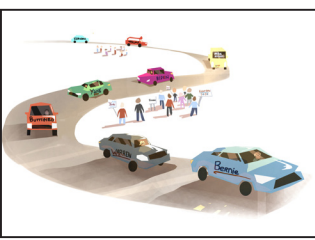


Junior Gigi Reece describes what it's like to be in a band and how her love for music and dedication to the drums led to the creation of her own band, "Horsegirl."



As Democratic presidential candidates race for the nomination, U-High students voice their own opinions on the candidates and say who they think should win



The Girls soccer team have established a new off-season league to facilitates bonding and work on technical skill in preparation for the season.



University of Chicago Laboratory High School

U-HIGH MIDWAY

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Student Council pledges action to stop discrimination

Plan includes call for more conversations, skills to fight racism

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

To emphasize a commitment to combatting racism, the Student Council has published a five-point plan explaining how they hope to prevent intolerant actions within the U-High community. These beginning steps include casual dialogue, establishment of a student academic committee, opportunities for students to develop skills to combat racism, inclusion of questions about identity-based material in the new curriculum feedback system, and continuing to host open forums for students to discuss these issues.



Ben Cifu

The statement is a response to a racist incident from December and the Black Students' Association Jan. 16 open letter to the school. The 2.5-page statement was posted to Schoology, Facebook and the Student Council website Feb. 11, almost one month after the BSA read an open letter at the MLK assembly.

"After getting back from winter break people wanted something to happen and I think we didn't do enough that quickly," All-School President Ben Cifu said. "We then started to talk about what we thought we needed to do as the Student Council. The letter is supposed to be something that enables us to be held accountable and allows us to send out something outlining what we need to get done to address these major issues at Lab."

The statement begins by emphasizing the importance of diversity within the Lab community and addressing the December incident.

The statement reads, "This most recent hate-driven and racist incident, as well as all previous incidents of the same nature, undermine the school's claim of honoring diversity, and in doing so, also create a hostile environment where students who are targeted for certain aspects of their identity feel unsafe."

Ben explained that the Student Council understands that the letter is not going to solve all the problems present at Lab, but their goal is that this letter will lead the community in the right direction.

The letter concludes: "Change will not happen overnight, but we hope that we can take the first few steps on the path to truly honoring diversity."

BSA credits letter source, looks forward

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

An open letter from the Black Students' Association about racism and intolerance read to the community has been determined to be largely duplicate of a letter from another school, but BSA leaders have taken steps to rectify the situation and say that should not distract from the message they were communicating or derail the conversations that have resulted.

The BSA board said the open letter read at the Martin Luther King assembly was inspired by a Feb. 2019 letter from students at Collegiate School in New York City. To clarify which parts were written by the students at the Collegiate School, the BSA has released a revised copy indicating certain parts of their letter inspired by the Collegiate School students. A Midway analysis with Grammarly indicated 62% of the BSA letter is the same or very similar to the Collegiate School letter.

"Even though, yes, in the beginning we said it was inspired by Collegiate Prep, we wanted to make it really clear so that people weren't getting lost in those mucky details and were missing the actual meaning of what we were trying to say."

— LEA RUNESHA,

"We wanted to make sure we gave credit where credit was due — in the revised letter, we wanted to make sure that it was clear that we're not here to plagiarize and that was never our intention," BSA President Lea Runesha said. "Even though, yes, in the beginning we said it was inspired by Collegiate Prep, we wanted to make it really clear so that people weren't getting lost in those mucky details and were missing the actual meaning of what we were trying to say."

According to BSA board members, their advisers brought the idea of an open letter to the board, but students made edits to the Collegiate School letter. The BSA students felt the students at the Collegiate School worded the letter well, and needed few changes.

"My perception is that some of the things we also really strongly agreed with they explained really well," BSA Vice President Mikaela Ewing said, "and we were thinking if they explained it really well to us as people who experience this every day, it would have the same effect on the Lab community. I think it would be a little redundant for us to try and place it in a better light than they put it."

One U-High administrator indicated that the BSA officers responded appropriately.

Ms. Campos emphasized that this was uncharted ground, explaining that in her seven years at U-High no club had read a work similar to this one. She added that for events like assemblies, club-sponsored events or Artsfest workshops, remarks would not necessarily be submitted to advisers or administrators for prior review.

