourages new perspective

by **OLIVIA GRIFFIN**
ASSISTANT EDITOR

In 2019, Andy Warhol is known to the public as the artist who chose to “paint” Campbell’s soup cans and bananas, whose work is now featured on Uniqlo T-shirts and someone who incorporated his sexuality into his art even before the gay rights movement. Though this view of Warhol isn’t necessarily false, the one-sided image of him excludes his other, lesser-known works and fails to capture the full extent of his self-representation in his art.

However, Warhol’s “From A to B and Back Again,” a retrospective exhibit at the Art Institute of Chicago through Jan. 26, 2020, is perhaps the most holistic exhibit since his death in 1987. Visitors can finally see how his self-image transformed during his career.

Warhol began his career in the early 1950s as a commercial illustrator. His sketches from school and from ad campaigns, most notably his golden shoe collages for I. Miller shoes, are shown early in the exhibit, demonstrating his skills before he developed them.

“From A to B and Back Again,” first shown at the Whitney Museum of American Art in New York, opens with Warhol’s distinctive cow-print wallpaper, which covers the entrance’s walls. Moving into the exhibit, the tone of the artwork featured quickly changes from a series of celebrity portraits hanging near the ceiling to Warhol’s sketches and advertisements.

According to Jay Dandy, the Art Institute’s collection manager for the department of modern and contemporary art, Warhol “was an artist who liked to subtly and kind

<i>Information:</i>	
Born:	Aug. 6, 1928; Pittsburgh
Died:	Feb. 22, 1987; New York
Education:	Carnegie Mellon University
Known for:	Pop art movement
Location:	Art Institute of Chicago
Dates:	Now through Jan. 26, 2020

Admission: Special fee of \$7 on top of general admission, which is free for Chicago teens

of overtly challenge the way we view art.”

Entering the exhibit, visitors experience Warhol’s earlier days where he wasn’t yet rebelling against the norms of art in the mid- to late- 20th century. Progressing further into the exhibit, his methods begin to encourage viewers to question their self-expression, the media they consume on a daily basis.

Warhol is known for incorporating material sources into his art, which many assume stems from his work in the media early in his career. However, scholars and even the public are beginning to understand Warhol’s use of media images differently now.

“The myth of Andy Warhol is shifting now,” Mr. Dandy said.

One of Warhol’s pieces, “Before and After,” illustrates a woman’s profile before and after having surgery to reshape her nose. In the painting, Warhol did not paint his own image of women, but rather an



IMAGE PROVIDED BY THE ART INSTITUTE OF CHICAGO

WARHOL’S WAYS. Andy Warhol’s “Self-Portrait” is part of a new exhibit, “From A to B and Back Again” on display at the Chicago Art Institute until Jan. 26, 2020, and demonstrates the entirety of his work and his influence. Image ©2019 The Andy Warhol Foundation for the Visual Arts, Inc. / Artists Rights Society (ARS), New York.

ad of a woman he saw in the media. While he struggled with his self-image and even underwent nose surgery himself, he emphasized to his viewers that what the media presents to them is not based off of real people, but rather what people imagined and hoped to be.

Through this exhibit, Warhol’s representation of himself in his art is clear throughout his many works.

“He was someone who sort of lived his own art and he was sort of his own product,” Mr. Dandy said. “So obviously what he was releas-

ing or what he was presenting to the world was under his control.”

Moving forward, “From A to B and Back Again” should only help exhibit visitors understand why it’s Andy Warhol’s work on their shirts, and why he was so important to the pop art movement.

New political Netflix show proves amusing, satirical

by **CHRISTIAN GLUTH**
ASSISTANT EDITOR

While some people dream about being a rockstar or making big in Hollywood, Payton Hobart, the main character in the Netflix comedy “The Politician,” started dreaming of the Oval Office at 7 years old. But to him it was no pipe dream — it was a wake up call. After spending his life obsessively researching past presidents, recording their trends and building an impeccable path to the oval office, it was time for Payton’s story to be written. His first chapter: to be high school class president.

In terms of a comedy, “The Politician” is worth sitting down and watching. But, if you are looking for a strong storyline, not so much.

Payton, played by Ben Platt (yes, he does sing in the show), is mocked by the show through for his dedication and overconfidence in his linear life plan. Most of these jokes come through in slight details that make a high school scenario much more dramatic than it would be in life.

Because of his commitment to his aspirations, Payton lacks a genuine personality — he coordinated everything according to what makes him look better for those around him much like how a politician would. Because of his ev-



SOURCE: NETFLIX

POLITICS GET PERSONAL. “The Politician,” a comical new Netflix show, describes the process of student government elections for a driven and competent student politician played by Ben Platt.

eryday polish, moxie and statistically crafted over-the-top decision-making, he neglects his own internal feelings as a human being and never really develops his emotional core.

The show is riddled with plenty of dark, subtle and ironic humor that is really the backbone of the series, which is iconic of a Ryan Murphy directed show. Because

of this, some of the plot feels shallow and unrealistic just so the writers could pull off a funny scene. As protagonist, Payton gets the most attention in the series, while other characters feel largely undeveloped and just seem like situational props to be used when needed to support Payton’s storyline and for humor.

Each episode’s structure is con-

sistent, which several times ruins the set up of twists and turns. After a few episodes the show becomes predictable, but is still generally funny. There were moments while watching where I could easily say what was going to happen before it actually did because I became aware of the overuse of its filmmaking strategies.

Another problem with “The Pol-

<i>“The Politician”</i>
Platform: Netflix
Episodes: Eight with an average length of 47 minutes
General Summary: High school class president elections go awry when politics get personal

itician” is its general episode composition. In some scenes, especially later in the eight-episode season, there is simply too much going on at the same time to really absorb what is being portrayed. The overall gist of the show remained the same, and jokes were well-timed, but the show moved too quickly through its storyline. There was too much transitioning from peculiar situations that make you forget about certain characters until they actually pop up again. This may be a good strategy for a mystery but not a comedy.

Overall, if you are looking for a good laugh without too much dedication to the quality of plot or material, “The Politician” is enough to sit down and enjoy from a satirical point of view, despite its lack of depth and on-screen character development.

Student designer makes it work

Anya Gazes, a senior, attended the Art Institute’s fashion course, sparking her interest in designing

by **ELLA BEISER**
SPORTS EDITOR

“When I was younger, I would get inspired and design clothes that I’d like to own. I never thought of it as that other people might want to wear it, too,” Anya Gazes said. “In high school and in middle school, I got very shy, and I just wanted to dress like everybody else and wear what was popular.”

The past two years Anya, a senior, has begun expressing her fashion sense at school by not being scared to wear outfits that made a statement. which has helped build confidence in many aspects of her life.

In summer 2019 Anya spent two weeks at the Art Institute’s Fashion Design and Construction course designing a boxy, light blue two-piece suit. Anya’s design was elaborate.

“We all had to present like three options second day of class for, like, what we were going to make, and I think I went a little more out there than other people did in my original designs,” Anya said.

In the end, Anya simplified her design, so she could focus on improving the quality of her work. For two weeks she and her fellow design campers worked on their projects while receiving instruction on the basics of clothing design and construction.

“It was brutal. I thought it would go a lot faster than that, but it felt like we were all on ‘Project Runway,’” Anya said.

Anya said that she was so stressed that she felt like she was working harder than she did at school, as the steps involved in making clothes were foreign to her.

“I didn’t realize that in hand-made clothes, not factory-made,

“If I can bring more color and more happiness into the world through my clothing I want to do that. Fashion for me is like showing you who I am on the inside on the outside too.”

