Parents advocate for later start

by NICKY EDWARDS-LEVIN
ARTS EDITOR

With public schools in Seattle and the state of California leading the charge in passing later school start time legislation and research only pointing in favor, a growing group of Lab parents have advocated for U-High to follow suit.

The group is spurred by Lab’s Middle school science teacher Tony Del Campo and high school English teacher Mark Krewatch. Del Campo conducted a survey to find out what faculty members were already doing and how they wanted to incorporate climate change into the curriculum. Mr. Krewatch said responses from roughly 40 faculty and staff expressed interest in getting involved.

“What we noticed is that teachers were very interested in this,” Mr. Del Campo said, summarizing the results of the survey. “One of the big things is that they want to work with someone else, so we are trying to find out mechanisms to get people together.”

Faculty discussed climate change in the professional development day Nov. 8. The discussion will continue in the next professional day April 17 with a talk from economist Michael Greenstone, according to Laboratory High School principal Ebele Okparaeke.

According to Mr. Abelman, climate change discussion fits into Lab’s objectives and recently published strategic framework as a possible shared theme that could inspire and enhance interdisciplinary teaching practices. It follows the guidelines of progressive environmental education by preparing students to create a more sustainable world and encouraging active participation in the community.

Mr. Del Campo said he advocates for an environmental statement, alongside the diversity and mission statements, and the addition of an administrator that considers how Lab’s decisions can impact students in the future.

More than 80% of parents and teachers nationwide support climate change education in schools, according to a recent NPR/Ipsos poll. However, a disparity exists between support and action. The same poll found that the majority of parents and teachers do not discuss the issue. One of the most common reasons teachers cited was that climate change is outside of their subject.

“We have incredible intellectual capital, if not economic, power. Seems like we should be the people in the forefront,” Mr. Krewatch said.

Lab has the opportunity to lead efforts in climate change education, especially in subjects outside of science. Although not all courses can teach the science of global warming, Mr. Krewatch said teachers can “use climate as a vehicle for the same core-skills.”

In Literary Theory, students read texts while considering various perspectives such as feminist, Marxist and post-modern. To introduce climate change education, Mr. Krewatch added the environmental lens to the course.

Another possibility is climate-themed word problems in math courses.

In 2018, the U.S. government released the Fourth National Climate Assessment. Each 7th grade science class created a six-part podcast discussing the assessment and each of its five chapters. Titled “Understanding Climate Change,” it was published on the Lab school website, and students sent their work to politicians such as U.S. Senator Dick Durbin of Illinois.

Demonstrably, teachers can introduce climate change into class rooms without compromising the current curriculum. Students have also started taking action. Junior Ruthik Pari is organizing a public panel through the Social Justice Committee for teachers to discuss climate change. He said one of the focuses will be the policies of 2020 presidential election candidates.

Last year, the All-School Council began the conversation by setting climate as the theme of the summer reading assignment.

“How can we be teaching anything other than climate education?” Mr. Krewatch said. “All the values that we talk about might mean nothing in 20 years.”

In a letter of consensus signed by over 120 experts in sleep-related fields, scientists argued that, due to changes that occur at puberty, teens naturally stay awake later and wake up early.

“Early school start times prevent most adolescents from obtaining the quantity and quality of sleep they need. Adolescent sleep loss increases risks for many serious illnesses, suicide, car crashes, and lower academic performance. Early school start times are the primary and modifiable public policy causes of the adolescent sleep loss epidemic,” the letter stated.

Moreover, the American Academy of Pediatrics has recognized sleep deprivation in teens as an important public health issue that significantly affects the health and safety of youth as well as the academic success of our nation’s middle and high school students.

According to Dr. Martin, prioritizing sleep must be a crucial part of U-High’s educational environment.

“In it is always difficult to change the status quo,” Dr. Martin said, “but definitely doable if the administration, teachers and parents come together to make a change for better health.”

EARLY RISERS. Students wake up before school at 7:50 a.m. to make a difference.
Novice debate teams find early success

by PETER PU
ASSISTANT EDITOR

With no four-year debaters and a large novice roster, the debate team has developed a more structured system of organization that has lead to positive tournament outcomes in the first nine tournaments.

When input from the varsity and junior team members created a more standardized curriculum to streamline the learning process. According to Annette Kim, the new system complements debate coach Sonny Patel’s teaching while also gearing the curriculum towards younger students and has proved beneficial for novices.

“We don’t have the student perspective, so we’ve been helping him simplify things and make it more accessible for freshmen,” Annette said.

Partly as a result of the new debate system, the novices performed especially well throughout the season according to Annette. “It’s really nice to see that’s paying off, and the foundation that we’ve built is something that’s helping other students achieve success,” Annette said.

The Black Students’ Association hosted the annual “Blacks Giving” event Nov. 21, in which C116 was filled with a potluck-style event, where we can bring food and have a good time. We really wanted to do something that everyone could come to and have a great time, great conversation,” Lea Rupani, BSA president, said. “Just a time to reflect on what you are thankful for outside of all the successes.”

PASS THE SAUCE.

Midway and U-High wins awards at conference

At the National High School Journalism Conference Dec. 24 in Washington, D.C., students were awarded for both individual and team contests at the first invitational, held at Conant High School Dec. 7. Students competed in 23 build and test events at the first conference when she was a student at U-High.

