



PAGE 4 • ARTS

Senior Julian Kennedy has found passion in the unique communities of breakdancing, DJ-ing and other forms of digital music production.



PAGE 6 • IN-DEPTH

As 2019 concludes, read the Midway's review of impeachment proceedings, protest, natural disasters, monumental music and other notable events.



PAGE 11 • SPORTS

As a driven student and caring mentor, her teammates, peers and friends look up to senior Eve Grobman. Still, she finds a way to keep everything in balance.

University of Chicago Laboratory High School

# U-HIGH MIDWAY

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## Climate in class

### Teachers begin to address the generation's hottest issue

by **PETER PU**  
ASSISTANT EDITOR

On average, more than 24 million people have been displaced each year from 2008 to 2018 due to weather disasters, according to the Global Internal Displacement Database. Through the collective efforts of teachers, staff and students, Lab has begun to combat the issue by introducing climate change into the curriculum.

Middle school science teacher Tony Del Campo and high school English teacher Mark Krewatch 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 are 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 workshops during 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 Schools Director Charlie Abelmann.

According to Mr. Abelmann, climate change discussion fits into Lab's objectives and recently published strategic framework as a



MIDWAY PHOTO BY MARIA SHAUGHNESSY

**PRODUCING PLASTIC.** A student discards a recyclable item in the Café Lab trash. With both middle and high school lunches every day, single-use plastic is a staple that contributes to the school's overall carbon footprint.

possible shared theme that could inspire and enhance interdisciplinary teaching practices. It follows the guidelines of progressive 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 cli-

mate 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, 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

#### 3 WAYS

to make a difference

- Bring your own utensils and straws to avoid single-use plastic products
- Become involved in Lab and local youth climate efforts
- Take public transportation with friends

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 classrooms without compromising the current curriculum.

Students have also started taking action. Junior Rithik Puri 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 read for faculty and staff.

“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.”

## 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 wellness survey results showing that high school students reported sleeping approximately 7 hours on school nights, as opposed to the 8-10 hours recommended by the American Academy of Pediatrics. Nearly 20% of U-High students reported getting less than 6 hours of sleep per night.

Whether illustrated in individual case studies or on large-scale platforms, most signs seem to point to later start times as optimal.

While the west coast may be leading the charge in legislation, a group at U-High has advocated moving U-High's start time. Over the last two years, Joanna Martin, a Lab parent and practicing physician, has been working with a group of parents to shift U-High's start time later.

“To me, prioritizing sleep is similar to the anti-smoking campaigns of the past decades,” Dr.

Martin said. “We don't allow smoking in public places due to the dangers of second-hand smoke — similarly, we know the dangers of sleep deprivation, especially for adolescents. We need schools to run based on healthy sleep guidelines in order to protect students.”

Despite the clear evidence supporting a later start time, it still may be difficult to achieve at U-High.

In Seattle, beginning in the 2016-17 school year, the school district moved the start time for middle and high schools nearly an hour later, from 7:50 a.m. — just 10 minutes earlier than U-High — to 8:45 a.m.

The results from this were notable — according to researchers at the University of Washington, students got 30 more minutes of sleep every night.

The change also correlated with improved GPAs and better attendance.

Seattle's is not the only local government to mandate later start times.

On Oct. 13, California's governor signed into law a bill requiring all non-rural school districts to begin the high school day no earlier than 8:30 a.m.

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 later.

“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 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 academic environment.

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



MIDWAY PHOTO BY MARIA SHAUGHNESSY

**EARLY RISERS.** Students walk into school at 7:50 a.m., ten minutes before class. Many struggle with lack of sleep due to a heavy workload and packed schedule. For some, an 8 a.m. start plus a commute means waking up before sunrise each day.



# U-High reps attend diversity, inclusion conferences

**by ELLA BEISER**  
SPORTS EDITOR

Eighteen Lab adults 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 who attended were Noor Asad, Mikaela Ewing, Danny Han, Omar Siddiqui, Saeyanni Simmons and Gershon Stein. Priyanka Rupani, director of diversity equity and inclusion, said registration opens for both conferences in September and the student conference fills quickly. Each

school is allowed six students. “So, in order for us to get our students registered, we need everyone’s information before school starts,” Ms. Rupani said, adding that the process is similar for adults because of limited funds, the importance of this conference to people and the learning opportunities. At the conference, students split into groups of 80, and facilitators led them through activities around diversity, equity and inclusion. Following the conference, U-High students are required to lead a Social Justice Week workshop and a workshop during mid-

*“Going to the conference was, like, the first time I saw myself and really understood parts of my identity.”*

— PRIYANKA RUPANI

dle school Diversity Day, as well as talk to the Diversity Advisory Council. Ms. Rupani attended the conference when she was a student at U-High. “The student conference was the most important experience I had when I was a student here and

arguably one of the most transformative experiences I’ve had in my life. I was so fortunate to be able to go,” Ms. Rupani said. “It was so was the first time that I was able to, like, really fully reflect on me. We didn’t have an office of diversity, equity and inclusion when I was a student here. We talked about diversity, but not quite in such a robust ways 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.

“It’s different here at the conference because everyone is here to learn and grow and support each other, which is a really hard thing to find sometimes,” said Noor Asad, a junior who attended the SDLC. “It’s also different because most of the places I’ve been to are places where being a person of color is what makes you stand out, but here we’re honoring diversity in a way I’ve never seen before.”

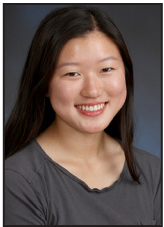


Noor Asad

## 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. With input from the varsity and junior varsity teams, members created a more standardized curriculum to streamline the learning process. According to captain 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. “He doesn’t have the student perspective, so we’ve been helping him simplify things and make it more digestible for freshmen,” Annette said.



Annette Kim

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

### DEBATE RESULTS

- **Addison, Texas:** Annette Kim, Alexis Chia earned 2-4 record
- **Niles Township Invitational:** All teams earned 3-3 record
- **Niles Novice-JV Opener:** Brandon Bousquette, Berk Oto, Aaron Kim, Jada Nix earned 3-1 records; Aaron Kim, William Tan, Serena Thomas, Sara Kumar placed for best speaker
- **Northside College Prep:** Sara Kumar, Jeffrey Chen, Serena Thomas, Jeffrey Huang placed for best speaker
- **New Trier High School:** Riya Chadha, Andrada Nicolae, Annette Kim, Alexis Chia earned 3-3 records
- **University of Michigan:** Sara Kumar, Serena Thomas earned 5-2 record and advanced to octofinals; Aaron Kim, Jada Nix, Annette Kim, Alexis Chia earned 1-6 records
- **Lane Tech College Prep:** Aaron Kim, Adrianna Nehme earned 4-1 record; Alexandra Nehme, Penelope Huang earned 1-4 record; Brandon Bousquette, Berk Oto earned 3-2 record; William Tan, Jeffrey Chen earned 4-1 record. Aaron Kim, William Tan and Jeffrey Chen placed for best speaker.



MIDWAY PHOTO BY MIRIAM BLOOM

**PASS THE SAUCE.** Students pile plates with food from the potluck-style Blacksgiving spread Nov. 21 in Judd C116. Fried chicken was provided from Harold’s Chicken Shack. Students from varied backgrounds and administrators including Paul Beekmeyer attended.