— ANYA GAZES

you kind of have to make it twice because you gotta do the rough draft, and then you have to start the process of cutting them out and sewing them together all over again but for your final,” she said. From using stencils to measuring fabric to the numerous drafts, the workload was intense.

At the end of the camp, Anya participated in a runway show to exhibit their work from the summer. Walking down the runway, Anya posed for photographers and smiled at cheering friends and family in the crowd. She wore her completed light-blue, boxy two-piece with white buttons.

Since finishing the camp, Anya has found her new skills very useful. “I’ve offered to like design stuff or alter stuff for my family and friends since I know how to sew. And sometimes I would cut apart old clothes and try to hand sew,”

Anya is applying to design schools and hopes to major in fashion design. Ultimately, her goal is to create her own fashion line.

“If I can bring more color and happiness into the world through my clothing I want to do that,” Anya said. “Fashion for me is like showing you who I am on the inside on the outside, too.”



PHOTOS BY BRIAN WILDEMAN, USED WITH PERMISSION

‘60s STYLE. Above: Anya Gazes poses with her hand-made pant-suit. After browsing online, she was inspired by a ‘60s-type pant-suit with a boxy fit. She designed this outfit at the Art Institute’s Fashion Design and Construction course this summer. Left: Anya’s prospective sketches from the fashion course were elaborate. She considered these designs, but opted for a more basic approach. The two-week course prompted many late nights, hard deadlines and a “Project Runway”-esque atmosphere. By the end of the course, she was inspired to pursue fashion in college.

Campus sound show provides new art experience

Sound show uses unique ambience to enhance surrounding soundscapes

by **PETER PU**
ASSISTANT EDITOR

While the ventilation of the Searle Chemistry Laboratory blasts in Snell Hitchcock Quad, pairs of speakers on six nearby benches play subtle accompaniments to expose the beauty in the industrial sound.

Each pair of speakers plays a different sound and presents a different experience that provides listeners a new outlook on the loud ventilation.

“Six Accompaniments for Solo Voice” by Stephan Moore, and eight other sound installations located around the University of Chicago Campus, will be featured daily from 9 a.m. to 9 p.m. until Dec. 29 in The Chicago Sound Show. Organized by the Smart Museum of Art, each installation seeks to complement its location and enhance the ambient sounds.

“Parallel/Series” by Sam Pluta, assistant professor of music at the University of Chicago, flanks Cobb Gate. Single harmonic series tuned to the buzz of the surrounding vents play through speakers in the passageways on each side of the gate.

The tone is brighter or duller in different parts of the passageways due to the low-to-high arrangement of the harmonic series, so in order to fully perceive the sound, listeners must move around, ac-

cording to Dr. Pluta.

Music teachers Bradley Brickner and Andrew Norte took their students to experience the sound installations.

According to Mr. Brickner, the sounds presented by the installations share common themes with other types of music.

“I think a lot of music boils down to emotion: communicating an emotion or emotions,” Mr. Brickner said.

At the same time, Mr. Brickner said the sound installations also possess qualities that differentiate them from other types of music.

Reflecting on the effects conveyed by the sounds, Mr. Brickner said, “Those composers are really in a way forcing you to think about your environment, and in a way they are forcing you to be more in the moment or present.”

Noticing the musical expression of the sound installations requires taking the time to listen, according to Dr. Pluta.

“The expression here is how so many ideas and worlds can be portrayed through sound,” Dr. Pluta wrote in an email because he is in Europe for several months. “Each piece begs a bit of time from the listener so that they can figure out what the composer is saying. It is not a simple journey, but if the listener puts in a bit of time, it is a beautiful one.”

Sound installations
Most of these sound installations are just a few blocks from Judd Hall.

1. David Wallace Haskins: “Breath,” 2019: This allows visitors to physically experience the unheard parts of the University of Chicago.

2., 3. Sam Pluta: “Parallel/Series,” 2019: A single harmonic series emanates from speakers along a wall.

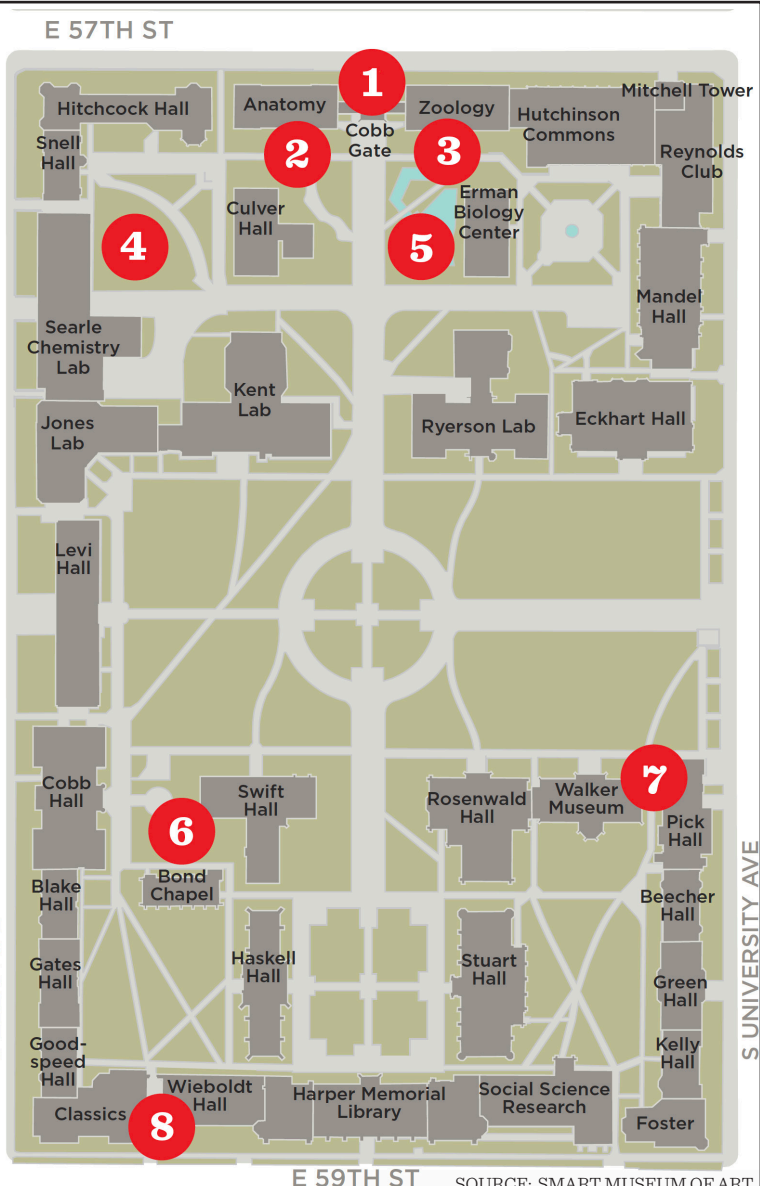
4. Stephan Moore: “Six Accompaniments for Solo Voice,” 2019: Six benches are outfitted with speakers, providing accompaniment for the Searle Chemistry Laboratory’s ventilation system.

5. Katherine Young: “Resonance, and the Inhibition of,” 2019: This celebrates female-indentifying scientists by extracting fragments of text from their writings.

6. Nomi Epstein: “Quiet Cloister,” 2019: In Swift Cloister Garden’s sonic space, this work echoes the sound of the cloister’s fountains.

7. Olivia Block: “Indiana Karst,” 2019: The recording references the Indiana limestone that is used as a building material in much of the architecture on campus.

8. Andy Slater: “Unseen Re-heard,” 2019: A durational piece composed of sounds collected on the University of Chicago campus.