“U-High is the most important experience I ever had,” Ms. Rupani said. “It was so important for me to be able to go.” Ms. Rupani said: “It was so important for me to be able to go.” We didn’t have an office of diversity and inclusion when I was a student here. We talked about diversity, but not quite in such a robust way that happens now. So going to the conference was like, the first time I saw myself and really understood parts of my identity that I never really got a chance to reflect on.”

Students also found the environment to be positive.

“Getting to the conference was, like, the first time I saw myself and really understood parts of my identity.” — PRIYANKA RUPANI

U-High reps attend diversity, inclusion conferences

by ELLA BEISER
STAFF EDITOR

Eighteen Lab and six students attended the People of Color Conference and Student Diversity Leadership Conference in Seattle Dec. 4-7 hosted by the National Association of Independent Schools. Students and faculty applied in the spring. Students did not believe in a race road, Mikaela Ewing, Daravy Han, Omar Siddiqui, Sere- anna Simmons and Gershwin Shosek.

Priyanka Rupani, director of diversity equity and inclusion, said regional student conferences in September and the student conference fills quickly. Each school is allowed six students.

“Going to the conference was, like, the first time I saw myself and really understood parts of my identity.” — PRIYANKA RUPANI
Understanding the need

With clubs, churches, service sites, students volunteer to help in communities

Service beyond the requirements

Students help organizations in Hyde Park neighborhood

by OLIVIA GRIFFIN
ASSISTANT EDITOR

“I felt like I could make the biggest impact volunteering with them and forming relationships with these families” Sana’a Imami, a junior, said describing why she chose to work with the Hyde Park Refugee Project.

Students across America spend time volunteering after school, whether tutoring children, cleaning shelter homes, weeding community gardens or other helpful projects.

Though it’s usually clear what the community gets out of volunteer work, what the volunteers gain is not always apparent.

At the beginning of every month, Jane Barnard, sophomore, will make chili for the Hyde Park Food Pantry with her family and members of the club.

“It’s always very busy and there are a lot of different smells and sounds all around,” Jane said. She’s been volunteering with her family since the winter like we’ve seen. She’s assigned herself the role of opening cans of tomatoes.

Sana’a helps two sisters, Rahia, a first grader, and

WASHING WITH CARE.
Helping in her community on Dec. 8, sophomore Jane Barndt and Lina Karkkainen volunteered to wash and dry clothes for the Hyde Park Food Pantry. They were working on the kitchen and skills of collaboration.

Sana’a, a third grader, finishes her homework after school. Additionally, she’ll usually try to explain in translate forms or letters sent home from school for the parents.

“Tutoring is a way for me not just help kids but also a way to establish a relationship with them and be another person they can reach out to whenever they need anything, even non-academically,” Sana’a added.

Because Jane’s been working on the same food pantry for so long, she says she’s learned a lot about working in the kitchen with people and gained a lot of collaboration skills.

Jane said, “Even though it’s kind of monotonous, right, I’m just opening cans, it’s good because I’m getting things done and I know it’s for a good cause.”

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Clubs contribute to community

by AMANDA CASSEL
MANAGING EDITOR

With winter break approaching, U-High’s clubs have taken the idea of the season of giving to heart and are volunteering, hosting fund raisers and helping in the community.

The Jewish Students’ Association hosted its annual toy drive, donating to La Rabida Children’s Hospital the week of Nov. 18.

“It is something we do every year, but that doesn’t make it any less meaningful,” ISA President Nathan Applebaum said. “We do this because, particularly now, it’s important to help in the community.”

But ISA isn’t the only club completing annual traditions for the season of giving. The Refugee Awareness Club ran a booth at Lab’s Holiday Bazaar during the week of Dec. 2 to fundraise for Hyde Park Refugee Project. According to RAC co-president Claire Duncan, this year, the Holiday Bazaar was more student focused.

“Many people coming from places such as Syria haven’t experienced winter like we do,” Claire said, “So our donations will likely go toward coats and things like that.”

Also focusing on the idea of warming clothing, Clothe the World hosted a sock drive Nov. 4-15 to donate to Sarah’s Circle, an organization which provides a variety of services for homeless and at-risk women during the day.

“I could tell you how brutal Chicago winters are and that’s with all of our privilege,” President Kaka Xu said. “Now, think about that winter without heat or a coat or any number of things to keep you warm. That’s why it’s important to recognize and help in our communities, especially now.”

Another example of a club volunteering in the community is REACT. Throughout the fall, the club has organized lunch packings and is hosting a book drive before winter break.

For President Kepler Boonstra, volunteering in Chicago during the winter is particularly important. He says, during the fall the club does more fun things, but as temperatures drop, they get in gear and try to make their volunteering as frequent as they can. Each of these clubs and many more throughout U-High are embracing the season of giving to motivate volunteering and helping in the community.

“Around the holidays, we need to notice our privilege,” Kepler said, “As Lab community members, we have from there to helping others.”

Admissions recognizes need among Lab students

by OLIVIA GRIFFIN
ASSISTANT EDITOR

There’s a stereotype around the city that everyone at Lab has money. That everyone who attends has the financial means to go on extravagant vacations, ride around in expensive cars, and constantly explore Chicago’s finest restaurants—all in addition to the costs of a Lab education.