The Black Students’ Association hosted the annual “Blacksgiving” event Nov. 21, in Judd C116 during lunch. BSA encouraged all members of the High-school community to attend the event regardless of their affiliation with BSA. “We wanted to do a play on Friendsgiving, where we can hang out with all our friends and share food and have a good time. We really wanted it to be something that everyone could

come to and have a great time, great conversation,” Lea Runesha, BSA president, said. “Just a time to reflect on what you are thankful for outside of all the seriousness.” For the potluck-style event, BSA members asked participants to “bring food if they ate food” according to Destiney Williamson, BSA’s Public relations officer. Students, faculty and community members lined up to fill

up plates at the buffet, sharing conversation and food. Some students sat at tables and some students stood in circles. “For me, this is really my Friendsgiving within my Lab friends. I am really able to connect with everyone,” Lea said. “I get to see all my friends and some people I am not as close with but it is really a great combination and something I look forward to.”

— ELLA BEISER

## NEWS IN BRIEF

**Model UN team earns individual, team success**

This season, the Model United Nations team won Best Small Delegation at the Carl Sandburg School Model UN conference Oct. 5, and attended the St. Ignatius and Princeton conferences. New Model UN recruits participated in the St. Ignatius conference. Though the team did not win the prestigious “Tiger” award for best large delegation like they did in 2017 at Princeton, they won individual awards and remain optimistic for their next conference, according to U-High Director General Sara Thomas. The team also traveled to New Jersey again for the Rutgers Model UN conference Dec. 5-8, where the team won Outstanding Medium-sized Delegation. Eve Grobman and Sara Charles Waterstraat, Stanley Shapiro and Amelie Liu, and Marcus Chang were named Best Delegate. Ananya Asthana and Charlotte Simmons, Franzi Wild, and Ian Scrol were named Outstanding delegate. In addition, Peter Cox and Keara Booth earned position paper awards. The team will next compete at

the Harvard Model United Nations conference Jan. 30 to Feb. 2.

— BERK OTO

**MLK day speaker chosen, student auditions open**

The annual Martin Luther King Jr. extended assembly will be Jan. 16 with the theme “Black is more than a word,” and a pioneering journalist as the featured speaker, according to Black Students’ Association president Lea Runesha. BSA members organize the mandatory high school assembly. “We are going to have auditions after we come back we come back from Thanksgiving break in the beginning of December,” Lea said. “There are some posters up around school if you want some more information.” BSA says submissions should be centered around the theme. “We really want to see the way you interpret it; hence the ‘more than a word’ part,” Lea said.



Dorothy Gilliam

Dorothy Butler Gilliam will be the featured speaker at this year’s assembly. Ms. Gilliam was the first African-American female reporter at The Washington Post and a civil rights activist who reported on the integration of the “Little Rock Nine” into Little Rock Central High School.

— ELLA BEISER AND JULIAN INGERSOLL

**Midway and U-Highlights win awards at conference**

At the National High School Journalism convention Nov. 21-24 in Washington, D.C., students were awarded for both individual contests at the conference and for pre-submitted work. Reporters of all grade levels attended the convention, along with 6,000 student journalists from across the country. Attendees, as well as participating in the contests, various workshops and seminars on student journalism, met with professional journalists and toured Washington, D.C., museums and landmarks, including the Newseum. The National Scholastic Press Association, a convention co-sponsor, recognized U-High

journalists for their work over the past year. Junior Audrey Matzke, features editor, placed fourth for the NSPA Story of the Year editorial award; Jacob Posner and Emma Trone, 2018-19 Midway editors-in-chief, won honorable mentions for NSPA Digital Story of the Year podcast category and Social Justice Reporting. U-Highlights yearbook won an honorable mention for NSPA Design of the Year for its theme package. Students who attended the conference participated in National Student Media Contests from the Journalism Education Association, another co-sponsor, where they created and submitted work based on selected contests. The entries were evaluated by national standards. Eleven students were recognized for their work. Mira Costello, Claire Duncan, An Ngo, Peter Pu and Maria Shaughnessy received superior ratings. Cali Abbey and Malcolm Taylor received excellent ratings, while Anatheia Carrigan, Olivia Griffith, Grace Holleb and Julian Ingersoll received honorable mentions.

— CAROLINE HOHNER

**Science Olympiad teams dominate invitational**

The Illinois Science Olympiad division of the Science Team competed in 23 build and test events, placing first in seven individual events at the first invitational, held at Conant High School Dec. 7. Out of 44 schools, the U-High varsity team placed first overall in Division C (AA), with 140 points. A low score is better. The JV team followed closely, placing third in Division C (AA) with 251 points. “Our varsity team won by a large margin, and our JV team beat some of the most competitive varsity teams in the state, so I’m really satisfied with our team,” captain Adi Badlani said. Adi said that the team still has lots of potential to improve and he has high expectations for the team. “Hopefully at state, when our varsity and trial teams compete, we place first or second and advance to nationals,” he said. The ISO teams will compete in invitationals on Jan. 11 and Feb. 1, before moving on to the regional tournament on March 7.

— ANATHEA CARRIGAN



# 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 working 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 her church.

“It’s always very busy and there are a lot of different smells and sounds all around me,” Jane said. She’s been volunteering their with her family since she was about 7, so by now she’s assigned herself the role of opening cans of tomatoes.

Once a week, Sana’a helps two sisters, Ruha, a first grader, and



MIDWAY PHOTO BY OLIVIA GRIFFIN

**WASHING WITH CARE.** Helping in her community on Dec. 8, sophomore Jane Barnard washes beans to make chili for the Hyde Park Food Pantry with the help of her family and members of her church. Through making chili, Jane has learned lessons about working in the kitchen and skills of collaboration.

Heva, a third grader, finish their homework after school. Additionally, she’ll usually try to explain or translate forms or letters sent home from school for the parents.

“I’m glad that I can help them in a greater capacity than just helping the girls with homework. I feel like I’m getting to know the family a lot better by talking to everyone,” Sana’a said.

Sana’a loves working with kids, so she knew she wanted to work with the HPRP when she learned she could help refugee kids.

“Tutoring is a way for me to 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-academics,” Sana’a added.

Because Jane’s been working at 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.”

### WHAT

you can do

by **CALEDONIA ABBEY**  
REPORTER

**Volunteer at your sophomore service site:**

Every junior and senior has already established a relationship with local organizations that they worked with only a year or two ago. If you don’t want to go back to your service site, or it’s far away, there are plenty in the neighborhood that are always looking for volunteers, like Strive Tutoring and the Hyde Park Refugee Project.

**Participate in student service projects:**

The Wildlife Conservation Club hosted its first beach clean-up on Friday Dec. 6, where members picked up litter from the 57th Street Beach. Students can join in future beach by contacting senior Joana Rose.

**Donate to local shelters or participate in supply drives:**

There are plenty of ways to give back right here at Lab. Food, clothing and other supply drives are often taking place, so keep an eye out for the donation boxes located in the U-High lobby. If a drive isn’t currently going on, take extra clothes to Encore Resale Clothing, located at 1553 E. Hyde Park Blvd, Goodwill or the Salvation Army.

**Help with the little things:**

If you see trash, pick it up. Perform a random act of kindness and make someone’s day better.

## 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 fundraisers 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,” JSA President Nathan Applebaum said. “We do this because, particularly now, it’s important to help in the community.”

But JSA isn’t the only club completing annual traditions for the season of giving.

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 have,” Claire said, “So our donations will likely go toward coats and things like that.”

Also focusing on the idea of warm 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



PHOTO PROVIDED BY ALEXANDRA NEHME

**SERVICE SUPERSTARS.** Sisters Adrianna and Alexandra Nehme drop sock donations from U-High club, Clothe the World at Sarah’s Circle, a non-profit that supports women in need in Chicago.

women during the day.