SOURCE: SMART MUSEUM OF ART

More than a Meal

From Chinatown to Logan Square, students use Chicago’s varied ethnic neighborhoods to connect with their heritage

Greektown provides taste of home

by NIKHIL PATEL
EDITOR-IN-CHIEF

 Nestled in a corner of the I-90 and I-290 expressway, conveniently wedged into a one-block wide stretch, and within walking distance from Grant Park, Greektown is one of the most accessible of Chicago’s many ethnic villages. Filled with restaurants, boutiques, and other shops with a Greek twist, it’s become a place for senior Ioannis Nikas to connect with his Greek heritage outside of his home.

“Most times [I go] for food,” Ioannis said. “Either we actually sit down at a place to eat or we go to this small supermarket that has imported stuff. However, we do

“I really like the atmosphere and the music in the background that reminds me of Greece. And of course the food only makes this feeling stronger.”

—IOANNIS NIKAS, SENIOR

go once or twice a year for cultural events. For example, every year there is a parade there for Greek independence day.”

Greek Islands, at the corner of Halsted and Adams streets, is a restaurant where Ioannis often goes for delicious Greek food. In fact, he goes so often that he knows the family that owns the restaurant.

“It’s a family-owned business,” Ioannis said. “They own both the stores, here and in the suburbs.”

As soon as we entered, it felt as though we were transported to a different place. The entrance is a

long hallway, with fish laying in ice on a fake hawker’s stand on one side and a shelf filled with amphoras and other jars on the other. The restaurant had little wait at 6 p.m. on a Friday, and Ioannis conversed in Greek with the host.

“Since I’m Greek, being in a place where so many people speak the language makes you feel at home in a way,” Ioannis said. “I really like the atmosphere and the music in the background that reminds me of Greece. And of course the food only makes this feeling stronger.”

We ordered tirokafteri (feta cheese blended with peppers) and melitzanosalata (eggplant blended with garlic, potatoes and olive oil) alongside grilled octopus and fried zucchini with skordalia, a traditional garlic sauce. For a main meal, we had saganaki (fried cheese) and arniournou (a lamb loin served with potatoes). All-in-all, the meal came down to about \$20 a person.

“It’s definitely good,” Ioannis

said. “They do a great job of recreating the flavors for foods that we ordered. If you get some other stuff it would be better, and for others, worse, but for what we got, it was solid.”

“My favorite thing about it is that I really feel like I’m in Greece for a little moment,” Ioannis continued.

Just a block and a half south lies Artopolis, a self-described “bakery, café and agora.” With an open seating plan and stands for coffee, baked goods and Greek gifts like honey, olive oil and marinated onions, Artopolis fulfills all three of those descriptors. Ioannis goes for the food and the community.

“They are probably the best Greek bakery in the city, so that’s enough for me to love the place,” Ioannis said. “On top of that, the place is usually filled with Greek people since it’s a café as well.

During events like the World Cup, places like it are an awesome environment to be in to support your country’s team.”

Galaktoboureko and melomakaroni are just a few traditional Greek pastries served at Artopolis.

The galaktoboureko, a pastry made of custard between two sheets of pastry, and the melomakaroni, a traditional honey cookie with an almond inside, were Ioannis’ choices.

Although he doesn’t go to Artopolis very often, he recommends it as a good choice for a casual Greek dining experience.

For Ioannis, Greektown serves as a great place to enjoy his Greek heritage and not just eat good Greek food. The people and the places remind him of his Greek heritage.

“Like this stuff [is traditional Greek food]” Ioannis said. “Seasoned meat and seafood.”

Greek Islands: 200 S. Halsted St. greekislands.net
Artopolis: 306 S. Halsted St. artopolischicago.com

bilingual hubbub of the restaurant, repeat a number four or five times. If nobody comes forward, the next number is called without hesitation.

If you do get a table, the stressful wait will have been worth it.

“The food is great: it has a ton of traditional Chinese dishes, along with other more unique dishes,” Zach said.

We tried dim sum plates, the highlights of which included barbecued pork buns, fried potstickers and short ribs with honey sauce.

The meat was the highlight of the afternoon. All three dishes were cooked to tender, flavorful perfection, barely requiring any additional sauce. For a vegetarian option, the pan fried vegetable roll was sublime, although it was the slightest bit greasy.

Once seated, the service is anything but stressful — you are greeted with the option of a selection of hot herbal teas as well as an easy-to-read menu. The servers are polite and helpful, despite the clear rush they are in.

The food is both inexpensive and delicious, but also has very large portions. Often, many of the plates are made for the purpose of sharing, so are bite-sized. Many food items are easy to take to go.

So the next time you and your family are considering a night in Chinatown, take a page out of Zach’s book (or menu), and give MingHin Cuisine a try. As long as you can claim your table, it’ll be well worth it.

MingHin Cuisine: 2168 S. Archer Ave., minghincuisine.com



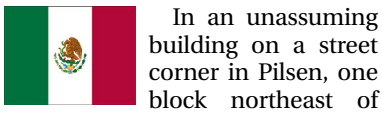
MIDWAY PHOTOS BY JULIAN INGERSOLL.

TASTES OF CHICAGO. Left: Pollo en mole verde, a traditional Mexican dish, served at 5 Rabanitos, a restaurant in Pilsen. 5 Rabanitos serves great food and is located only a block northeast of the National Museum of Mexican Art, making it an excellent place for a lunchtime excursion. Right, clockwise from top left: arniournou (Greek lamb loin), grillowana Polska kielbasa (Polish sausage), sarma (Ukrainian stuffed cabbage), and barbecue pork buns from MingHin Cuisine. These are just a few of the selected dishes that Midway writers sampled in ethnic neighborhoods around the city. Greek Islands, Staropolska, Tryzub, MingHin Cuisine and Artopolis are all restaurants the Midway recommends.

5 Rabanitos: hidden gem for Mexican food

Great location, decor, food makes Rabanitos a great choice

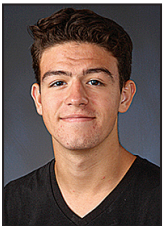
by JULIAN INGERSOLL
MIDWAY REPORTER



In an unassuming building on a street corner in Pilsen, one block northeast of the National Museum of Mexican Art, lies 5 Rabanitos, a lively lunch and dinner restaurant and a great place to eat authentic Mexican food. From the moment you walk into the restaurant, you are greeted by the sights, smells and sounds of a different world: A cacophony of bilingual chatter, the sizzles of carne asada and the gobbling of satisfied customers.

Pilsen, the main neighborhood of the lower west side, has developed into a mecca of Latino culture — translating into beautiful artwork, incredible museums and, of course, delicious food. All around the building and the surrounding neighborhood, beautiful murals depict aspects of a variety of cultures.

Inside, the walls of the restaurant scream Mexican culture with their rustic beige, green and blue color and varieties of Mexican art. The restaurant never fails to impress with the bursting, spicy flavor of the salsa and the tender, juicy texture of the meat. The warm, crunchy tortilla chips secure 5 Rabanitos’ status as a Mexican food fanatic’s heaven.



Julian Ingersoll

“From taco dinners to Pollo en mole Verde, they have perfected their recipes after years of practice. The food is always laid in aesthetic forms that equal the intensity of the flavors...”

—JULIAN INGERSOLL

But given the already small size of the restaurant and the exquisite flavor of the food, it is always a challenge to find a table at 5 Rabanitos. And, if you do find a table, don’t be surprised if it is unsettlingly close to another group; the atmosphere, while friendly and inviting, can be, at times, claustrophobic due to the restaurants’ location, size and popularity.

5 Rabanitos is also very close to the National Museum of Mexican Art, which is a very important part of Pilsen and Mexican art throughout the country.