"There is some cursory review of, like, outlines or plans or things like that, but I wouldn't say that there is like a thorough sit down and, like, review every single thing people are planning to do," she said. "There is always good intent about that, but I don't know if that's, in practice, actually happening."

Ms. Campos indicated that she believed the letter was properly attributed, but students are always welcome to seek additional advice and review.

SENIOR RETREAT

CURLING COMMUNITY. Seniors Max Polite and David Libes sweep the ice at the Alpine Curling Club in Monroe, Wisconsin during senior retreat Feb. 11. Over the next two days, seniors chose two to three activities from curling, downhill skiing, sledding, ice skating, hiking, bowling, attending a YWCA recreational facility and shopping in Galena. Additionally, there were large group activities, including an advisory-based trivia competition on the first night and inflatable arenas on the second. Unexpected weather on the last day postponed the return trip, causing some seniors to be delayed more than two hours.



MIDWAY PHOTO BY ISABELLA KELLERMEIER

Reorganization plan eliminates three jobs

by **GRACE BRADY**
MIDWAY REPORTER

A reorganization of the Laboratory Schools finance and operations department Jan. 17 included the elimination of three employee positions. The department oversees non-instructional activities such as technology, extended day and Summer Lab. Carol Rubin joined the administration as Associate Director of Schools in April and facilitated this reorganization. She sent an email to all employees explaining the changes made in the reorganization, but this email did not include the names of the employees who were let go. The Midway has confirmed that the three employees are Gerardo Galvan, Ned Reece and Rob Koontz.

Mr. Reece was the associate director of family life programs and worked for Lab for 18 years, Mr. Koontz was the manager of information systems and worked for Lab for 19 years, and Mr. Galvan was the manager of Gordon Parks Arts Hall for four years.

Ms. Rubin opened her email by explaining that she had met with many teachers and staff as well as finance and operations leaders to learn "how we support teachers, students, and families," and "see how we can do it more effectively." She said the goal

of the process was "to understand how we support the work and mission of the school, keep Lab safe, and strengthen the programs for which we are responsible."

Ms. Rubin said in an interview with the Midway that this reorganization had been in-the-making since she came in April.

Ms. Rubin emphasized the importance of this process being cost-neutral, meaning the reorganization did not affect the school's expenses or budget. She said, "in our assessment, it was very important that it remain cost-neutral. Lab has a finite budget."

According to the email sent to employees, financial transparency will also be a focus for the finance and operations department moving forward.

Despite the cost neutrality of this process, the school has experienced a six-figure budget deficit, according to a memo in January published by the Faculty Association.

Ms. Rubin expressed excitement about benefits from the reorganization.

"The oversight and the management in general is going to be much better," she said. "In technology, in our IS group, we went from having kind of what's called a generalist model to a specialist model where we're going to have when people call in and teach-

ers need support, we're going to have specialists."

Junior Emelia Piane, who uses the recording studio and the sound booth frequently, said Mr. Galvan had been essential to her understanding of the tools in each space. She expressed anxiousness about trying new things in these spaces with Mr. Galvan gone.

"If things were to go wrong then I wouldn't like necessarily feel like I could get help to fix that just because there was already an established relationship with Mr. Galvan," she said. "Also if I did want to try something new or needed something explained to me, he would explain pretty much everything in-depth very quickly and in like a very teacherly way that made a lot of sense."

Ms. Rubin said responsibilities for each eliminated position had been reassigned under different people, and she emphasized the importance of positions being eliminated instead of teachers being fired.

"All the positions we have are providing services that we needed, and when we did this very in-depth analysis, those particular positions were not the best suited to serve the organization," Ms. Rubin said. "So they were positions that were eliminated."

Robotics team heads to state competition

by **ABE CALLARD**
REPORTER

The veteran U-High Robotics team We Byte will advance to the state competition Feb. 21-22 after winning the regional championship for the second year in a row on Feb. 1.

A rookie U-High team, Sprockets and Screws, made it to the semifinals of the elimination round. The two teams also took the top two spots for the design awards.

At competitions, students code their robots to move and identify objects like Legos. Teams work together, not against each other, to earn points.

Both teams also competed Jan. 21 at the Third Invitational Competition.