“I could tell you how brutal Chicago winters are and that’s with all of our privilege,” President Kara 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 RE-ACT. 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 into 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 move 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 website, approximately 80% of the student body receives some type of assistance toward tuition, including financial aid packages, scholarships, as well as tuition remission for children of Lab employees or other University of Chicago employees. Yet many families still have financial need, and a new study is exploring it.

“Those of us in the admission office have been mindful of [costs outside tuition] for some time. We know that costs go beyond tuition,” Kerry Tulson, assistant director of admission and financial aid, said, explaining Lab’s current inability to assist with paying for any other costs than tuition.

This leaves families responsible for the costs of books, lunches, overnight field trips, extended-day care for younger students, P.E. clothes and more. At present, the only additional resource for families is communication with the financial aid office via the office’s email. Irene Reed, director 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.

New efforts to support every student from any family 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 MyBookstore and collaborate with the administrative teams for all schools at Lab.

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.



# Break it down

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.

by **ABIGAEL 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.

“With time, I discovered that breakdancing was what I was best at and what was the most fun,” Julian said.

Once he figured out breakdancing was right for him, Julian started watching videos on YouTube and attending events 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 strong 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,” a common term for “breakdancing boy.”

Although the crew is more active in the summer, they get together every Saturday to practice. When

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

— JULIAN KENNEDY

they aren’t practicing, the crew performs at events and competes in breakdancing battles.

But, it’s not just breakdancing that has taken over Julian’s life, throughout high school he has fallen in love with producing electronic music.

Julian started by playing around with different music software, but after taking the Digital Music Production course two years ago, Julian said he started to really understand the mechanics of producing music and ultimately began uploading music to platforms such as SoundCloud.

“Once I got more into producing music, I decided I wanted to get into DJing. I realized that if you’re a producer, being a DJ is also pretty beneficial,” Julian said. “I applied to a DJing program through After School Matters, which is a Chicago organization that helps students get involved in small things they are passionate about in the city.”

Julian was accepted to the program at the beginning of this past summer and got to DJ at events like basketball tournaments or school fundraisers.

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.”

**MAKING MOVES.**

Practicing his jack knife move, Julian Kennedy balances himself on one arm, keeping his legs aloft. Julian, who began dancing three years ago, practices multiple times a week at the Hyde Park School of Dance. Julian also produces hip-hop instrumentals, as well as working as a DJ in his free time. As a senior, if the opportunity were to present itself, Julian said he would like to keep dancing in college.

MIDWAY PHOTO BY MALCOLM TAYLOR

# 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 or 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.”

Own Christmas they do — 2018’s “Countdown to Christmas” reached 68 million viewers, according to Broadcasting + Cable a magazine about the business of television.

Ariel Montague, 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 like 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



**Created:** Aug. 5, 2001

**Known for:** Family-friendly, often romantic, Christmas movies. Hallmark Channel’s “Countdown to Christmas” began Oct. 26, and premieres 40 new movies, as well as showing Hallmark Classics.



**Most popular:** “Christmas Under Wraps,” “A Crown for Christmas,” “My Christmas Love,” “Crown for Christmas” and “My Christmas Love”



### Hallmark Movie Channel

and be joyful and grateful, so people continually 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 Hallmarks 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 with almost 25% diverse leads, Hallmark’s abysmal tally of less than 5% is by far the least inclusive on television.

According to William Abbott, the president and CEO of Crown Media Family Networks, the parent company of the Hallmark Channel, diversity is indeed a focus.

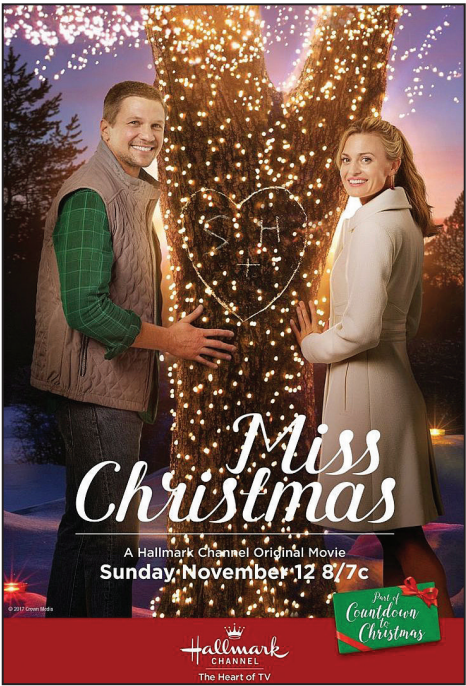
“This is one of our major initiatives and major focuses,” Abbott said in an interview with E! News. “We are always looking to make the world a better place and this is a key part of it.”

Ariel said these issues are apparent to her while watching films like these.

“There’s not enough representation for low-income kids. They capture this idea of suburbia and put that in Christmas movies and keep producing the same thing over and over again,” she said. “I acknowledge it. It’s sort of the same as walking into a class and being the only black person. I’m used to it at this point, but it is in the back of my mind. I don’t think it should always be that way.”

Hallmark will release 40 new holiday movies in 2019. They have released two or more each week since Oct. 25. In 2019, the channel will release two Hanukkah-themed films, which is a small step toward more diversity.

So while the classic elements of a Hallmark movie will likely stay true — the Christmas lights, the shiny baubles and the luscious evergreens — the all-white cast may, with time, change. Until Hallmark makes the shift, though, their movies will remain predictable, yet undeniably popular classics.



SOURCE: HALLMARK MOVIE CHANNEL

**WHITE CHRISTMAS.** The Hallmark movie channel has exploded in popularity over the past decade. Despite this, the movies have remained largely homogeneous, both in cast and in plot. In “Miss Christmas,” Brooke D’Orsay stars as a tree-finder for Chicago’s tree lighting ceremony, but when the tree is damaged with just 10 days to go, she travels to Klaus, Wisconsin, to find a new tree. While there, she meets the handsome Sam McNary, and, of course, sparks fly.



# 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 and more into the spotlight.

Junior Naomi Corlette will dance as the Snow Queen, widely considered to be a primary role of the ballet. She emphasized how she intends to inspire those looking up to her based on her previous experience.

‘The Nutcracker’:

**Composed:** Piotryr Ilyich Tchaikovsky, 1892

**Choreographed:** Marius Petipa and Lev Ivanov, 1892.

**Premieres:** Friday, Dec. 13 at 10 a.m.

**Location:** Mandel Hall

**Plot:** The story follows Clara, a young girl whose family hosts a Christmas Party. Her uncle, Drosselmeyer, gives her a Nutcracker and her jealous brother Fritz breaks it. Drosselmeyer magically puts the toy back together and Clara is overjoyed.

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.

“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.

“Everybody is very supportive and they congratulate people when they do well,” Naomi said, “and everybody’s always there for you if you have a rough day.”