The menu includes a variety of Mexican meats and dishes, satisfying both those familiar with Mexican cuisine, as well as first-time visitors. From taco dinners to pollo en mole verde, they have perfected their recipes after years of practice. The food is always laid in aesthetic forms that equal the intensity of the flavors of all the dishes served.

The pollo en mole verde is popular for its earthy flavor and the darkness it adds to the chicken it comes with. The mole sauce was spread at the bottom of the plate while a pyramid of chicken concealed arroz a la Mexicana and black beans. The original flavor from Oaxaca is unique and perfected by 5 Rabanitos.

If you are in the Pilsen area, 5 Rabanitos is a great place for a quick snack or to hang out with friends — if you can get a table.

5 Rabanitos: 1758 W. 18th St., 5rabanitosdotcom.wordpress.com



MIDWAY PHOTOS BY NIKHIL PATEL, MADELINE WELCH, BERK OTO, MINGHIN CUISINE AND BERK OTO



Polish spot provides comfort

by MADELINE WELCH
OPINION EDITOR

The heavy, black chandeliers dimly light the walls with faded paintings of Poland. A wooden ladder hangs suspended from the ceiling above the tables. Animal hides and antlers accessorize the walls without illustrations. This is Staropolska, a rustic Polish restaurant in Logan Square and Gabby Gruzka’s favorite Polish restaurant in all of Chicago.



Gabby Gruzka

For Gabby, a senior of Polish descent, Staropolska reminds her of her family and happy memories of spending time with them in Poland.

Gabby’s father found Staropolska when he first moved from Poland. The ambiance is comforting — all the staff and most of the customers

speak Polish — and the cuisine is purely traditional Polish food.

Speaking to the waiter in Polish, Gabby orders tatar po polsku (steak tartare), placki ziemniaczane (potato pancakes), Ruskie (potato and cheese pierogies) and grillowana polska kielbasa (grilled Polish sausage).

The steak tartare is presented in a neat patty with a raw egg yolk with finely chopped onions and pickles on the side. Gabby ate it as a sort of meat spread atop bread.

“You can’t tell that the meat is raw because of the olive oil, seasoning, lemon and vinegar in it,” Gabby said.

Next are potato pancakes with applesauce and sour cream for dipping. Gabby prefers this Polish way of serving them because it makes the potatoes less heavy. Gabby’s largest complaint of Polish food is that its extremely filling, so variations like these make traditional meals more enjoyable for her.

The next dish was potato-and-cheese pierogies served with

bacon bits on top and sour cream on the side. The savory dumplings made of potato encased warm, creamy cheese and potato mixture. Gabby bonds with her family over making pierogies at home.

Finally, we had grilled Polish sausage with fried onions, pickles and horseradish. The sausage was a combination of pork and beef, and was grilled to a golden brown. It had a strong garlic flavor and the horseradish added some light spice.

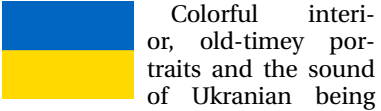
“Polish cuisine ties into my culture and heritage because it is what brings my family close,” Gabby said. “From a young age, my babcia (grandma) and I would peel potatoes, make pierogies and make other Polish food together. That’s why it is so important to me. Eating Polish food reminds me of being in Poland with my family and all the good times that we had sitting at the table for lunch, enjoying a ‘typical Polish meal.’”

Staropolska: 3030 N. Milwaukee Ave., staropolskarestaurant.com

Tryzub offers Ukrainian taste

Place captures home through food, ambience

by BERK OTO
ASSISTANT EDITOR



Colorful interior, old-timey portraits and the sound of Ukrainian being spoken among staff at high-speed wash over me as I walk into Tryzub Ukrainian Kitchen in Chicago’s Vaso Micić.

“As soon as I walk in, I was transported into a new world which is more familiar to the Eastern European portion of my identity,” said Vaso. “It’s the small things — the way the photos arranged, the designs on the plates



Vaso Micić

“We all have similar ingredients that we work with. Countries in that region just have different names for the same thing.”

—VASO MICIC, SOPHOMORE

on the wall — that make this place so representative of Eastern European culture. I guess it kind of reminds me of my grandmother’s house.”

After being seated, we noticed that people around us were speaking a symphony of various languages. Though the restaurant was Ukrainian, there were plenty of diners speaking other Eastern European languages.

Vaso was able to recognize some of them because even though he was born in Indiana, he has spent a lot of time residing in both Serbia and Russia and is familiar with languages in the region.

“We all have similar ingredients that we work with. Countries in that region just have different names for

the same thing,” Vaso said. These ingredients include pork, mushrooms, cabbage and peppers which make up much of the menu at Tryzub.

As a starter, we ordered stuffed cabbage, and for the main course, Vaso ordered shashlik (chicken kabobs) and I ordered sarma (stuffed cabbage).


“I taste a mustard-like seasoning on the chicken,” Vaso said. “My grandmother used to serve a similar seasoning with her shashlik.”

Though kebabs are not traditionally considered Serbian, the dish is very popular in the country, according to Vaso. This is likely due to 400 years of Ottoman influence and occupation in the area.

“The sarma you are eating reminds me of my dad because it’s his favorite food. Though I’m not really a fan, he always wants to have it when he comes to visit from Russia,” Vaso said.

Tryzub: 2201W. Chicago Ave., tryzubchicago.com

by NICKY EDWARDS-LEVIN
ARTS EDITOR

 Situated just at the entrance of Chinatown, MingHin Cuisine is one of the most popular restaurants in one of Chicago’s most popular neighborhoods. For some, the environment may feel foreign — perhaps even hostile. To Zach Gin, a frequent customer, it’s an extension of his dining room.

Zach, who eats at MingHin once or twice a month, says it isn’t just a spot for great Chinese food — it’s a reminder of his heritage, culture and family.

“Being Chinese makes me feel as if my experience with the restaurant is me getting in touch with some aspects of my parents and my culture.”

—ZACHARY GIN, SOPHOMORE

“Of course, I love the variety of Chinese foods, like the dim sum, and the normal dishes are all really good,” Zach said. “But since I usually go to MingHin with my whole family, every time I go there it is kinda like a reminder of all the experiences I’ve shared with my relatives.”

“Being Chinese makes me feel as if my experience with the restaurant is me getting in touch with some aspects of my parents and

my culture,” Zach said. “It definitely makes me appreciate the restaurant more.”

MingHin is a hub of Chinatown and is always crowded according to Zach. We went during the dim sum hours, when customers can order small plates like special dumplings, potstickers and buns, and we had to wait for a solid 20 minutes. The wait was, surprisingly, anything but boring.

The atmosphere was electric. Waiters scrambled, scribbling orders, and the chatter of the chefs was audible in the dining room. Most surprisingly, though, was the “you snooze you lose” mentality when waiting for a table. Upon checking in, you get handed a handwritten yellow Post-It with a number.

The waiters, shouting above the



Ioannis Nikas



Zachary Gin

NO EASY ANSWERS

By encouraging growth, Math Team sustains interest, success

by **AUDREY MATZKE**
FEATURES EDITOR

It's a well-understood equation: the more effort something requires, the more satisfied you'll be once it's finally finished.

For members of the Mathematics Team, there's nothing like the thrill of unraveling complex patterns and — after working for hours — discovering a solution. But math is a lifelong journey, and they say they're only getting started.

At the American Mathematics Competition last winter, one student beat the entire U-High math team, a group that achieves among the top in Illinois and the nation. The student was Jeffery Chen, then a Lab eighth grader. He said he's always enjoyed math, but experiencing this level of success helped to feed his passion.