A recent video on the popular social media app TikTok showed a user lip syncing to a monologue describing affluence and college admissions while superimposing names of high schools in the Chicago area, generalizing about the demographics of each school.

When Latin School is mentioned, the user says, “Well, I’m rich, so…” and when Lab is mentioned, the user says “What? I’m rich, too, bro!”

However, according to Lab’s Office of Admissions and Financial Aid, says that the needs that are brought to the attention of the office this way are not always available to be met. Now efforts to support every student from any financial situation have begun with the recently released strategic framework, which aims to ensure a healthy and inclusive community.

To do so, a school-wide study is being done to examine all the non-tuition costs at Lab. The study will audit the bills families pay through FACTS and for MyBookook, the website where they pay. Lab will work with the administrative teams for all schools involved to find the needs of families. Ms. Tulson reports that only after the study has finished will the process of raising funds for students and families begin to offer Lab’s education to a more socio-economically diverse range of students.
Hallmark movies: cookie-cutter and white

Holiday movie empire lacks representation for minorities in film

by MIRA COSTELLO
NEWS EDITOR

The basics are simple: a mysteriously wealthy young woman searching for love. Cheerful, warm memories the holiday season brings up. A family-friendly, suburban and small-town setting populated by a white cast in red-and-green sweaters. Sprinkle in a few keywords — merry, mistletoe, Christmas, home — and your Hallmark holiday movie is picture perfect.

The Hallmark Channel has gained a devoted following since the debut of its annual “Countdown to Christmas” in 2009. This is no secret: Michelle Vicary, Hallmark Channel’s executive vice president of programming, once told E! News, “We own Christmas and we are going to do it in a bigger way and a better way.”

Owen Christmas they do — 2018’s “Countdown to Christmas” reached 6.8 million viewers, according to Broadcast + Cable a magazine about the business of television. Daniel Montagu, a U-High senior who said she enjoys the movies and has seen plenty, says the channel’s uniformity in the winter months might be exactly why it’s so appealing.

“I think the reason why people love watching these cookie-cutter movies is because they know what’s going to happen at the end,” she said. “Christmas is really just a time where you can forget all your worries and be joyful and grateful, so people continuously watch these because it makes them happy. Even if it’s cheesy, it warms your heart.”

Their tried-and-true algorithm, however, is transparent. Not even the warm fuzziness of the reliable plots and characters can mask Hallmark’s biggest problem: diversity. In 2017, Hallmark had zero African-American or Asian romantic leads, and a total of 6 of 86 movies had non-white romantic leads, according to the International Business Times. While competitive networks like Lifetime and Ion are improving these numbers, Hallmark has remained largely homogeneous, both in cast and in plot.

This is one of our major initiatives and major focuses,” Abbott said in an interview with E! News. “We are always looking to make the world a better place and this is a key part of it.”

by ARIAGAIL SLIMMON EDITOR-IN-CHIEF

W ith the strong bass pulsing in his ears, senior Julian Kennedy moves across the dance floor, practicing moves — everything from improving his “flare” to perfecting his “windmill.” For the past three years, Julian has used breakdancing as a way to stay in shape and experience being part of a new community.

As a middle schooler, Julian took a bunch of hip-hop dance classes across the city to find out what style he liked best.

“When I discovered that breakdancing was what I was best at and what was the most fun,” Julian said, “I decided I wanted to get into DJing. I realized that if you’re a producer, being a DJ is also pretty beneficial.”

Julian, who began dancing multiple times a week at the Hyde Park School of Dance, wasn’t around the city in order to become involved in the breakdancing community. After learning more, Julian found a breakdancing class at the Hyde Park School of Dance and immediately knew he wanted to sign up — but his journey didn’t stop there.

“There was a teacher I had who invited me to join his youth crew called Stick and Move Youth Crew,” Julian said.

Founded in 2015 by Jonathan St. Clair, the crew is an organization full of kids from all over Chicago, with the same passion: breakdancing.

“Julian is one of the advanced ‘b-boys’ in the crew and sets a leading example of dedication and leadership for his teammates,” Mr. St. Clair said about Julian’s role in the group, referring to Julian as a “b-boy.”

Although the crew is more active in the summer, they get together every Saturday to practice. When they aren’t practicing, the crew performs at events and competes in breakdancing battles.

“Once I got more into producing music, I decided I wanted to get into DJing,” Julian said. “I realized that if you’re a producer, being a DJ is also pretty beneficial.”

Both breakdancing and DJing have propelled Julian into different communities that he says he would have never gotten the chance to be a part of if it weren’t for him pursuing his passions.

“It’s really rewarding to be able to do something that not a lot of other people can,” Julian said. “The people I’ve met through breakdancing make it even better. I love it.”

— JULIAN KENNEDY

Julian Kennedy, a senior, found his calling in hip-hop. From DJing to producing electronic music to his specialty, hip-hop dance, Julian has truly become a musical jack-of-all-trades.
More than just a ballet

Dancers find community in working together for annual holiday ballet

by CHRISTIAN GLUTH
ASSISTANT EDITOR

In one scene of “The Nutcracker,” a dancer moves across the stage gracefully as the Sugar Plum Fairy on the tips of her toes. In another, dancers march perfectly in sync as an army of toy soldiers while one sword-fights the Mouse King. Despite different roles, each dancer supports every other whether on the floor or off it.