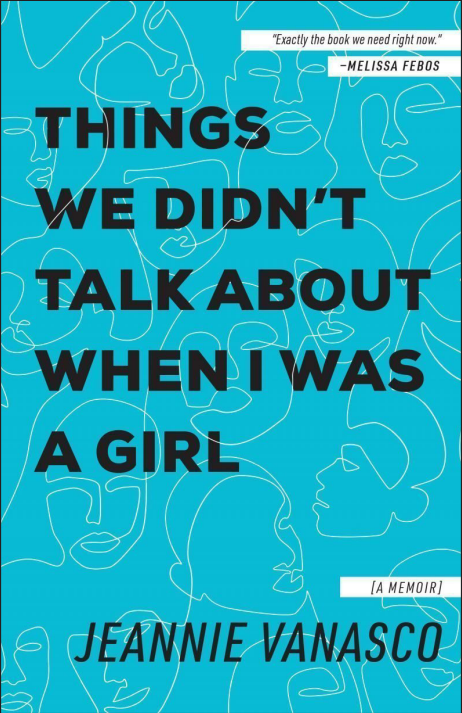
So while the Mouse King may be fighting a Toy Soldier on-stage, off-stage they have each other’s backs.



MIDWAY PHOTO BY ELLIOTT TAYLOR

**SNOW ROYALTY DUET:** Junior Naomi Corlette 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.

# Memoir explores survivor-attacker narrative



**LIFE OF TRAUMA:** Jeannie Vanasco’s memoir, “Things We Didn’t Talk About When I Was a Girl,” describes her experiences after being assaulted by various men in her life. This is Ms. Vanasco’s second memoir — her first, “The Glass Eye,” describes her life after the death of her father and her ensuing mental deterioration.

Rape survivor Jeannie Vanasco recounts life, struggles, trauma 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 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 uncensored, 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, Vanasco is 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 in she 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 insecurity: 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.



Jeannie Vanasco

*“Although Ms. Vanasco justifiably has fears about sharing her story, she overcomes them and speaks the truth of her experiences in an uncensored, 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 assaulter. She was also assaulted by her journalism 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 assault 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 confides 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.

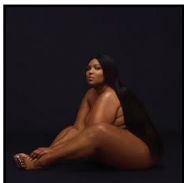


# 2019 Year in Review

MIDWAY ILLUSTRATION BY RISA COHEN

## Top Albums

Through a survey conducted by the Midway, U-High students selected these albums as the most influential of the past year



**"Cuz I Love You"**  
Released: April 19  
"Cuz I Love You" combines elements of pop, hip-hop, and R&B. The album expresses messages of self-love and self-care to the listener, alongside Lizzo's powerful vocals.

"I just really like how over-the-top she is and how she never takes herself too seriously, which is pretty refreshing," Emily He said.  
After hitting the top charts with her singles "Good As Hell" and "Truth Hurts," "Cuz I Love You" is Lizzo's third album. Alongside "Truth Hurts," her most popular songs from the album include "Juice" and "Boys." With 11 songs total, the album is 33 minutes long.  
"I think what really sold me was the music video for Cuz I Love You. It was hilarious," Emily said, adding that Lizzo's songs seemed very unique.  
"Cuz I Love You" peaked at number 6 on the Billboard 200 list, staying on the top 10 for 15 weeks after its release.



**"Thank U, Next"**  
Released: Feb. 8  
Ariana Grande's fifth solo album, named after her hit single released Nov. 3, 2018, was among the top albums voted by U-High students. Composed of 12 songs, the album is a 41-minute listen.

Senior Kathy Luan, a fan of Ms. Grande's music, said she sees the album as inspiring.  
"She was able to release such a powerful and impactful album after going through all of the things that she has gone through," Kathy said.  
Eleven of 12 songs were listed top 40 on the Billboard Hot 100 chart simultaneously, with every song making the top 100. "Thank U, Next" claimed the top spot on the Billboard 200 for two weeks.  
Kathy said she especially appreciates the lyrics in each song, as they are rich with inspiration and power.  
She said, "The fact that she has gone through all of this and was able to make these songs for herself and also for her fans really shows me that whatever I go through I can get through."



**"Hollywood's Bleeding"**  
Released: April 19  
"Hollywood's Bleeding" combines hip hop, trap, rhythm and blues, and pop. Post Malone's third studio album was released Sept. 6, hit number one on the U.S. Billboard 200. It was his second number one album, each released in the past two years. "Wow," "Goodbyes" and "Circles" claimed number two or three on the U.S. Billboard Hot 100 list.

The album exposes Post Malone's more relatable, vulnerable side in tracks such as "Goodbyes," "Die For Me" and "Circles" while also offering tracks that flaunt his lavish lifestyle.  
"I thought it was cool that the album came out right as school started, so it kinda marked the beginning of the school year for me," Ethan Lee said.  
Ethan said that although he prefers Post Malone's first album, he specifically enjoyed the creative use of word play and interesting rhymes in the first couple of songs.



**"Igor"**  
Released: April 19  
Produced, written and arranged entirely by Tyler, the Creator, "Igor" debuted number one on the U.S. Billboard 200 on May 17, becoming his first number one album. The album's lead single, "EARFUQUE" hit 13 on the Billboard 100, becoming the highest-charting single of Tyler, the Creator.

"I like listening to 'Igor' because it's very soothing but energetic at some points," freshman Phoebe Collier said. "I usually listen when I'm with friends or just relaxing."  
Phoebe said she thinks the album is cool because it shows his perfectionism and revisits ideas from his past albums.  
In "Igor," Tyler, the Creator, discusses heartbreak and a waning relationship, making the album emotional and revealing.  
The album also features an array of artists including Kanye West, Solange, Playboi Carti, Lil Uzi Vert and Jerrod Carmichael.



**"Jesus Is King"**  
Released: Oct. 25  
After missing two initial release dates in September, "Jesus is King" was released Oct. 25.

With the album debut, Mr. West's ninth studio album, Mr. West became the first artist to simultaneously top five different charts: U.S. Billboard 200, Top R&B/Hip-Hop Albums, Top Rap Albums, Top Christian Albums and Top Gospel Albums.  
"I haven't really heard anything like it before," sophomore Asha Bahroos said. She added that she thinks most of Mr. West's music either leans very contemporary or very traditional in his style of rap, but that in "Jesus is King" Mr. West creates a balance between the two.  
As its name suggests, the album features prominent themes of Christianity and is free of any explicit lyrics, a large distinction from Mr. West's other albums.

— GRACE BRADY AND AN NGO

Protests, internet trends, and records broken. This year was packed to the brim with unforgettable moments. Here's a breakdown.

## Top trends

by AN NGO • REPORTER

From Hydro Flasks to "Tik Tok," 2019 brought trends that were defined by internet culture

● **BELTS:** Western belts, clear PVC belts, chain belts, industrial belts and designer buckle belts... The list goes on and on. With high-waisted, vintage-inspired jeans taking over the fashion world and skinny jeans becoming less popular, belts have become a closet staple. Like many trends, the current belt fad originates from thrifting and vintage fashion but has seeped in to more mainstream clothing. Western-style and vintage-inspired belts have been popular in stores like Forever 21 and Asos. The trend has reached the point where belts are no longer just popular for their functionality in supporting pants, but also for their novelty.



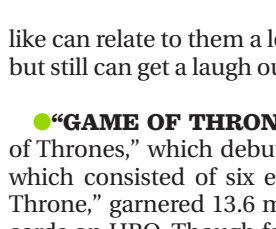
● **SUSTAINABILITY — HYDRO FLASKS:** As the dire effects of climate change have become increasingly clear, many students have changed their lifestyles to be less wasteful and more environmentally conscious. With fewer single-use plastics, students aim to produce less waste. One focus of the zero-waste movement is eliminating plastic water bottles. Hydro Flasks, the colorful, stainless steel, insulated water bottles that have come to adorn the desks of classrooms, have spiked in popularity and serve as an eco-friendly and cute alternative to disposable water bottles. Hydro Flasks have also become an iconic symbol of "VSCO Girls," who have coined the phrase "Save the Turtles."