"After I did well, I liked it more," Jeffery, now a U-High ninth grader, said. "If you get good at something, you definitely will like it."



Julia Anitescu

For most students, spending lunch periods writing proofs sounds, at best, like a chore. For Julia Anitescu, however, Math Team meetings are a unique and valuable bonding experience for the dozens of students in the group.

"It's fun to talk to people who are like-minded about nerdy things," Julia, a junior said. "Math nerds are kind of hard to find. It's people who think the same way you do, and at the very least, have a similar outlook on life. It's a bunch of people who are really committed and driven, and they understand other people who are committed and driven."

During competitions, Julia said students are given problems quite different from the ones most math



MIDWAY PHOTO BY KATHY LUAN

MORE THAN ONE SOLUTION: Surrounded by collaborating Mathematics Team members, freshman Jeffery Chen works through questions on the white board. He said he enjoys coming up with creative ways to solve to difficult logic problems.

students would expect to find on a test. In school, exam problems are meant to be understood, and are written to — with enough preparation and studying — be easily solvable. Competition problems are a little less straightforward.

"Math in competitions is a lot more about the answer. You're being scored on whether or not you get the right answer, not how you got there," Julia said.

Jeffery echoes this sentiment, but adds that the strict time limits and frantic rush to finish problems helps to improve his test-taking skills.

"It definitely helps me with test taking in general. There's a lot more time pressure in competitions," Jeffery said. "If I don't know how to do a problem, I skip it, then come back to it at the end."

Both Jeffery and Julia say they've been studying math since they were young. For Julia, it took some time to love.

"I went to math team, initially and primarily because my dad said, 'You know what, I think you should do more math because you're good at it and I think you could like it.' I'm gonna use my dad's metaphor here, because he

says that math has a delayed satisfaction factor. In order for math to become applied to something, you have to keep working at it in order to get to something that's even remotely enjoyable," Julia said.

In the adult world, however, math is less about competitions and more about solving real-world problems. Acknowledging this, Jeffery hopes to one day become a math professor, where he plans to help students experience math as a joyful process, not a grueling means to an end.

"In most schools, mathematics is taught as a set of instruc-

tions and not a creative work," Jeffery said. "If it were taught more creatively, maybe like art or music, more people would probably like it. I probably would give them a pretty hard problem, and they'd have to really think through it. It'd probably take hours, maybe days, to solve it, but once they solve it, it will be really satisfying."

Julia is less certain about where math will lead her. No matter what, she said her skill and passion will inform everything she studies.

Julia said, "Math is, inevitably, everywhere, and I find it kinda cool."

Friend-finding apps can be paradoxically isolating

Apps like Yubo and Omegle have the power to bridge situational and geographical gaps — but at what cost?

by **LELAND CULVER**
ASSISTANT MANAGING EDITOR

Settling down in the library for her free period, Lành Matelski pulls out her phone like so many others around her. She opens up Snapchat and sends off a meme to one of her friends. A few minutes later, her phone buzzes with the reply. She opens it and smiles at the return joke, happy for the extra bright spot in her day this friend provides.

But Lành isn't chatting with one of her U-High friends, she's messaging with a new friend from far away.

This is the promise offered by "friend-finding" apps and websites such as Yubo and Omegle, the promise of non-romantic personal connection both nearby and far away. Yet some people are discovering the reality of these sites is much more complicated, from a feeling of isolation and objectification to outright danger.

"It can be really heartwarming when something sweet comes up, but you never know," said Stella Heon, a junior who used to use

Omegle.

Omegle anonymously connects a user to one other person through video or text chat. The site has no restrictions on who can use it, and although there is a moderated video chat, it is still possible to run into inappropriate or upsetting content.

"You don't get to choose who you see," Stella said, "so you might get somebody playing their guitar, just trying to brighten somebody's day...or sometimes you'll get something really messed up."

Yubo, another friend-finding platform marketed to teens, has users select and filter their interactions with a swiping function, similar to dating apps like Tinder. Indeed, according to Lành, many users treat the app as a dating app.

"I'd say about 50% of people are looking for romantic relationships, 40% of people are looking for just friends or for people to send them memes, but then there's this really shady 10%, that you just can't tell," Stella said.

That shady portion of the user-

base can, like with Omegle, contain adult predators or even teens exhibiting questionable behavior.

"Even when the people on there are real," Stella said, "You don't know exactly what they want from you until you're with them."

The swiping function can also make some feel objectified or like they are objectifying others.

"Part of it feels good, because there's the validation that people think I'm attractive," Lành said, "But then also part of it feels weird, because it's like I'm judging these people who, if I knew them in real life, I might not even want to talk to them"

Both Lành and Stella felt that their experiences on these sites were ultimately hollow. Lành said that she started using the app to feel more connected during a difficult time in her life, but ultimately felt ashamed and more disconnected.

She said, "I honestly think that the people who don't use apps like that are lucky because they don't feel a need to resort to apps like that to make friends."



MIDWAY ILLUSTRATION BY ACE ZHANG

A WHOLE NEW ANGLE

Traditionally, signing with a modeling agency meant losing control over your own image. Nowadays, young models are starting to take that power back.

by **MIRA COSTELLO**
NEWS EDITOR

At an age where self-image can be fragile, it's hard to imagine being styled, posed and photographed by a team of near-strangers. For some people, the modeling world looks cutthroat and toxic.

But what is the industry really like for teenagers, and what does this visual curation mean for their self-perception? These high school models agree: it's not what people see on "America's Next Top Model."

Zuzana Jenkins has pursued professional modeling since August. She said her mother, who also modeled, knew her daughter would follow in her footsteps — and after years of resisting, it happened.

"I guess I saw a closer look into the industry," Zuzana, a U-High sophomore, said. "You know, from the outside it looks like pure competition, and once I saw this agency I realized that it was more of a 'work together to bring each other to the top' kind of thing."

Zuzana said her agency, Genesislevel, has unexpectedly provided her with an affirming experience. While bigger agencies can be more intense, she said, it's best for aspiring models to start small, especially if they're dealing with insecurities.

"I originally thought that it was going to give me horrific body issues. I realized that actually, instead, it was validating. In the agency I work for, there is no 'cut your hair this way. Do your makeup this way.' It's a much more personal, much more healing experience," she said.

Drayona Rollins, a senior at De La Salle Institute, agrees.

"Honestly, I think modeling and taking pictures for fun has helped strengthen my self-perception because it helps me gain more confidence in my appearance and understand what works for my body," she said.

Drayona has not yet signed with an agency because of her other commitments, but she models for up-and-coming businesses and beauticians.

Part of Drayona's motivation, she said, is becoming more secure in her uniqueness and self expression.

"I would say the healthiest way to enter the modeling industry is by branding yourself in a way that truly shows your individuality," she said.

Zuzana said that when she models, it feels freeing to be transformed and return to herself again.

"I walk into a photoshoot thinking that I'm going to be looked at and stared at by everybody, and people don't care. I am a canvas. As dehumanizing as it sounds, it's actually very comforting," she said. "I'm more comfortable being faced by 10 cameras than I am being faced by 10 students, because I know the cameras aren't going to hear my opinions, or how I'm doing in class. High school is much harsher."

Drayona said she feels comfortable as an African-American girl, too, especially as the industry has progressed beyond solely Eurocentric standards.

"Today in our commercial world, diversity has become a very important key that companies want to display," she said. "Every person who enters the modeling industry will face obstacles at some point in time — it is all about how we can overcome these obstacles and change things for the better."

Zuzana also encouraged anyone interested to try out modeling, because representation outside of the tall, white, thin stereotype would be positive.