Every December, dancers from the Hyde Park School of Dance perform Tchaikovsky’s famous ballet “The Nutcracker” at Mandel Hall on the campus of the University of Chicago. After placement auditions in September, dancers learn the choreography and continue to polish the ballet each week until the premiere. This year’s Nutcracker will premiere Dec. 13 and run through Dec. 15.

According to ninth grader Sarina Zhao, because of the many hours of time spent together, each dancer is motivated to improve and build strong relationships with one another.

“One of my favorite things about the ‘Nutcracker’ production and the Hyde Park School of Dance in general is the community. Everyone is super close, and you get to know the people you’re dancing with super well,” Sarina said. “You can reflect upon what you were in your first ‘Nutcracker’ and see how you have grown since then.”

The two-act performance consists of dancers ages 7-18, assigned to roles based on experience and skill. Over time and countless hours of practice, those dedicated to improving can progress more into the spotlight.

Junior Naomi Colette will dance as the Snow Queen, widely considered to be a primary role and more into the spotlight. Over time and countless hours of practice, those dedicated to improving can progress more into the spotlight.

That night, she sneaks down to see her toy, when suddenly it springs to life. She falls asleep and awakes to a sneak attack from the Mouse King. “The Nutcracker and his troops fight back.”

After winning the battle, the Nutcracker escorts Clara through the land of Snow and into the Land of Sweets.

“Things We Didn’t Talk About Then: I Was a Girl,” is how it is just that genre-defying and compelling in sync as an army of toy soldiers while one sword-fights the Mouse King.

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“This has been my dream role for a long time,” Naomi said. “Since I’ve wanted to have this role for so long, I know there’s a lot of younger dancers who also want this role or similar roles, so I try to be a good role model.”

Naomi said dancers in the community are close-knit and how they look out for and show great sincerity and care to each and every person around them.

“You’re very supportive and they congratulate you when they do well,” Naomi said, “and everyone is always there for you if you have a rough day.”

So while the Mouse King may be fighting a Toy Soldier on stage, off stage they have each other’s backs.

SNOW ROYALTY DUET: Junior Naomi Colette dances with Marcus Tian, a senior at Jones College Prep. The two have been rehearsing since early October along with many other U-High and Chicago-land students. The performance premieres Friday, Dec. 13, at 10 a.m. Naomi, who began her dance career at age 3, has had the Snow Queen role in mind for many years and strives to be a role model for younger dancers. Naomi has been a part of the Hyde Park School of Dance for Five years and has been performing in “The Nutcracker” since she was 4.

Rape survivor Jeannie Vanasco recounts life, struggles after her teenage assault

by AMANDA CASSEL
MANAGING EDITOR

Jeannie Vanasco is a rape survivor, but she wasn’t raped in a dark alley by a strange man she’d never met. She was raped by her childhood best friend. Fourteen years later, she had the bravery to sit down with him and talk about her sexual assault.

Part of what sets apart Ms. Vanasco’s memoir, “Things We Didn’t Talk About When I Was a Girl,” is how it is just that genuine point of view. Although Vanasco justifiably has fears about sharing her story, she overcomes them and speaks the truth of her experiences in an unencumbered, honest and inspiring manner. She takes control of her narrative as a rape survivor and doesn’t let anyone, particularly her attacker, take that away from her.

Opening her novel, Ms. Vanasco describes herself as a storyteller. Her details mostly come from her “humanly imperfect memory,” making her an unintentionally unreliable narrator.

By admitting her failures as a narrator, her version of the truth becomes the best version to which the reader can attach. Ms. Vanasco also addresses society’s relationship with rape — or rather, rape victims. Because of her unreliability as a narrator, as well as the public interrogation rape victims experience, Ms. Vanasco admits her biggest worry: that her audience won’t believe her. She tries to remedy this by having a second perspective, her attacker, Mark. But Ms. Vanasco left trapped by the idea that she is putting the power into Mark’s hands by letting him tell her story.

Ms. Vanasco struggles with figuring out if her assault qualifies as rape because when she was raped in 2003, the attack didn’t fit the FBI definition of rape. But in 2013, the definition changed, redefining Ms. Vanasco as a rape victim.

The definition change led Ms. Vanasco to question whether defining her experience as rape diminishes the struggle of other people and if it, in fact, can call her experience a rape. Admitting this insecurity and fear is a prime example of what makes her a thrilling writer — she is simply sharing her story.

Ms. Vanasco also voices another inexcusable disappointing feminists in general. She spends a large part of her memoir analyzing her own emotions: what she should feel, what she shouldn’t and what is “normal.”

In a way, this makes Ms. Vanasco more compelling, in that she asks herself the difficult questions that rarely get answered. She describes how she wrestles with her lack of anger toward and forgiveness for Mark.

“Although Ms. Vanasco justifiably has fears about sharing her story, she overcomes them and speaks the truth of her experiences in an unencumbered, honest and inspiring manner.”

“I don’t want my reaction to Mark to disappoint other feminists,” Ms. Vanasco writes. “I’m supposed to be angry.”