● **DISNEY REBOOTS:** 2019 saw five new remakes of long-loved Disney movies — "Aladdin," "The Lion King," "Dumbo," "Lady and the Tramp" and "Maleficent: Mistress of Evil."

The live-action remake of "Aladdin," featuring Will Smith and Naomi Scott, originally released as an animated movie in 1992, came out May 24, grossing over \$1 billion and becoming the sixth-highest-grossing movie of 2019.  
"The Lion King," a beloved animated film originally released in 1994, was remade and released July 19 as a photorealistic computer-animated musical film. The movie grossed over \$1.6 billion, making it the second-highest-grossing movie of the year.  
"Lady and the Tramp" originally came out in 1955 and is a musical romance. The live-action remake came out Nov. 12 on Disney+, a new video subscription service. The movie is the first Disney reboot without theater release.

● **TIKTOK:** The Chinese social media app launched in 2016, merged with Musical.ly in 2017 and grew to become extremely popular among teens. In the first quarter of 2019, TikTok was the most-downloaded app on the Apple App Store. On the app, students can find short videos produced by teenagers and celebrities, with all types of videos garnering millions of views.

Freshman Juan Chaides said his favorite types of TikToks are "character select" ones that he finds them to be relatable. "Character select" TikToks are videos that describe a certain type of person with common and generalized attributes, simulated to feel like selecting a video game character.  
"It's really nice to see because some people like can relate to them a lot, while other people don't relate to them as much but still can get a laugh out of it," Juan said.



● **"GAME OF THRONES":** May 19 marked the last episode of "Game of Thrones," which debuted in 2011 and concluded with its eighth season, which consisted of six episodes. The last episode of the show, "The Iron Throne," garnered 13.6 million viewers, topping all previous viewership records on HBO. Though fans of the show delivered in viewership during the last season, not all were satisfied with the ending.

Sophomore Farah Sugrue, a longtime fan of the show, said she was disappointed with the finale. She said, "The main character I rooted for died, and I was left with characters that I didn't really care for."

● **"MINECRAFT" COMEBACK:** Though the blocky video game has slowly been declining in popularity since its peak in 2012 and 2013, Minecraft has made a sudden resurgence in 2019. According to Google Trends, the number people searching up the term minecraft has declined steadily. In October 2018 the game reached its all-time low of its interest at about 20% of its peak, but in July and August, it resurged to about 67% of its peak.  
Minecraft's decline in popularity doesn't reflect the number of people who still regularly play. Minecraft has quietly been dominating the video-game industry for a long time. In 2018, Mojang reported that about 91 million players logged on, while "Fortnite," a popular and newer game, had about 78 million players.



## What happened

From protests on the streets of Hong Kong to support for Daniel Bobo-Jones in U-High halls, activism took the school and world by storm

### World Review

by BERK OTO  
ASSISTANT EDITOR

◆ **TRUMP INVESTIGATIONS**  
**March/April:** President Trump's former campaign manager Paul Manafort is sentenced to four years in prison for financial crimes. Special counselor Robert Mueller recommends to the Virginia court a 19- to 24-year sentence, calling Manafort a "hardened" criminal who "repeatedly and brazenly" broke the law for over a decade, even after being indicted. Later in the month, Attorney General Bill Barr receives Mueller's complete report, marking the end of the investigation into cooperation between the Trump campaign and Russia. In April, Attorney General Barr releases a redacted version of the report to the public.  
**July 24:** Mueller testifies under subpoena to House Intelligence and Judiciary committees to clarify the report.  
**July 25:** Phone call takes place between President Trump and Ukrainian President Volodymyr Zelensky.  
**Aug. 12:** A whistleblower close to the phone call files a complaint, stating that President Trump has acted improperly withholding U.S. aid to Ukraine until the Ukrainian government announces an investigation of Hunter Biden, son of former Vice President Joe Biden.  
**September:** Congressional

oversight committees act to see the whistleblower complaint and launch an investigation. On **Sept. 24**, House Speaker Nancy Pelosi announces formal impeachment inquiry into President Trump's actions. On **Sept. 25**, the White House releases the transcript of the July 25 call.  
**Nov. 14-21:** Public impeachment hearings take place before the House Intelligence Committee.  
**Dec. 4:** House Judiciary Committee begins to deliberate how to proceed on drafting articles of impeachment  
◆ **SPORTS**  
**Feb. 3:** The New England Patriots defeat Los Angeles Rams 13-3 in Super Bowl LIII to win sixth title.  
**April 8:** University of Virginia wins the NCAA Division I men's basketball championship.  
**June 13:** Toronto Raptors beat Golden State Warriors to win NBA championship in 4-2 series, becoming the only Canadian team to win the tournament.  
**July 7:** United States women's national soccer team wins the FIFA Women's World Cup.  
**Oct. 30:** Washington Nationals defeat Houston Astros 4-3 to win team's first World Series.  
◆ **YEAR IN PROTEST**  
**France:** The Yellow Vest movement in France gains widespread popularity after the Emmanuel Ma-

cron administration increased the fuel tax in the country in January.  
**Venezuela:** After elections were deemed illegitimate, Representative Juan Guaidó declared himself interim president in January, directly challenging the authority of sitting president Nicolás Maduro, triggering mass protests, food shortages and power outages.  
**Sudan:** President Omar Al-Bashir was deposed in April after mass protests in the capital. An interim military regime took its place prompting social media outrage and the #blueforSudan trending worldwide on Twitter and Instagram.  
**Hong Kong:** Peaceful mass protests started in Hong Kong on June 6 initially due to an extradition bill. The protests turned violent after excessive force by the Hong Kong police and changed in nature toward a broader protest against the Chinese Communist Party. After an election in Hong Kong on Nov. 24 pro-democracy candidates won 389 out of 452 elected seats, a huge surge from 2015 when the party won 43.  
**Climate Strike:** In 2018, Greta Thunberg, a 16-year-old Swedish girl, started striking from her school every Friday to protest climate change. In 2019, she crossed the Atlantic Ocean by boat to deliver an address to the United Nations. Her courage and tenacity sparked 4 million students worldwide to strike on Sept. 20 including students from the Lab Schools.

### U-High Review

by ABIGAIL SLIMMON  
EDITOR-IN-CHIEF

◆ **FACULTY AND ADMINISTRATION**  
**January:** An email sent to families of the students in the classes of science teacher Daniel Bobo-Jones announced he would no longer be teaching at Lab.



Daniel Bobo-Jones

Students and families show support for Bobo-Jones by covering the walls of U-High with posters and create a GoFundMe.  
**February:** The majority of the Faculty Association votes no confidence in Director Charlie Abelmann and Principal Stephanie Weber. Additionally, the Faculty Association files a grievance claiming Mr. Bobo-Jones was terminated in violation of the collective bargaining agreement. After being denied, it proceeds to arbitration.  
**May:** After a series of school visits from finalists, Paul Beekmeyer is named U-High principal effective July 1.  
**June:** Six months after the termination of Mr. Bobo-Jones, student protests continue with the creation of wood chips engraved with the words "Jones Is Lab."  
**October:** Mr. Bobo-Jones' arbitration decision announced is expected by the end of 2019.