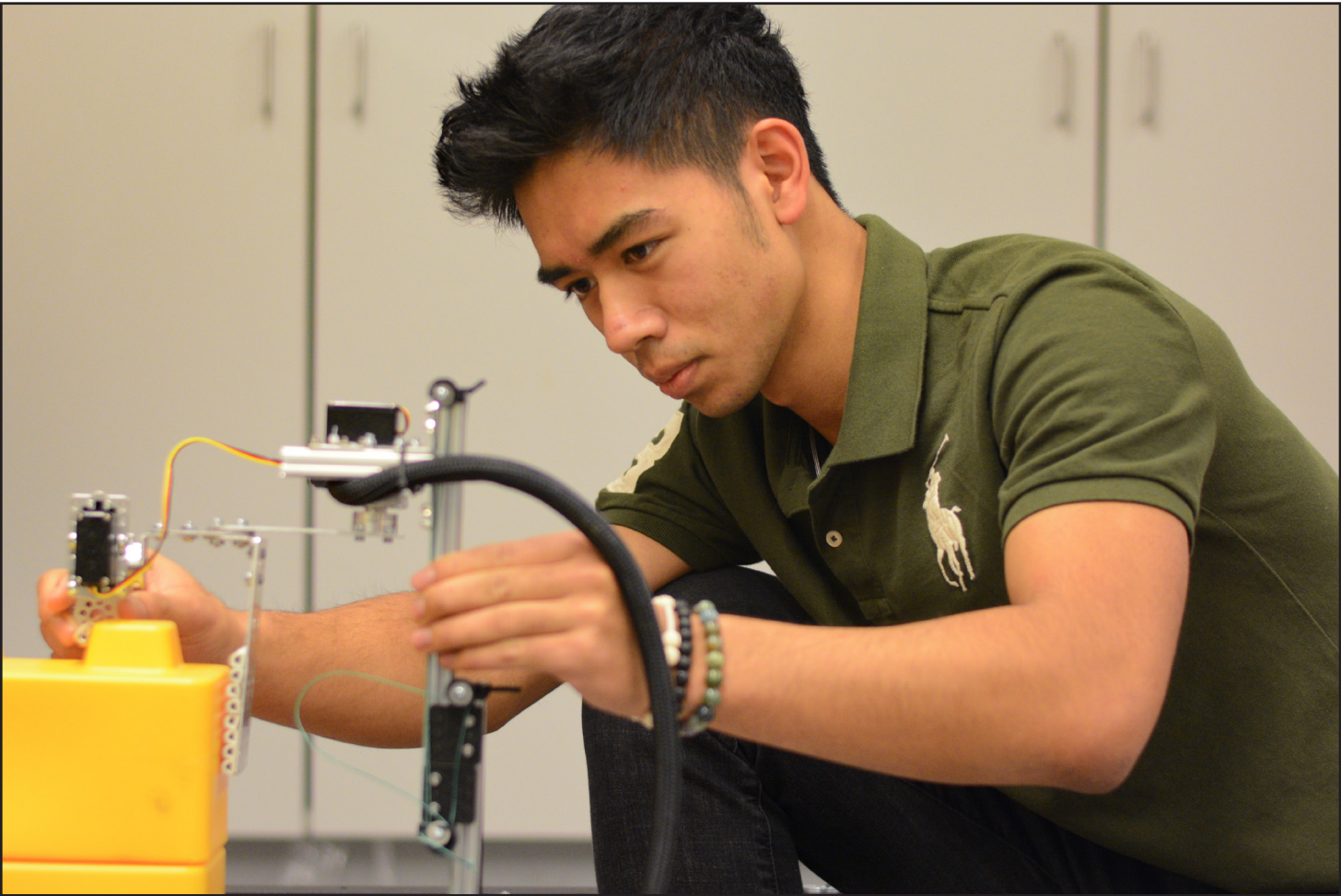
“[We Byte] did some things really, really well. But they were still lacking some of the skills of moving those blocks and actually stacking them,” head coach Darren Fuller said.

At the Third Invitational, the rookie team lost three matches due to penalties and errors.

“[Sprockets and Screws] made some silly mistakes. And they also were lacking an alliance partner in one of their matches,” Mr. Fuller said. “They won their last two matches — and they’re the only robot in our league that can actually stack four blocks high consistently.”

Mr. Fuller said a lot of preparation work goes into the competitions.

“In a nutshell, you build prototypes, you test prototypes, you revise prototypes,” Mr. Fuller said. “At the competition, it comes down to good communication, because you end up working with different robots at each match, and you have to communicate with that other team to form a strategy really quickly.”