"Everybody else has been told that they shouldn't even apply," she said. "And if those people did, the industry would actually change."

While Zuzana said her self-confidence hasn't changed drastically since modeling, her outlook has.

"It made me consider myself in different lights, but none of them are necessarily good or bad," she said. "It just gave me an outsider's perspective. You know, if I was looking at this as someone who didn't know me, what would I think? It provides us a way to learn, change and grow."



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BY MN GALLERY, (ABOVE) AND
TRACY FRUGOLI (RIGHT)

STRIKE A POSE.

U-High sophomore Zuzana Jenkins (right) and Drayona Rollins, a senior at De La Salle Institute (above) have recently begun persuing professional modeling. Though, from the outside, the industry can appear problematic, they both say the modelling world is changing for the better, allowing for more diversity, individuality and freedom of expression.



Gradeless classes encourage dialogue

With no grades, classes focus on students’ growth

by **CRISTIAN GLUTH**
ASSISTANT EDITOR

Imagine walking into your English class on the last day of the semester. Instead of taking a final exam, you have gathered together your work from this semester into a portfolio that you will show your teacher. With this portfolio, you must discuss what grade you deserve, depending on your work ethic and improvement throughout the semester. There are no uses of numbers or percentages whatsoever in this process.

In the past year, U-High teachers and students have experimented with these so-called gradeless classes. These classrooms allow for increased conversation and collaboration between teachers and their students. However, these courses need to implement strict guidelines to ensure that students don’t slack off to take advantage of the absence of motivation and accountability grades can provide.

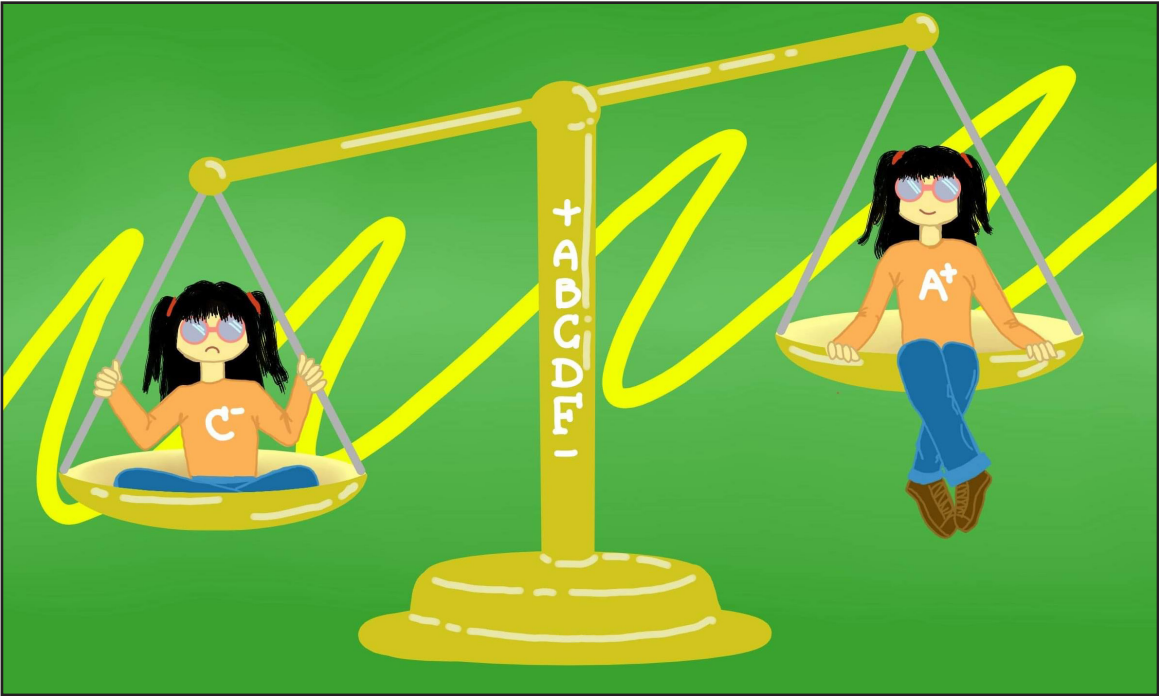
Effort and improvement in a given subject — rather than the achievement of points for individual assignments — is the goal in gradeless classes. The key difference between this and traditional classes is the focus on an individual student’s growth rather

As the Midway sees it ...

than their specific performance. A gradeless classroom is intended to lower stress and help students develop good learning habits rather than binge-studying for assignments and tests in order to succeed.

Some may believe that students are more concerned with the learning experience rather than grades. However, due to the U-High’s prestige and reputation, there is naturally a cachet and culture around getting good grades. Because of this, a gradeless system can be less effective and even harmful if the student has to worry about a teacher’s thought process and objectivity grading an assignment. Going gradeless makes room for a stronger, more conversational

“These classrooms allow for increased conversation and collaboration between teachers and their students. However, these courses need to implement strict guidelines to ensure that students don’t slack off...”



MIDWAY ARTWORK BY JASMINE TAN

relationship between student and teacher.

To properly evaluate the growth and work of a student, the teacher needs to fully understand how the student learns through an open dialogue.

This only works if students are willing to put effort into the class and communicate about where they’re at, whether it’s a success or a loss. If not, it results in a gray area that relies on the student’s general relationship with the teacher and creates more tension and am-

biguity surrounding grades.

In addition to allowing for a student to develop as part of the design of the class, it must be expected that some students will attempt to take advantage of the system to slack off, even at a prestigious school.

If they are not pushing themselves and giving care to each individual assignment, even without number grades, the system is exploited and loses its potential value.

Without external motivation-

al, a student could very easily continue this trend throughout the year, which is why it is crucial for the teacher to step in and create guidelines.

Students need to apply themselves into gradeless classes to the point that they’re recognizing the learning experience for what it is in order to set a standard and succeed.

Teachers, in turn, need to hold students accountable by communicating when they do not meet their standards that they set.

Make space for Latinx culture in history curriculum

by **JULIAN INGERSOLL**
REPORTER

About a week into my history class, I stand up in my AT African-American History class to present my social identifiers and what they mean to me. I explain how being the son of a Mexican woman and a European-American man impacts me. As I sit down, I start to think about the need to talk about my race in school, where I am not represent-



Julian Ingersoll

“To create a more educated society, it is important to be aware and to understand how people’s perspectives are influenced by culture.”

ed and where students are not educated about my culture.

There should be at least one Latinx-oriented history class available in the high school curriculum.

Some people might say Latinx culture isn’t relevant to them because it doesn’t affect them. But, if you live in Chicago, you are affected by the large Latinx presence. According to the World Popula-

tion Review, 31.7 percent of Chicago’s population is Latinx, making Latinx culture an important part of the city’s history and an important topic for students to learn about. Yet Latinx people make up just four percent of U-High’s population, and Latin American culture is overlooked at the school. To create a more educated society, it is important to be aware of and understand how people’s perspectives are influenced by culture.

Of even greater importance, when students feel well-represented in a curriculum, they are more invested in the class because of its relevance to their lives. Without representation in the U-High cur-

riculum, the signal sent to Latinx students is that their culture isn’t as important as the ones presented to them in class. This leaves students in an environment that perpetuates stereotypes as a result of being uneducated, such as thinking that Latinx families at home are in fear of being deported or making thousands of tamales for their increasingly many family members.

To prevent misconceptions and false images of Latinx people, students need to be educated on the culture of South and Central America and how it affects the United States and Chicago, which would give Latinx students full represen-

tation and inspire them to learn the significance of their culture in America. This will also prevent the continuation of stereotypes regarding Latinx people, as people of other cultures will get the chance to be properly educated.