For Ms. Vanasco, Mark is not her only assailant. She was also assaulted by her journalist adviser in high school, as well as by an acquaintance in her adult life, but she never felt upset the way she assumed she would feel. Using each different assailant as an example, Ms. Vanasco confessed she felt as if she was letting women in general down. By not feeling rage, in her mind, she was being complacent with her assault, which scared her. She wanted to take control of her story as a survivor by sharing it with the world.

“Things We Didn’t Talk About When I Was a Girl” is written like a conversation between Ms. Vanasco and the reader; she conveys in her audience as one might confide in a friend. This transparency between the reader and author makes her writing that much more powerful.

She could be your sister, friend, mom, sitting across from you at the kitchen table telling her story of her rape and her journey to recovery.
Protests, internet trends, and records broken. This year was packed to the brim with unforgettable moments.

Here’s a breakdown.

**SUSTAINABILITY – HYDRO FLASKS**: As the effects of climate change have become increasingly clear, many companies have taken steps to be less wasteful and more environmentally conscious. Hydro Flasks, a company that produces reusable water bottles, saw a significant increase in sales. The company’s durable and stylish designs are popular among outdoor enthusiasts.

**LENIN’S REBIRTH**: In 2019, five new monuments of Lenin were unveiled in Moscow, St. Petersburg, and other cities across Russia. The monuments were designed by artists and sculptors, and they were erected to commemorate the 100th anniversary of the Bolshevik Revolution. The new monuments were controversial, with some people supporting them and others criticizing them.

**UPCOMING ENTERTAINMENT**

- **“The King”**
  - Released: Oct. 25
  - A two-time initial release, "The King" was released without a competition.
  - The album debuted at No. 1 in the Billboard 200.
  - Its lead single, "Healthy," reached number one.
  - The album features a deep exploration of the themes of power, ambition, and loyalty.

- **“Hollywood’s Bleeding”**
  - Released: Apr. 19
  - The third studio album from Post Malone, it includes hits like "Goodbyes" and "Die For You." The album features collaborations with artists like Drake and Young Thug.
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**WHAT’S NEXT?**

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**BETIXEN**

- **"Betheena from the European Union"**
  - Released: Apr. 22
  - The debut album from the British band The 1975.
  - The album debuted at No. 2 on the Billboard 200.
  - It also features songs like "The Last Days of American Crime."
Pass the torch

by LEELAND CULVER
ASSISTANT MANAGING EDITOR

While working as a graduate student for a political science professor in 1978, Barbara Flynn Currie ran into Michael Shankman, a friend of hers for whom she had campaigned for the position of delegate to the 1978 Illinois Constitutional Convention. State legislator James Robert Mann had just announced his retirement, opening up his seat in the Illinois House of Representatives. “I asked if he was planning to run,” Ms. Currie, U-High Class of 1958, said. “He said, ‘No, Why don’t you?’”

This chance encounter was the start of a 40-year career in the Illinois House. Though filled with highs and lows, she said it was ultimately worth it, and encourages today’s teens to engage with today’s issues, both with their elected representatives and with each other.

Ms. Currie served as the major leader from 1997 until her retirement in January. “The legislature is a great place to be, a great place to push for change that is important to the folks back home,” she said.

These days, she notes how vocal students have become on issues that are still in contention, such as gun control and climate change. “Their willingness to speak out, their willingness to go to Capitol Hill, these are all really impressive things that the grownups had better sit up and pay attention,” she said. “I’m excited at this activism and I hope that it won’t fall on deaf ears.”

Some of those students speaking out include Lab students who attended the global youth climate strike last fall. “It is so important for young people to understand the massive impact we have on our planet because we are the ones caretaking this earth. We are the ones who must prioritize planet over profit,” said Orla Molloy, who helped organize the Lab delegation to the strike and who is organizing a group to join another climate strike Dec. 6.

Other Lab activists include members of the Refugee Awareness Club, who partnered with RefugeOne to resettle a family of five from Syria.

“I do think it is meaningful that we are doing this as students, especially because we’ve been able to make such a difference,” Claire Duncan, the club’s president, said. “I think that it’s sometimes hard to see these crises happening and not be able to do anything about them, so us bringing awareness to them helps.”

Ms. Currie stressed that students have just as powerful a voice as others, whether speaking out in a group or simply writing to their representatives. “A reasonably well-written letter does make a dent. It makes a difference,” she said.

During her tenure, Ms. Currie supported progressive legislation on issues ranging from early childhood care to environmental protection, and said that she felt she was able to accomplish more than she ever hoped, just by pushing for it year after year, until it happened. “We have marriage equality, we eliminated the death penalty in Illinois, and opened the way for the next possibility,” she said.

Ms. Currie received the Laboratorios Distinguished Alumni Award in 1997, and she marked that she was a pioneer in women’s representation in politics, as it was relatively unheard of for a woman to run for office.

“One of my high school classmates, Sybil, was a very good friend, said at one point that she’d like to marry a United States Senator,” Ms. Currie said. “It didn’t occur to her, at that age, that in that period of time, in the late ’50s, that one might be a United States Senator.”

Her retirement earlier this year ended the chapter of a long career and opened the way for the next generation to take charge, as she encouraged.

She said, “It’s time for the grownups to get in line behind them.”