◆ **LAB TEAMS**  
**February:** Swimmer Mitch Walker, Class of 2019, places 28th in state in 100-yard breaststroke. Diver Will Mahary sets a school record in the 11-event diving competition with a score of 312.30.  
**May:** Math Team ends its season by placing fourth at the Illinois Council of Teachers of Mathematics State Competition held at the University of Illinois at Urbana-Champaign. At the IHSA State championship, boys 4x800 relay team of Abe Zelchenko (Class of 2019), Nicky Edwards-Levin, Eli Ginsburg and Luke Sikora set the school record and finish in sixth place.  
**October:** Girls tennis team becomes first U-High girls' team to win state. Emily Chang qualifies for golf state championship for the third year in a row.

**November:** The boys soccer team beats Marquette Catholic 2-1 to win the IHSA 1A state championship for the first time in school history.



The girls swimming and diving team sets seven school records and places fourth at the IHSA Sectional meet Nov. 16. Junior Jayne Crouthamel qualifies for state in the athletes with disabilities 50- and 100-yard freestyle events. Lastly, Amanda O'Donnell places 21 in the Cross Country IHSA 2A State Championship.

by GRACE BRADY • REPORTER

2019 showed that anything is possible. Here are potential newsmakers for the next year

#### \* SUMMER OLYMPICS

With 11,091 athletes expected to participate, the 2020 Summer Olympics will take place July 24-Aug. 9 in Tokyo.  
Bringing the total of Olympics sports to 33, athletes will be able to compete in new events karate, surfing, skateboarding and sport climbing.  
Baseball/softball also makes a return, joining existing events, such as swimming and fencing.  
Tokyo also hosted the 1964 Summer Olympic Games.  
Tokyo 2020 organizers announced they will enhance competition venues from the 1964 Tokyo games, such as the Yoyogi National Gymnasium, and rebuild venues, such as the

Tokyo National Stadium. These venues will spread across two themed areas named the "Heritage" and "Tokyo Bay" zones. Famous landmarks, such as Mount Fuji and the Imperial Palace Gardens, will host events as well. The location of the cauldron remains undecided.  
Tokyo 2020 Emblem Selection Committee selected an indigo blue-checkered emblem designed by Asao Tokolo for the games, replacing the original circular red emblem that sparked a complaint from artist Olivier Debie, who claimed it was similar to his piece in the Théâtre de Liège.  
According to the Olympic games website, the 2020 Summer Olympics will be the most innovative ever organized. The 2020 games will honor three main principles: striving for one's personal best, honoring diversity, and passing on a legacy.  
◆ **NASA MARS MISSION**  
A NASA rover mission will begin July 17 at the Cape Canaveral Air Force Station in Flori-

da. The rover will land on the Jezero Crater of Mars on Feb. 18, 2021, and stay for at least 687 days, or one year on Mars.  
Part of NASA's long-term exploration, the mission will potentially answer questions regarding life on Mars, characterize the climate and geology of Mars, and seek to address challenges to potential human exploration on Mars.  
Scientists may bring samples back from Mars in order to further study the resources on Mars. The team will also test oxygen production from the atmosphere to prepare for more in-depth human exploration of Mars. The rover will also extract oxygen from Mars' atmosphere, which is 96% carbon dioxide, according to NASA.  
NASA began the process of naming the mission's rover through submitted written essays by students in the United States. Beginning in January, people will be able to vote for a name through a public poll. NASA will announce the winning name in February.

#### \* BREXIT — Britain leaves the European Union

If all continues according to plan, Britain will leave the European Union in 2020, making Britain the first member to ever leave the EU. Prime Minister Boris Johnson plans on not extending Britain's transition out of the EU beyond the end of 2020, regardless of whether the no-trade deal is in place.  
A public vote June 23, 2016, with results of 52%-48%, determined that Britain will leave the EU.  
Britain has been part of the EU since 1973, allowing free trade and movement between Britain and other countries in the EU.  
After multiple drawbacks from former Prime Minister Theresa May, the European Union extended the deadline to Jan. 31, 2020. Parliament rejected two of May's deals, eventually leading to her resignation.

#### \* UPCOMING ENTERTAINMENT

Both Marvel and DC will release new movies in 2020. Marvel will release "Black Widow"

and "Eternals," and DC will release "Cyborg," a sequel to "Wonder Woman," and a movie surrounding Harley Quinn, "Birds of Prey."  
Along with "Wonder Woman," some other long-awaited sequels will also release in 2020, including "Fast & Furious 9," "A Quiet Place 2," and the 25th installment of the James Bond movies, "No Time To Die."  
Many shows have been renewed for 2020, including: "Bojack Horseman," "Big Mouth," "Atypical," "The Crown," "Sex Education," "Stranger Things" and "You."  
Since it first launched on Nov. 12, Disney+ has become a popular streaming service, with more than 10 million people signing up for accounts or free trials in less than two days. Many Disney films will no longer be available on Netflix beginning in 2020.  
Disney+ is set to release a wave of live-action series, starting with "The Falcon and the Winter Soldier" in fall 2020. The full list of movies, documentaries and series that will come out on Disney+ is available on the Disney+ site. Disney+ will continue to launch international-

ly, with plans to roll out in Eastern Europe and Latin America in 2020  
◆ **PRESIDENTIAL ELECTION**  
With Democratic Party debates underway, 2020 will be a big year in terms of politics, leading up to the 59th United States presidential election.  
Nearly 30 Democratic candidates have declared with only half remaining. Three Republican candidates, Mark Sanford, Bill Weld and Joe Walsh, declared their presidential campaigns opposing President Donald Trump's re-election.  
Primary elections and caucuses will occur in early 2020 across the U.S. The Democratic National Convention will occur July 13-16, in Milwaukee with the Republican National convention taking place Aug. 24-27 in Charlotte. The general public will cast ballots Nov. 3. According to Pew Research Center, this election will mark a high for diversity in voters, with an expected 1 in 10 voters being members of Gen Z and one-third of voters being nonwhite.

## What's next?



# Pass the torch

After 40 years of service in the Illinois House of Representatives, '58 alumna Barbara Flynn Currie says it's teens' turn to lead the way

by **LELAND CULVER**  
ASSISTANT MANAGING EDITOR  
While working as a graduate student for a political science professor in 1978, Barbara Flynn Currie ran into Michael Shakman, a friend of hers for whom she had campaigned for the position of delegate to the 1970 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 were 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 majority leader from 1997 until her retirement in January. "The legislature is a great place to be, a great place to work, 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 Sept. 20.

"It is so important for younger generations to understand the massive impact we have on our planet because we are the ones inheriting this earth. We are the ones who must prioritize planet over profit," said Orla Molloy, who

*"[Teens'] 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. I'm excited at this activism and I hope that it won't fall on deaf ears."*

— BARBARA FLYNN CURRIE

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 RefugeeOne 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—and it doesn't have to be long—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 the state of Illinois. When I first went to Springfield, I didn't think either of those was in the realm of



MIDWAY PHOTO BY CALEDONIA ABBEY

**A NEW ERA.** Smiling through the cold afternoon, former Illinois Rep. Barbara Flynn Currie stands in front of her home in Hyde Park.

possibility," she said.

Ms. Currie received the Laboratory Schools Distinguished Alumna Award in 1997, and she remarked 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, who 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



MIDWAY PHOTO BY MARIA SHAUGHNESSY

**READERS ARE LEADERS.** Elisa Hsieh and Nikita Kumar thumb through a graphic novel during the Dec. 5 Book Club meeting. Nikita said participating in the club has allowed her to reach out to others and provides a gateway to find things in common with other people.