Whether or not people like it, Latinx culture will find a way to affect you and your family and friends. So to become familiar with the culture, education is the best way to do this.

In conclusion, the history department can make a big cultural difference by allowing students to be more inclined to reading and learning about their culture, or a culture they haven’t heard about.

Friends should exercise empathy, not competition

by **AMANDA CASSEL**
MANAGING EDITOR

“I am SO tired. I went to bed at 2 a.m. last night,” Person A says.

“Well, you think you’re tired? I went to bed at 3 and then got up at 5,” Person B says.

Looking at this dialogue, I can swap out amount of sleep for stress, busyness, anxiety, depression or any other variety of problems and still feel like it’s an example at U-High. It’s obvious what’s wrong with



Amanda Cassel

it, yet somehow I have witnessed it, been Person A and, much to my own disappointment, been Person B.

As teenagers, now is the time to form the right habits in treating others, so we need to step up, be empathetic and hear people without feeling the need to compare ourselves or compete to be the “most troubled.”

Being students, it’s no surprise we’re tired, stressed and busy — just look at the wellness surveys.

Beyond that, it’s no surprise we look to our friends for help when the going gets tough.

But, it should be a surprise when we struggle to recognize our own friends’ issues without inserting

ourselves into them.

I couldn’t count the number of times I have sat in a classroom where the teacher has told us to “listen to listen, not to respond.” It seems like the type of thing that is implied.

If we’re listening just to respond, we’re not listening at all. Even though listening is something we’ve been working on since we were little, we still struggle with it more than 10 years later.

Yet, Person A’s experience is still common, and this is a prime example of our failure to be empathetic.

Often, Person A is asking for help in one way or another. It may simply be a call for attention, but

it is something notable enough for Person A to want to unload about and Person A has every right to do so.

Person B is then invalidating anything Person A says by comparing their own experiences and suggesting that their struggle is “bigger” and more relevant.

It may feel like Person B is trying to make Person A feel as if they have a common experience, but it’s substantially better just to express that sentiment rather than bring in comparison.

But really, it doesn’t matter how much Person B is sleeping in this scenario. It is an entirely separate issue.

Person A deserves to be recog-

nized for whatever it is they are struggling with and get the support from their friends they deserve without feeling like it’s a competition to be the “most” troubled.

It seems simple enough, yet as teenagers, we still have this backwards notion that we have to speak our minds and constantly make the world aware of our every feeling. We don’t.

So, the next time a friend is venting to you, recognize whatever they are experiencing, be empathetic and don’t make it about you.

And if someone does the opposite to you, call them out on it because, most likely, they won’t have known what they were doing.

U-HIGH MIDWAY

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

CORRECTIONS
ISSUE 2, Oct. 10, 2019:

- **Page 4:** Yannik Leuz’s name was misspelled.
- **Page 5:** Chappelle was misspelled.
- **Page 11:** Gabriela Gruszka did not play this season because of a shoulder injury, not a wrist injury.

First time for first place

In title game, boys soccer team ‘rides the wave’ to overcome rocky start, earn historic championship

by **NICKY EDWARDS-LEVIN** and **CRICKET GLUTH**
Early in the season, the U-High Boys Soccer Team lost 0-3 to Timothy Christian. That game secured a fact that most players already knew: the season was off to a bad start.

After that game, according to midfielder Sean Zhang, the players decided they needed to make some changes. Not to their lineup, but to their mentality.

“We were pretty scared about what was happening in the season,” Sean said. “We knew we had to pick things up.”

Pick it up they did. After a rocky start to the year, their momentum built as they won 14 out of their next 15 games, propelling them to a conference championship and, ultimately, to make school history as the first soccer team to win a state championship, beating Marquette Catholic 2-1 at the EastSide Centre in Peoria Nov. 2.

After finishing the conference season undefeated and riding a six-win streak, the team’s momentum carried into the postseason with considerably one-sided victories over Noble Street and Montini, where U-High scored an impressive combined 10 goals.

This led them to a rematch with Timothy Christian in the sectional finals, the same stage and stadium where they lost the previous two years.

“The past two years losing in sectional finals has just been emotionally awful on the team,” said leading goalscorer Jaden Lynch, a senior. “I think that’s kind of been the fuel for the past couple years

“The past two years losing in sectional finals has just been emotionally awful on the team. I think that’s kind of been the fuel for the past couple years and this year especially because we couldn’t lose three years in a row on that field.”

— JADEN LYNCH, FORWARD

and this year especially because we couldn’t lose three years in a row on that field.”

They would not be stopped at Elmhurst, the site of the sectional championship. Senior Mickey Claffey, who missed a decisive penalty kick at last year’s sectional championship, was the hero Oct. 25 after he delivered the game-clinching penalty kick to beat Timothy Christian 2-1 and send the team into super-sectionals for the first time in history.

“It wasn’t until I placed the ball down that I realized the potential magnitude of what I was about to do,” Mickey said. “I thought to myself, ‘Wow, this would be incredible,’ so I decided to score.”

From then on, U-High’s style of play was decisive and one-sided. In the final three games of the season, the Maroons dominated possession and controlled the flow of each game with quick, pre-



Jaden Lynch



MIDWAY PHOTO BY MACY BEAL

SNAGGING THE STATE TITLE. The boys soccer team celebrates after winning state final game against Marquette Catholic High School 2-1 on Nov. 2. After being down a goal in the first half, the Maroons answered with goals from Stanley Shapiro and Alex Bal. In the semifinal game Nov. 1, the Maroons beat North Shore Country Day School 3-0.

cise passing and smart movement into space that set up multiple goal-scoring opportunities. The Maroons hammered Joliet Catholic Academy 6-0 on Oct. 29 and

cruised past North Shore Country Day School 3-0 in the state semifinal Nov. 1.

“Overall we played good,” midfielder Miles Rochester said. “The

first half was a little rough, but after an inspirational halftime speech, we came out and did what we have been doing all season and fixed it.”

MAKING HISTORY



MIDWAY PHOTO BY ELLIOT TAYLOR

TENNIS TROPHY. Senior Macy Beal hoists the girls tennis team’s state championship trophy after school during rally Oct. 28 on Kenwood Mall. The team won the trophy two days earlier at Buffalo Grove High School, becoming the first U-High girls sports team to win a state championship, according to Athletics Director David Ribbens. They scored of 33 points with multiple players and doubles teams contributing. See more at uhighmidway.com.

Friendly and focused

Addition of diving team allows for more competitive scoring

by **OLIVIA GRIFFIN**
REPORTER

The girls swimming and diving team members are silent in the pool at Ratner Athletics Center while they complete their coaches’ drills at practice. As the girls swim, their arms and legs break the surface of the water, their heads move in sync with their bodies, and their feet kick visibly and quickly in the bubbles.

Focused and driven, the girls swim quickly through the pool, while enduring the humidity and overwhelming smell of chlorine in the Ratner pool.

The diving team has five new members. This addition is already improving the team’s overall scores. Efforts to integrate the new divers began during pre-season and have continued throughout the rest of the season.

“We would switch up lane assignments during practices so that we would get to swim with the people we hadn’t before,” junior Lea Rebollo Baum said.

Without a diving team, the scores that the swimmers received at past meets were not accurate comparisons to other teams. Now, the added points from the diving team help determine the outcome of swim meets and give the team a better sense of how they will place in the postseason.

Preparing for meets and sectionals means swimming every day during the school week and sharing the pool with University of Chicago swimmers. The U-High lanes take up half the pool, each lane filled with

at least three sets of identical goggles, caps and swimsuits. Their uniformity in the pool extends even further into to their team dynamic.