MIDWAY PHOTO BY KATHY LUAN

TINKERING TEAMATES. Junior Danny Han works on a robot during the robotics team’s practice time. The robots need to be able to identify and manipulate objects, such as legos, during competitions. Students also spend time coding robots to move and identify objects. One U-High team, We Byte, is advancing to the Feb. 21-22 state championship after winning the Feb. 1 regional for the second time in a row.

Students take survey to determine characteristics of success

Survey focuses on social and emotional skills

by **PETER PU**
ARTSCO-EDITOR

Led by Nobel Laureate James Heckman, the Center for the Economics of Human Development at the University of Chicago conducted a voluntary survey on Lab students as part of a study to find and quantify the socioemotional skills and preferences that lead to success in school, extracurriculars and wellbeing. U-High students took the survey Feb. 13, and middle school students took the survey Feb. 19. Lower school stu-

dents will take the survey Feb. 21 and Feb. 28.

Lab’s strategic framework released in October 2019 outlined self-awareness, self-management, social awareness, relationship skills and responsible decision making as the five core competencies of the Collaborative for Academic, Social, and Emotional Learning framework.

According to Tomas Jagelka, one of the economists leading the project, socioemotional skills are not yet well understood by the scientific community.

“What we want to do really is to improve and standardize the measurement of these skills to understand exactly what they are,” Dr. Jagelka said.

In addition to the first sur-

vey, the CEHD will conduct more surveys throughout the year to track the development of the data. According to Dr. Jagelka, students can further contribute to the study in the enhanced experimental group with games, experiments and innovative techniques that vary incentives, environment, framing and elicitation of questions.

“I think what’s really exciting about this study is both the study itself but also bringing Lab back to being a Lab where we are able to work with University partners to learn important things about child development,” Laboratory Schools Director Charlie Abelmann said.

The collaboration between Lab and the CEHD commenced last

“It will be really interesting to see what the data says about who we are as a community, like what we’re actually like. And then, we can actually use that data to make a better school culture.”

— SULEYMAN AHMED

summer so that the committee included juniors and seniors from U-High on the Committee for the Economics of Human Development, the committee that administered the survey given to Lab students. Members of the committee include seniors Suleyman Ahmed, Ananya Asthana and Madeline

Welch all of who worked with Dr. Heckman through the Summer-Link program during the summer.

“It will be really interesting to see what the data says about who we are as a community, like what we’re actually like,” Suleyman said. “And then, we can actually use that data to make a better school culture.”

Although the survey was only conducted with Lab students, Dr. Jagelka believes that the results of the study have the potential to improve education across the country.

Dr. Jagelka said, “We hope this will be a long-term collaboration between Lab and the CEHD, which will hopefully produce not only a contribution to knowledge but also will have tangible impacts.”

NEWS IN BRIEF

Biennial gala will be Feb. 29 at Field Museum

The Laboratory Schools’ biennial gala event, Connections, will be Feb. 29 at the Field Museum, with philanthropic focuses being on student financial aid and faculty professional development.

Connections is from 6-11 p.m., and a ticket is \$250. It will consist of a seated dinner, silent auction and raffles, with raffle tickets starting at \$75. The goal is to raise over \$1 million.

Parent volunteers and U-High’s Maroon Keys have been helping the Alumni Relations and Development office prepare for this event. Students in the Dance Troupe, Chamber Collective and the middle school Jazz Band will perform.

Unlike in 2018, this year’s Connections event is not themed, but it’s the first year where the venue is the Field Museum.

“One of the reasons why we particularly choose the Field Museum was because it underscores the partnership that Lab has outside of its walls,” said Danielle Broadwater, associate director of spe-

cial events. “Bringing people together — that’s the biggest point. It’s almost the name itself speaks to what the event is.”

— TÉA TAMBURIO

All-School Council adds freshman to committee

The new student member has been selected for the All-Schools Council. Sarah Abdelsalam was appointed Jan 22.

The All-Schools Council allows faculty, administrators and staff to voice concerns and collaborate on school issues. Students were appointed to the council in 2018 to get a new perspective on the school.

Sarah, a ninth grader, will join senior Anika Gupta and junior Zach Sharp to discuss classroom issues and how to make a meaningful impact on the school in coordination with other council members. One of the main values of the committee is that it provides



Sarah Abdelsalam

the perspective of the student by bringing up issues they have noticed or heard talked about among their peers.