Members develop community around reading, fandoms

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 isn't 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 lose 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 appreciates 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, coz we read comic books sometimes, it's a fun environment, and a healthy environment, too," 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

*"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."*

— NIKITA KUMAR, SENIOR

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 it 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 loving books can be discouraging, and she hopes they won't dissuade future members from joining.

"Being a bibliophile 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 fanatics. They've carved out their space in the Pritzker-Traubert Library, 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."



# Education program gives students a boost

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

It's Saturday morning, but 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 fairly small — some held only 10 kids, others had as many as 16.

According to Isabella Espinoza Villaseñor, 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," Isabella said. "These students are above most other students in the classroom. High Jump — it gives you a challenge."

The High Jump program has been supporting students across the Chicago-land area for 30 years — and Lab has partnered with them for 25 of those years. Lab is one of three private schools in the Chicago-land area that partners with this program. The program's goals are to "equalize access to education" for ambitious students through Saturday meetings, where students can learn valuable lessons both about scholastic and other topics.

At Lab, many students are or have been involved in the High Jump program through spending time volunteering and/or actually being involved in the program.

Destiney Williamson, a U-High junior, took part in the program throughout 7th and 8th grade.



*Niyelah Harper*

## CARDS ON THE TABLE.

Students play Uno during their recreation time at High Jump, a supplemental education program for middle schoolers, on Dec. 7. Some students eventually enroll at Lab, and other U-High students volunteer with the program.

MIDWAY PHOTO  
BY MALCOLM  
TAYLOR



"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 both 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 classwork of lab, but also the social environment 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."

Destiney also gained valuable lessons, both about her classwork 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," Destiney 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 HJ 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 it got me ready for the future."

*Nicky Edwards-Levin contributed additional reporting.*

# A whole new brew

## 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. Its four floors were grand, but like any normal Starbucks, people typed on their MacBook Airs and sipped expensive coffees. It has the same classic tan-and-green color scheme as most Starbucks, but the aesthetic felt less cozy — almost as busy and industrial as Michigan Avenue.

I waited in line for about 15 minutes, finally ordering the Origin Flight — three medium-roasted 8-ounce coffees with beans originating from Ethiopia, South America, Sumatra and Costa Rica, as well as an affogato.



MIDWAY PHOTO BY KATHY LUAN

**DARK AND BREWING.** The Starbucks Reserve Roastery on Michigan Avenue provides a look into the coffee process, from bean to brew.

The total cost was about \$30, which was more expensive than expected.

The "sun-dried Ethiopia yir-cacheffe chelelektu" tasted light and floral with hints of berry flavors. The "Pantheon Blend" tasted most similar to what could be expected at a typical Starbucks, but with a slightly chocolatey flavor. The "Starbucks Reserve Christmas" tasted rich and nutty. All three flavors were appetizing and I would gladly drink any of them again.



MIDWAY PHOTO BY MAX GARFINKEL

**SPILL THE BEANS.** The roastery's extensive menu offers the "Origin Flight," three unique, traditionally prepared Starbucks brews.

The affogato, a scoop of smooth, creamy, vanilla gelato with a shot of espresso poured over it, was the best thing I tried. It served as a good balance to the concentration of coffee in the Origin Flight.

According to the Starbucks Reserve website, the reserve roast-

eries "are theatrical, experiential shrines to coffee passion" and "offer a more intimate coffee experience," and I agree.

As soon as I walked into the store I could see and feel the amount of effort and planning that went into the decor, layout, and menu,

which makes the Starbucks Reserve Roastery a true shrine to coffee.

The Starbucks Reserve Roastery is a unique experience that would be fun to go to with friends for a special occasion, but it is too expensive and time consuming for your morning cup of coffee.



# Later start time gives benefits, not solutions

A later start time could help but it won't solve all student stress

There's nothing worse for a high school student than the sound of an alarm ripping them away from precious hours of sleep. Few question this seemingly archaic ritual of starting school early that only gained popularity in the 1970s due to a lack of sleep research.

In the face of growing scientific consensus, U-High should delay school start times to 8:30 a.m. to promote student wellness.

The circadian rhythm of adolescents is different than that of adults, often leading teens to feel unable to go to sleep until 11 p.m. By then, with an early school start, it is too late to get the 9.25 hours of sleep recommended by the American Psychological Association to optimally function and remain healthy.

Results of Lab's 2019 Health and Wellness survey show high school students sleep an average of seven hours on a school night, far below the recommended amount. Not

*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 far-fetched, the growing number of schools who switch observe many positive results including higher grades, a decrease in sports-related injuries, higher levels of engagement during class and a higher attendance rate. Additionally, parent-led groups in the school are already advocating for a later start time to the administration.

Seattle Public Schools began a later start time beginning in 2016. Though initial concerns suggested a later-starting school day would negatively affect sports teams or

***“In the face of growing scientific consensus, U-High should delay start times to 8:30 a.m. to promote student wellness.”***

clubs, such concerns were eventually accommodated or deemed a worthwhile sacrifice for the many benefits provided. The American Association for the Advancement of Science concluded that the grades of a student in an average school in Seattle increased by a median of 4.5% for every 34 minutes that the start of school was delayed.

Though later start times for schools are a great idea with many significant benefits, students should be reluctant to expect a complete reversal of all stress and anxiety. A 2019 study, published by the National Academies of Sciences, Engineering and Medicine states that students in high-achieving schools like Lab are “at risk” for more anxiety due to their high-pressure, hyper-competitive environments. This is a cultural problem that can only be addressed in the long-term and on a societal scale. It cannot be solved simply by delaying the time that schools start.

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.



MIDWAY ARTWORK BY JASMINE TAN

# 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-League devotees. They're everywhere at Lab, and nowadays, many of the adults around us are starting to realize the habits they've implicitly endorsed for years are incredibly unhealthy.

And I'm glad. It's been reassuring to watch this school-wide conversation around wellness unfold, 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 deserve every bit of institutional support they're getting. And more. However, some of us suffer regardless.

A detailed backstory isn't necessary, but suffice it to say 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 terrified of saying the wrong thing and getting in trouble. I didn't need grades to feel like a failure.

Now, in high school, I am alienated by Lab's single narrative on

mental health — both on and off campus.

Last December, I took three weeks off of school to attend a mental-health facility. On the first day, one of the psychologists said something along the lines of: “You go to Lab, right? Don't worry, I know your type. You're an over-achiever.”

I tried explaining to her that I wasn't there for school-related stress, but she wouldn't listen. She began by restricting my work time, even for subjects I genuinely enjoyed, promising that I'd “feel much better” if I “took some time for myself.”

My counselor, one of the first Lab adults to recognize the severity of my condition, had actu-

ally referred me to the facility because depression was making it impossible to keep up with homework — and to avoid having to repeat sophomore year, I needed a school-sanctioned place to catch up. The psychologist's methods were worse than flawed. They were the exact opposite of what I actually needed.

The Polaris Teen Center, a residential facility for mentally-ill adolescents, lists several sub-categories under the broad and complex header of “anxiety.” Among the most common are specific phobias, social anxiety, PTSD and panic disorders.

Yet at Lab, conversations surrounding anxiety are almost exclusively tied to academics.

For me and probably many others, socializing in the cafeteria can be just as daunting as taking a test fifth period, yet at Lab, we only seem to talk about the latter.

There's more to our chronically stressed-out population than “over-achievers.” When our school's fight 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 ACT scores or extra-curricular résumé. Wellness is a community effort, and as long as some of our needs are overlooked, collective progress is all but impossible.

# Creative spaces necessary for crucial student growth

**by CALEDONIA ABBEY**  
REPORTER

Lab students pride themselves on professionalism, using the school's connections to the University of Chicago to bolster reputation and gain a sense of sophistication.