Book Club fosters friendship, unites bibliophiles

by AUDREY MATZKE
FEATURES EDITOR

Good books are loved for a reason. With engaging prose, moving plots and characters that hold a mirror to our deepest fears and aspirations, it’s hard to see why some students enjoy retreating to the literary world. Reading may be a solitary activity, but one thing’s for certain: members of the U-High book club aren’t lonely. They have characters to fall in love with, stories to uncover themselves in, and — when those fall short — a community of real-live readers.

For Lia Garvey, a member, Book Club is a warm and cohesive environment. She said she appreciated the passion exhibited by her fellow members, and that individuals have the freedom to engage with the club however they’d like.

“It’s not much of a commitment; you can come whenever you want. You don’t have to come every single time, and you don’t have to read everything, if you have a love of learning, reading, language, even pictures, we do read comic books sometimes, it’s a fun environment, and a healthy environment,” Lia said.

At the beginning of each semester, members compile a list of five books to read, which they will then discuss during the last few weeks of the semester. Meeting in the Library conference room on Thursdays, members are currently working on recording episodes for their podcast. Readers’ Guide to the Galaxy: Nikita Kumar, another member, sees it as a positive, creative outlet.

Whatever we wanna talk about, we just talk about it, and we do so in what I think is a very fun way. It’s not for everyone else, it’s for us. Sure, it’d be cool to have a wider audience, but yeah, ultimately we’re not creating this for everyone else, we’re creating this because we love to talk about books,” Nikita said.

For her, the stereotypes associated with being a fangirl is just like “Oh you spend all your time alone reading the same book over and over again.” That’s 100 percent not the case.”

“Bring a bibliography and a fangirl doesn’t mean I’m out of touch with reality. No, it actually has allowed me to branch out and talk to new people. It’s not like a solitary thing. A lot of people think that being a fangirl is just like ‘oh you spend all your time alone reading the same book over and over again. That’s 100 percent not the case. It’s allowed me to reach out to others, and it provides a gateway to find commonality with other people,” Nikita said.

One thing’s for sure, members of Book Club are unrepentant fans. They’ve carved out their space in the Pritzker-Isaaklib, and they’re not backing down any time soon.

Lia said: “If you hear screaming coming from the library on Thursdays, it’s probably us.”

“[People] willingness to speak out, their willingness to go to Capitol Hill, these are all really impressive things that the grownups did better sit up and pay attention. I’m excited at this activism and I hope that it won’t fall on deaf ears.”

— BARBARA FLYNN CURRIE
Education program gives students a boost

by NIKHIL PATEL
EDITOR-IN-CHIEF

It’s Saturday morning, and Lab is far from empty. Instead, over 150 students are sitting in classrooms around the school and getting a jump start on their secondary education.

At a typical High Jump Saturday session, students take five classes a day, including math, science, writing, history, study hall and high-school prep classes. The classes are held by small groups, with only 10 kids in each. Others had as many as 16.

According to Isabella Innouye—Villaseor, a High Jump seventh-grader, being around ambitious peers is invaluable. “It offers so many great opportunities for us students, especially if you don’t have very much in your home school, and it just takes everything to a new level than it does in the home school,” Isabel said. “These students are above others had as many as 16. According to Isabella Innouye—Villaseor, a High Jump seventh-grader, being around ambitious peers is invaluable. “It offers so many great opportunities for us students, especially if you don’t have very much in your home school, and it just takes everything to a new level than it does in the home school,” Isabel said. “These students are above everything to a new level than it does in the home school,” Isabel said. “These students are above everything to a new level than it does in the home school,” Isabel said. “These students are above

“High Jump is a summer school-type program, so we did all the regular school classes like math and English,” Destiney said. For Destiney, these sessions provided support socially and academically, making Lab’s dynamic a bit less difficult to navigate. Senior Niyelah Harper also attended High Jump programs for 7th and 8th grade, where she learned lifelong lessons. “There’s a science class, with chemistry and biology,” Niyelah said. “And then there was a class where we, like, learned how to be organized and stay on top of our work and also, it was kind of about learning how to thrive in high school with the resources that we had.”

The program helps students prepare for the rigorous workload of a high school.

“High Jump really helped with the transition of keeping up with so much more work, especially at such a rigorous school like here, because we had to keep up with our regular school work from what they call their ‘home school,’ and also we had to do High Jump work all the time,” Niyelah said. “It taught you how to balance workloads all the time.”

Destiny also gained valuable lessons, both about her coursework and about advocating for herself. “Most of the way I take notes is based on how I did in High Jump. But it mostly helped me education-wise only freshman year,” Destiny said. “It helped me be more confident and social.”

Senior Ananya Asthana’s interaction with the High Jump program was as a sophomore volunteer at the Lab campus. She said she volunteered because she wanted to tutor students, but also because she wanted to help support students.

She quickly realized how important the program was for students in 7th and 8th grade. “I think my favorite part was seeing the value of a holistic support system for the participants,” she said. “It wasn’t just ‘Saturday School,’ it was a way to equalize educational opportunities across Chicago, both through lesson plans and built-in support systems. The number of High Jump success stories is amazing, and it’s nice to play a small role in that organization.”

Niyelah’s time in High Jump gave her a valuable perspective on the program when she went back to volunteer for a program that she felt had given her a lot.

“It was really cool seeing like kids in the same position I was in four years ago,” Niyelah said. “I talked to them about how High Jump helped me grow a lot and how I got me ready for the future.”