The council is planning to follow the recently adopted strategic plan. Members will focus their attention to promote health and wellness issues within the school and encourage connections with the university.

“When we talk about what classroom changes might be done, I gave the perspective of the students,” Zach said.

— AMON GRAY

Debate competed in Las Vegas for competition

The debate team travelled to Las Vegas Feb. 1-2 for a National Circuit Tournament in a bid to earn a spot in the end-of-year Tournament of Champions.

Although it’s a competitive tournament, the team did fairly well, according to Annette Kim, a captain on the team.

She said highlights included novice debater Serena Thomas winning a Speaker Award for her performance in the tournament.

The tournament also acted as a

testing ground for the new dynamic approach the team is taking in pairing up debaters.

“Generally, upperclassmen stay with their partner for the whole year, but it’s been a bit more dynamic this year,” Annette said. “This tournament was cool because we got to try out a lot of different pairings from usual.”

Sophomores Aaron Kim and Brent Pennington got two semi-finals at the harvard national forensics debate tournament for junior varsity. They lost against Niles West High School 2-1.

The team will be competing in tournaments every weekend for the rest of the month.

— BEN RICHARDSON

Midway website receives national nominaations

The U-High Midway website has been named a finalist for the Online Pacemaker Award, a national recognition from the National Scholastic Press Association.

In total, 28 high school student news websites were honored out of 185 entries.

Winners will be announced April 18 at the Spring National

High School Journalism Convention in Nashville.

The Pacemaker awards recognize websites, newspapers, yearbooks, magazines and broadcasts. Judges consider coverage and content, quality of writing and reporting, leadership, design, photography and graphics.

Leland Culver, assistant managing editor, who has responsibility for the website, said, “A lot of what I’ve been doing is on the story level, making sure all the elements are always there, stories are set up so they look nice and there’s some variety, we always promote on Facebook, and we try to have as many featured images that are actually images and not placards.”

The Midway print edition has been a Pacemaker Award winner nine times and a finalist three additional times, most recently for 2018-19.

“The Midway website has come a long way and the whole staff had worked really hard this year,” Editor-in-Chief Abigail Slimmon said. “We are super excited and honored to be nominated.”

— PETER PU

Percussion passion

Junior enjoys playing drums and gigging with band

by **OLIVIA GRIFFIN**
ARTS CO-EDITOR

Music is a form of communication to junior Gigi Reece. To her, you can either simply enjoy the sound of music or you can become completely absorbed by all the different parts of a song. From middle school band to her first gig at her friend's art gallery to performing at the Museum of Contemporary Art, Gigi Reece has come into her own as a rock musician.

Gigi began her life as a musician when she was in fifth grade and needed to pick an instrument for band class. She selected the saxophone.

Although it is not her skills as a saxophonist that she uses in her current band, Horsegirl, a noise rock band, her motivation and drive to play music are just the same.

"When I was really little, I always, like, wished I could play the drums 'cause I would just like watch my brother do it and be like, 'Wow, that's cool,'" Gigi said.

Her brothers, Jack and Fritz, both played drums in School of Rock as high school students, and introduced Gigi to the program.

School of Rock is an after-school program where kids ages 3-18 can learn how to play instruments, sing and perform. It is there where Gigi fell in love with playing the drums and eventually found her bandmates.

Gigi said, "I would just try to improve like so insanely because like, just all these people around me were so talented, and I like, wanted to hold my own."

About a year after joining School of Rock in ninth grade, Gigi joined Horsegirl with bassist Fiona Clark, Penelope Lowenstein and Nora Cheng, the singers and guitarists.

"My best friend, Fiona, and I were having a sleepover and Penelope and Nora posted on Snapchat like, 'Who's gonna play and bass with us?'" Gigi said, describing how Horsegirl became a reality.

Penelope said one of her favorite parts of being in the band is the positive dynamic between all the members.

"In a lot of bands one person ends up taking charge, but we are very collaborative with our entire process and Gigi is crucial to that," Penelope expanded.

During the recording process in



MIDWAY PHOTO BY MACY BEAL

STICK TO THE BEAT. Gigi Reece plays the drums in the noise-rock band Horsegirl. She started playing drums at the performance program, School of Rock, and now puts on gigs at least monthly.

particular, according to Penelope, is when the friendships in the band really come through.

"Those are some of my favorite moments because we are creating art together but also just spending time together as friends, which is one of the most important aspects of our band," Penelope reflected.