But there's a lot to be gained from placing value in, and supporting institutions and organizations run by other students rather than relying solely on adult validation. It all comes back to the competitive nature



***“There's a lot to be gained from placing value in, and supporting institutions and organizations run by other students rather than relying solely on the validation of adults.”***

the sharing and consumption of art and music.

Fempowerment, Chicago's student-led city-wide intersectional feminist organization, holds discussions on women's and LGBTQ+ issues. The Museum of Contemporary Art's Teen Creative Agency annually holds a 21-minus event, and the Teen Arts Creative Oasis holds seasonal events that feature young musicians, performers and visual artists.

At Lab, clubs can work together to support common goals of inclusion and community organizing and academic or sports teams can collaborate on outreach projects.

When we say that Lab is a bub-

ble, we often mean it geographically. But I find that it's more of 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 O2 concluded that Seeing live music twice a week increases “feelings of health, happiness and wellbeing” by nearly 21%.

It doesn't have to just be an expensive concert at United Center,

though.

All-ages venues or house shows, art showcases and galleries, and open mics are all great opportunities for this. Spaces like these, while they may lack notoriety, are unique in how they foster an environment that takes away judgement and competition.

Another key part of events and spaces that are run by-students, for-students, is the opportunity to meet and connect with other artists and students from across the city. Of course not all of us can paint or play instruments, but you don't have to in order to meet people, gain experience, engage in discussion, or just have a good time.

## U-HIGH MIDWAY

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# Students know, they got a friend in Eve



**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.

## Despite schedule Eve Grobman prioritizes others

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

Model United Nations and basketball, soccer and schoolwork. While others may have trouble balancing all of their commitments, senior Eve Grobman has figured out how to do so — and to make an impact on all of them.

“Her competitive spirit and desire to not just play, but to really compete rubs off on the whole team,” Mary Neal said about Eve, her teammate on the girls basketball team. “I think I can speak for everyone when I say that we really love Eve, and the team wouldn’t be the same without her.”

From U-High’s Model UN to sports, Eve is involved in a lot. Both on and off the court, pitch or podium, Eve constantly demonstrates her passion and her teamwork.

“I think it is sort of a balancing act, and it’s one of those things you sort of learn as high school goes on,” Eve said. “But it’s keeping track of what you have to do, knowing what you have to do and what time you have and how you can allocate your time properly.”

As for why she does all of these activities, the answer’s simple.

“Of course, it’s because I enjoy these things,” Eve said. “Sports are always something that I love to do.”

Senior Marisa McGehee has seen Eve in plenty of different environments — as a teammate, as soccer team manager and as announcer for basketball games. In Marisa’s mind, one thing that remains constant regardless of the setting, is Eve’s drive.

“She always gives 100% and puts her all into everything she does,” Marisa said. “When I see her on the soccer field and the basketball court, she is always a consistent

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 team player.”

Junior Sana 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’ll never say it, because that’s who she is, but she’s been crushing the buckets this year,” Sana said.

Eve’s mindset is infectious, according to Sana and Marisa — everyone who plays around her 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 sense of someone they could be,” Sana 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,” Sana 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 that she’s just trying to emulate her own peers.

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

# 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

Four 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 extra free period.

“I really feel that P.E. and athletics are two different realms. They can complement each other but they are two different realms,” Ms. Ribbens, who also coaches cross country and track and field, said. “If you ran for me, your cardiovascular would be great, but you wouldn’t get the same experience you were in my core fitness or yoga class. So it’s a whole different experience.”

Additionally, Ms. Ribbens believes athletes can gain valuable skills from P.E. classes that can improve their performance — skills

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 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 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. Let’s face it, U-High is a very stressful school with high expectations,” Ms. Ribbens said. “So physical education is one way, during a very stressful day, to release some stress, get your natural endorphins, and associated with other people that you might not see during the day.”

Ms. Ribbens believes physical education, health and wellness are important to continue throughout your life.

“We wish it was every day and we wish it was for four years because stress doesn’t end when you are a senior. You know a lot of the



*Debbie Ribbens*



*Laura Gill*

## 4 SCHOOLS ALLOW P.E. WAIVER

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

**Elgin Academy:** Students are required to complete the equivalent of two years of P.E. credit before graduating, according to the school website. Students 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 athletics to complete their P.E. credit.

**Francis W. Parker School:** High school students who participate in “interscholastic sports teams are excused from attending P.E. during the official season,” according to the F.W. Parker Program of Studies. If a student stops participating in their “interscholastic” sport teams, they have to return to their P.E. class. Students are required to complete eight semesters of P.E. before graduation.

**Latin School of Chicago:** Ninth grade students must enroll in P.E. during the first or second semester to complete their wellness curriculum, according to the school website. After that, students must take four quarters’ worth of P.E. However, three-sport athletes are exempt from the P.E. requirement and seasonal athletes are required to only take P.E. during the off-season if needed.

**Morgan Park Academy:** Students are required to complete a full year of Freshman P.E., consisting of curriculum surrounding building student’s skill, teamwork and proficiency in a wide range of sports, according to the school website. However, sophomore students participating in a team sport are exempt from their sophomore P.E. credit. Students are required to complete two years of P.E. to graduate.

seniors that I coach say ‘I wish you could come and do stress redux during lunch’ because they are so stressed out.”

Ms. Ribbens points out that “athletics are extracurricular, physical education is curricular. So doing a sport after school is a

choice that you make.”

“I think an outlet during the day for 45 minutes, four days a week is extremely beneficial to the total person, not just the academic,” Ms. Ribbens said. “We want happy, healthy kids. And you know, if you’re smart, that’s great, too.”



He’s been training since age 8. Now Zachary Gin is a ... **World champion**

**by MADELINE WELCH**  
OPINION EDITOR

**T**he 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 Sanbon 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.

“It’s very difficult juggling going to two sports every day, but in the end, they are both very rewarding,” Zachary said.

He hopes to qualify for the 2020 Pan-American Games.

“Pan-Ams would be a different experience with a different set of athletes, and I would have to participate in a different league,” Zachary said.

To get there, he will have to get first or second place at the National Karate-Do Federation tournament, a more elite national tournament. Even though this means Zachary will have to participate in harder tournaments than he is used to, he is still hopeful.

“Winning Worlds gave me a large sense of American pride and made me thankful for all the coaches and people that allowed me to win,” Zachary said.

Zachary said he struggles with procrastination in school, but karate has helped him focus and improve his time-management skills. The structure and discipline emphasized in karate are applicable in school, as they help him focus on the task at hand.

“Karate has made me understand what a lot of training and hard work can do,” Zachary said. “It’s also helped me a lot with discipline. I don’t procrastinate as much and I get stuff done faster. Karate is all about discipline and focus.”

Zachary appreciates the open-mindedness that karate inspires. He likes that one can engage with the sport in many ways.

“Karate shows you a wide range of skills. You could be teaching little kids, or learning brand new things,” Zachary said. “I think having an open mind about things like that is impactful in the real world as well.”



**KARATE KID.** Sophomore Zachary Gin practices Karate on Jackman Field in his karate gi. Zachary won the the Karate World championship 5-3 in Bratislava, Slovakia, June 20-23. Along with karate, Zachary is a state qualifier on the track and field and cross country teams. Zachary said winning the world championship has made him acknowledge what hard work and dedication can achieve.

MIDWAY PHOTO BY ELLIOTT TAYLOR



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