“Some of the divers used to be on the swim team, and some of the swimmers used to be on the diving team. Since there is this overlap, that allows for a lot of connections between the two groups and we mesh pretty well because of it,” senior Ava McKula said.

While noise from the occasional bounces off the diving board from University of Chicago students sometimes distracts the U-High girls, the swimmers focus on improving their skills in the pool and making sure that everyone on the team feels welcomed.

“I was nervous about joining at first,” ninth-grader Maya Herron said. “But they all immediately took me under their wing and made me feel super welcome.”

Lea credited the diving team as an important asset to the overall swimming and diving program, particularly when it comes to overall team rankings. Divers are judged on a scale from one to ten. That score is then multiplied depending on the difficulty of their dive for their final ranking.

At the meet against Victor J. Andrew School on Oct. 16, all the divers’ scores, 118 being the highest, contributed to U-Highs win.

“I think it’s definitely a challenge to keep a whole team dynamic as we don’t always practice together,” Lea said, “but it definitely helps to spend time with them at pasta parties and at meets, when we all cheer for each other no matter the swimmer or diver!”



Lea Rebollo Baum

School pushes for balanced lifestyles

Schoolwide push for mindful wellness choices causes panel

by **ABIGAIL SLIMMON**
EDITOR IN CHIEF

At a highly-competitive high school like U-High, some students opt to compromise their overall wellness by pushing themselves too hard in pursuit of good grades. But what really is wellness? Many will say it's taking care of yourself by doing things like taking time to relax and exercise. Others will say it's finding a greater connection to your work and a deeper internal motivation drive to do it. At the end of the day, how should high schoolers find the time to get a good night sleep and put themselves first with the constant pressures of homework, standardized testing, grades and college?

These are all questions that U-High has been trying to answer through wellness surveys, panels, systematic change, forums and wellness councils to advise the administration and teachers in many ways.

Along with the wellness survey taken by student's the past two years, the Lab Schools have created an All-School Wellness Council along with a U-High council consisting of students, faculty members, administrators and parents. The Wellness Council's overall goal is to improve the overall emotional health of Lab students.

Student council hosted student forums addressing the topics of homework load, classroom environment and competitiveness Oct. 22 and 24. Although student turnout was low, the goal to give students the opportunity to discuss their views on these topics was achieved.

"Having discussions is the best way to start coming up with ideas on what we can change and how student council can support the student body" Ben Cifu, All-School President, said.

A wellness panel titled "Promoting Wellness for Academic Suc-



ILLUSTRATION BY RISA COHEN

cess and a Fulfilling Life: Exploring Challenges Facing our Community," was held in Gordon Parks Arts Hall Oct. 29. The panel featured Dr. Elizabeth Kieff, psychiatrist and parent; Melina Hale, member of the University of Chicago admissions community and parent; and Noah Rachlin, Dean of Teaching and Learning at U-High.

More than 100 parents, administrators, faculty members and students attended the wellness panel and approximately 70 viewers watched on the live-stream.

During her presentation, Dr. Kieff put a wellness-themed spin on an old proverb: success can't always bring happiness. According to her, adults need to do a

much better job at explaining this idea to teens. She rattled off a list of achievements, everything from being "the smartest kid in kindergarten" to getting into a top med school — then she reminded listeners that none of these successes will necessarily lead to a happy and fulfilling life.

"The 'gold stars' don't measure up to ultimate happiness," Dr Kieff said. "In fact, they don't matter at all."

Dr. Hale's presentation focused specifically on college, and how excessive pressure to attend top universities is harmful to students. Higher education, she said, should be about finding a school that fits the student, not necessar-

"There is no silver bullet. This is going to require a lot of silver bullets....We need to do something that is really simple, but is not easy at all, which is to truly, truly commit to this. We need to not just say we care about health and well-being in evenings like this."

— NOAH RACHLIN, DEAN OF TEACHING AND LEARNING

ily the oneone that's the most famous or prestigious.

"There are lots of options and paths that can be terrific but also a bit different," Dr. Hale said.

Mr. Rachlin highlighted an upward trend in mental health issues among teens, especially those attending high-achieving schools such as Lab. During the Q&A session, he emphasized the impor-

ance of continuing the conversation about wellness.

He said, "There is no silver bullet. This is going to require a lot of silver bullets....We need to do something that is really simple, but is not easy at all, which is to truly, truly commit to this. We need to not just say we care about health and well-being in evenings like this."

Happiness podcast rises in popularity, success

Course by Yale professor claims to improve mood and happiness

by **AMANDA CASSEL**
MANAGING EDITOR

"Just don't worry about it."
"Get more sleep."

"Take care of yourself."

While this advice is supposed to lead to better mental health and wellness, it is easier said than done.

Yale University psychology professor Laura Santos' podcast, "The Happiness Lab" approaches wellness with concrete advice for how people should define, understand and seek happiness in their lives and it really does bring new insights into the science of achieving happiness

In January of 2018, Santos designed and launched her course, Psychology and the Good Life, for about 30 students whom she would closely monitor throughout the semester, but her class quick-



WWW.HAPPINESSLAB.FM

ly grew to be Yale's most popular class in its more than 300-year history. The intended small class turned out to be a concert hall full of students eagerly awaiting Santos' guide to the secret of happiness.

Today, more than 18 months later, hundreds of thousands of people have taken the class either in person or for free online, while thousands more have listened to her podcast.

Santos speculates that the course got significant press on campus, because much of the student body genuinely was notably unhappy and the same observation extends to the greater population.

Throughout her podcast, none of Santos' ideas seem particularly shocking. Instead she used the latest in scientific studies to back up her advice and make it more than what she calls "hippie dippie B.S."

The amount of positive feedback from Santos' students is enough to prove she knows what she is talking about.

Since teaching her first section, Santos has heard back from many of her online and in-person students who have thanked her for her work which made a substantial impact on their lives.

In Episode 1, Santos describes that happiness is intentional. She characterizes it as much as it is not about chasing an ideal or a life, and she has specific actions you can take to help happiness come more easily to you.

Santos defines happiness as having two components: being happy in life (the experience of positive emotions) and being happy with life (the sense of being satisfied). Much to Santos' chagrin, there isn't a quick, five-minute fix to unhappiness. Nevertheless, she does say there are some simple actions people can take to slowly im-

Recommendations:
The podcast has several recommendations to increase your mood.

1. Express gratitude and kindness
2. Take time to connect with the people you care about.
3. Count your blessings
4. Be more accepting of the bad things in your life without becoming complacent or comfortable with your unhappiness.
5. Find comfort in the idea that you don't have to be completely happy all the time.
6. Applying these techniques and practices for an extended period of time.

prove their overall happiness. Actions such as expressing gratitude and kindness, taking time to connect with people you care about, counting your blessings and being more accepting of the bad things without becoming complacent or

comfortable with unhappiness are some of Santos' ideas about how to promote a happy lifestyle.

Throughout the podcast, Santos analyzes different people who get benefits that are typically associated with happiness — promotions, an idealized spouse, winning the lottery, medals in the Olympics and more.

Santos uses scientific studies to draw the conclusion that the things we think will make us happy actually don't. And the things we think will make us unhappy can make us less so. Essentially, she uses her podcast to tell listeners how to reorient their goal-focused lives.

Santos describes happiness as something that doesn't just occur and stays forever. Constant happiness, in Santos' mind, wouldn't mean anything.

To feel and appreciate happiness, we also need to experience other human emotions. But, to attain happiness, it takes a conscious effort and intention towards positive behavior and Santos believes, it is possible for anyone, just a matter of the right plan and methods to achieve it.