Nicki Edwards-Levin contributed additional reporting.

New Starbucks Reserve Roastery offers tours, unique coffee experience

by MAX GARFINKEL
BUSINESS MANAGER

The sweet-savory aromas of coffee beans roasting and pastries baking waft as a flipping clock board announces a variety of beans at the entrance of the newly opened Starbucks Reserve Roastery. The air is so saturated with the scent of coffee it can almost be tasted. Knowledgeable greeters meet customers at the door advising them on what to drink and eat.

The four-story, 43,000 square-foot Starbucks Reserve Roastery opened Nov. 15 at Michigan Avenue and Erie Street in the former Crate and Barrel flagship store. Offering tours, rare reserve beans and Chicago-inspired drinks, it presents a unique and interesting coffee experience.

Four days after its grand opening, it still bustled with tourists and Chicago natives. In tour groups, they were grand, but like any normal Starbucks, people typed on their MacBooks and sipped expen- sive coffees. It has the same class-sic tan-and-green color scheme as most Starbucks, but the aesthetic felt less cozy—almost as busy and inconsistent. The entrance opened Nov. 15 at Michigan Avenue and Erie Street in the former Crate and Barrel flagship store. Offering tours, rare reserve beans and Chicago-inspired drinks, it presents a unique and interesting coffee experience.

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Later start time gives benefits, not solutions

As the Midway sees it . . .

Getting enough sleep during adolescence has been linked with a higher risk of obesity, diabetes, injury, poor mental health and problems with attention and behavior according to the Centers for Disease Control and Prevention.

Though delaying the start of school may initially seem the growing number of schools that switch to a later start time to allow students more time to sleep.

In the face of growing scientific consensus, “It’s high time to delay start times to 8:30 a.m. to promote adolescent wellness.”

There’s more to our chronically stressed-out population than “over-achievers.” When our school’s light for mental health is centered entirely around convincing us that “getting into Harvard won’t make you happy,” it can feel pretty invalidating to those who weren’t even planning to apply. It’s time we start listening to everyone, no matter their MCAT scores or extracurricular résumés. Wellness is a community effort, and as long as any of our needs are overlooked, collective progress is all but impossible.

Wellness should not be limited to over-achievers

by AUDREY MATZKE

FEATURES EDITOR

We all know the types: stressed-out students in AT Bio, kids who don’t sleep, Ivy Leaguers, over-achievers. They’re everywhere at Lab, as conversations about wellness, many of the adults in our community are starting to realize the habits we’ve implicitly endorsed for years are incredibly unhealthy.

And yeah, it’s been reassuring to watch this school-wide conversation on mental health and I appreciate that the adults in our community care enough to write complex surveys and host panels.

It’s shameful that so many of us are suffering at the hands of our school’s toxic rigor, and those who do desire every ounce of support they’re getting. And moreover, some of us suffer needlessly.

A detailed backstory isn’t necessary to know that my issues pre-date high school. Long before I could calculate my GPA or point out U.C. Berkeley on a map, I felt lonely, anxious and utterly out of control. Even at 4, I was beyond comforted by stories of a higher dance rate. Additionally, parents in the school are already advocating for a later start time to the administration.

Sleeping patterns at Lab have changed significantly in recent years, and those who support them argue that later starting times allow students more time to sleep.

In summary, delaying the start of school to 8:30 a.m. would have significant benefits including higher grades, and while it is not a comprehensive solution for student stress, it is a substantial step in the right direction.

Creative spaces necessary for crucial student growth

by CALEDONIA ABBEY

REPORTER

Lab students pride themselves on professionalism, using the school’s countless collaborations to the University of Chicago to improve our wellness. When I was a young musician, performers and visual artists. At Lab, clubs can work together to support common goals of inclusion and diversity, creating an intimate academic or sports teams can collaborate on outreach projects.

We know that Lab is a bubble, we often mean it geographically. But I find that it’s more than a mental one, often getting trapped in the whirlwind that is constant academics, clubs and sports all within the walls of the school.

Participating in activities that aren’t just about grades or college apps and instead focus on community can be refreshing step outside of that bubble. A recent study conducted by behavioral science expert Patrick Fagan, and a British concert venue Oz.2 concluded that seeing live music twice a week increases “feelings of health, happiness and wellness” by nearly 21%. It doesn’t have to just be an expensive concert at University High School, though.

Creative spaces necessary for crucial student growth...

CLOCKWISE FROM TOP LEFT:

4. An anonymous student.

3. A concert, a basketball game.

2. A student in a classroom.

1. A student practicing music.

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**HEAD IN THE GAME** Senior Eve Grobman dribbles during practice. Along with being a varsity athlete in soccer and basketball, she is also a MUN Director General.

**P.E. department says athletics are not suitable substitute**

U-High requires students to take 3 years of P.E.

by ELLA BEISER

SPORTS EDITOR

Fear of nine schools in the Independent School League allow student athletes to opt out of physical education classes when they are participating in a school sport. However, U-High is not one of them, and while P.E. educators say the topic comes up regularly, they’re working to explain how playing a sport is not a replacement for what is learned in P.E. classes.

Debbie Ribbens, physical education department chair, believes that when schools allow athletes to skip P.E., it encourages students to join athletics for the sake of an easy free period.

“I really feel that P.E. and athletics are two different realms. They are two different realms,” Ribbens said. “You want to have a healthy way to have natural energy, a healthy way of reaching that goal, according to Ms. Ribbens.

“People know that they can go to a gym or use a fitness center, but they would benefit from another free period instead of P.E. Ms. Ribbens believes that it would actually cause more stress for students rather than relieve stress because some students might choose to take another academic class instead of P.E.

“P.E. classes such as Stress Redux or Yoga and Pilates are geared toward relieving stress and are an excellent way of reaching that goal,” according to Ms. Ribbens.

“With the whole health and wellness and social-emotional learning, physical education is a healthy way to have natural endorphins, feel better, and relieve stress,” Ribbens said.

According to Ms. Ribbens, the P.E. department works hard to make sure that students are placed in a diverse array of classes that they will both benefit from and enjoy.

“Say you love badminton, but you don’t want to be in team sports,” Ms. Ribbens said. “You should be able to pick. And we should offer and we try to listen to the kids and say, What do you want?”

In response to students who say they don’t learn in practices, “You might be a great soccer player, but you might not have any flexibility, or know how to dance or whatever your class may be,” Ms. Ribbens said.

Laura Gill, assistant athletics director, agrees. “The athletics department believes that P.E. is an integral part of the school day, and we want to make sure that we are supporting that and, I think, vice versa,” Ms. Gill said, predicting that a change would not come soon.

Additionally, Ms. Gill said that in the short time that she has been at Lab, she has heard interest for implementing a program that allows students to complete their P.E. credit with a school sport but has never seen an official proposal.

According to Ms. Ribbens, the P.E. department works hard to ensure that only complete and reliable team player, while also often being the star of the game.

In short, she is kind, intelligent, humble, ambitious, a star athlete and a great student.”

Junior Sara Shahul, who plays with Eve on the basketball team, also noted her talent on the court.

“She’s been having an incredible basketball season this year — she’s never said it, because that’s who she is, but she’s been crushing everyone and everyone is great,” Sara said.

Eve’s mindset is infectious, according to Sara and Marisa — every player looks around and ends up looking to her for guidance.

“When I played on the team my sophomore year with her I played defense and her presence as the last line of defense if any of us screwed up was always a calming one,” Marisa said.

On the basketball team, she also works to mentor new teammates.

“A lot of the girls on this team, especially the freshmen, look up to Eve as a source of someone they could be,” Sara said, “because of the way she’s able to mentor and lead the team.

Although the basketball team doesn’t have captains, Eve has filled the role as team leader both because of her talent and her general disposition.

“People know that they can go to Eve in any situation,” Sara continued. “Which is a great feeling to know that you have someone like that. And that type of that connection was there from the beginning, she just has that energy.”

For her part, Eve says she’s just trying to emulate her own peers.

“I’ve had the opportunity to have three years of P.E. in high school,” Eve said. “Coming on to the basketball team, and things like soccer, I’ve had great examples of leaders there, especially junior and senior years. I’ve met a really good model of what I would like to be as a leader, and I try my best to act like that.”

**Regulations differ among ISL schools for whether to allow students participating in athletics to waive P.E. courses**

Elgin Academy: Students are required to earn the equivalent of two years of P.E. credit before graduating, according to the school’s athletic regulations. Each season of sport participation counts as one graduation credit, so students should complete six seasons of athletics to complete their P.E. credit.

Francis W. Parker School: High school students who participate in a “scholastic” sport team are encouraged to complete this credit through participation in a team sport. Each season of sport participation counts as one graduation credit, so students should complete six seasons of P.E. before graduation.

Latin School of Chicago: Ninth graders must complete one year of P.E. during the first or second semester to complete their wellness curriculum, according to the school’s website. After that, students must take four quarters’ worth of P.E. However, three-sport athletes are exempt from the P.E. requirement.

Morgan Park Academy: Students are required to complete one year of P.E. during their junior and senior years. “Of consistent of curriculum surrounding physical education, skill teamwork and proficiency in a wide range of sports, according to the school’s website. However, sophomores participating in a team sport are exempt from the P.E. requirement to complete two years of P.E. to graduate.
The arena roars as Zachary Gin of Team USA fights a British opponent. Zachary's teammates scream from beside the mat, or the "tatami." They loyally cheer when he wins a point and boo when he loses one. Zachary can feel the anticipation in the arena and with one last move, he beats his opponent 5-3 to snag the title: World Champion.

Zachary Gin, a second-degree black belt in karate, placed first in the Kumite Shobu Sandan event for his age and weight category at the World Union of Karate-Do Federation Kumite World Championship in late June.

Zachary's karate career began at age 8. "It was my cousin who started doing karate at first and then I wanted to try it," Zachary said. "I got really into it, so now both of us still do it."

Over the years, Zachary gained confidence in all his techniques. He enjoys karate because it's a good way to release stress after a day at school. He trains at Enso Shotokan Karate dojo downtown.

"I used to be able to go to the dojo every day, but with track and cross country that has gotten harder. I still go at least three times a week," Zachary said.

As well as being a highly ranked karateka, Zachary, a sophomore, is also a state qualifier on the track and cross country teams. "I used to be able to go to the dojo every day, but with track and cross country that has gotten harder. I still go at least three times a week," Zachary said.

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