It took four months until Horsegirl performed its first gig. However, since September, Gigi said

the band has been gigging once or twice a month.

"Every time I'm like rehearsing, and like gigging, it's just like this crazy overwhelming feeling of like, 'This is what I love to do,'" Gigi said.

Not only do the members of Horsegirl aim to get as many gigs as they can, Gigi said they also recognize that there are a lot of bands like theirs in Chicago. In an at-

tempt to help other artists her age, Gigi will reach out to her friends in bands when there is a place for them on the bill for gigs.

"Music is just like, something you can listen to like kind of mindlessly. But you can also like, dive into the details and like, understand everything about a song," Gigi said. "It's kind of like every art form is — just a way to communicate a message. And it's just my favorite one."

Range of workshops to be seen at Artsfest

by **CHLOE MA**
MIDWAY REPORTER

A new format for the opening ceremony and many new workshops are in store for this year's Artsfest, which will take place Feb. 27, along with pre-Artsfest activities The Hunt and Art in the Dark.

"I'm excited because every year Artsfest is an opportunity for my friends and I to relax and try something new. Last year I chose a crochet workshop, which was pretty strange for me," said Ben Cifu, a senior who helped organize workshops this year.

Some new workshops this year include art activities run by English teacher Colin Rennert-May and his five-year-old son, Jonas, song composition with U-High alumnus Zoe Brisky, and opportunities to watch and discuss "The Office."

Art in the Dark will feature music and art activities such as a henna station, a mural for students to paint, a tie-dye station and student performers Feb. 26 from 6-9 p.m. in Café Lab.

The Artsfest opening ceremony will feature an interactive format, with grade-wide competitions centered around the arts.

This is different from the customary assembly-like ceremony. The closing ceremony will have a returning performer who goes by the stage name Bardo.

Students often look forward to the annual scavenger game, The Hunt, which begins Feb. 19 and continues through Feb. 26. To compete, students will form groups and perform tasks that will be revealed at the start of the week. The prize is tickets to Pitchfork Music Festival this summer.

Artsfest is also sponsoring a book talk from U-High alumnus Gabriel Bump on his new book, "Everywhere You Don't Belong," on Feb. 18 during lunch in C-116.

This annual experience of a day dedicated to art workshops was created to bring the community together with art and creativity.

One of the most important parts of Artsfest is that it is mostly student-run.

"It is student-driven, of the students, by the students" Artsfest adviser and Fine Arts teacher Brian Wildeman said.

S.E.T. to present works written, directed by students

by **PETER PU**
ARTS CO-EDITOR

Featuring five student-written pieces and four other works, the Student Experimental Theater will showcase nine scenes spanning two acts in the Sherry Lansing Theater on Feb. 27 and Feb. 28 at 7:30 p.m. and March 1 at 2 p.m. Tickets are \$10.

Student works include "Adam and Eve" by senior Henrik Nielsen, "Watcher of the Eternal Flame" by senior Leland Culver, "Matchmaker" by senior Elena Stern, "Back to the Past" by junior Jasmine Tan and "Game Restart" by senior Ace Zhang.

Reflecting on the process of writing "Back to the Past," Jasmine said, "Coming up with natural dialogue is really hard especially when it comes to writing comedy scenes because you have to find a way to incorporate the jokes without making it seem unnatural or weird."

"It's definitely a great experience to learn how to coordinate with every part of theater, and I think that working with the actors has really changed my perception on how to be a really good leader."

— KARA TAO, SOPHOMORE

Jasmine also directs the scene, and she said Directing, a dramatic arts course with drama teacher Liucija Ambrosini, helped her with staging and moving the scene along.

The performance opens with "Adam and Eve." Henrik said he began writing the scene in October and spent about two hours in total to finish it.

"It was kind of on the back burner. Whenever I didn't have homework, I would pipe some new stuff

into it," Henrik said.

Sophomore Kara Tao, director of "Adam and Eve," said rehearsals have been running very smoothly, and she is surprised how organized the other directors are.

Each group is responsible for a scene and rehearses after school.

"I just think that as we have been progressing, we have become more experienced on how to manage each others' schedules and accommodate each other," Kara said.

Student Experimental Theater is run by the students who write and direct the scenes. The board consists of Henrik, Jasmine, senior Caroline Taylor and sophomores Inga Domenick and Juliet Di Teresa.

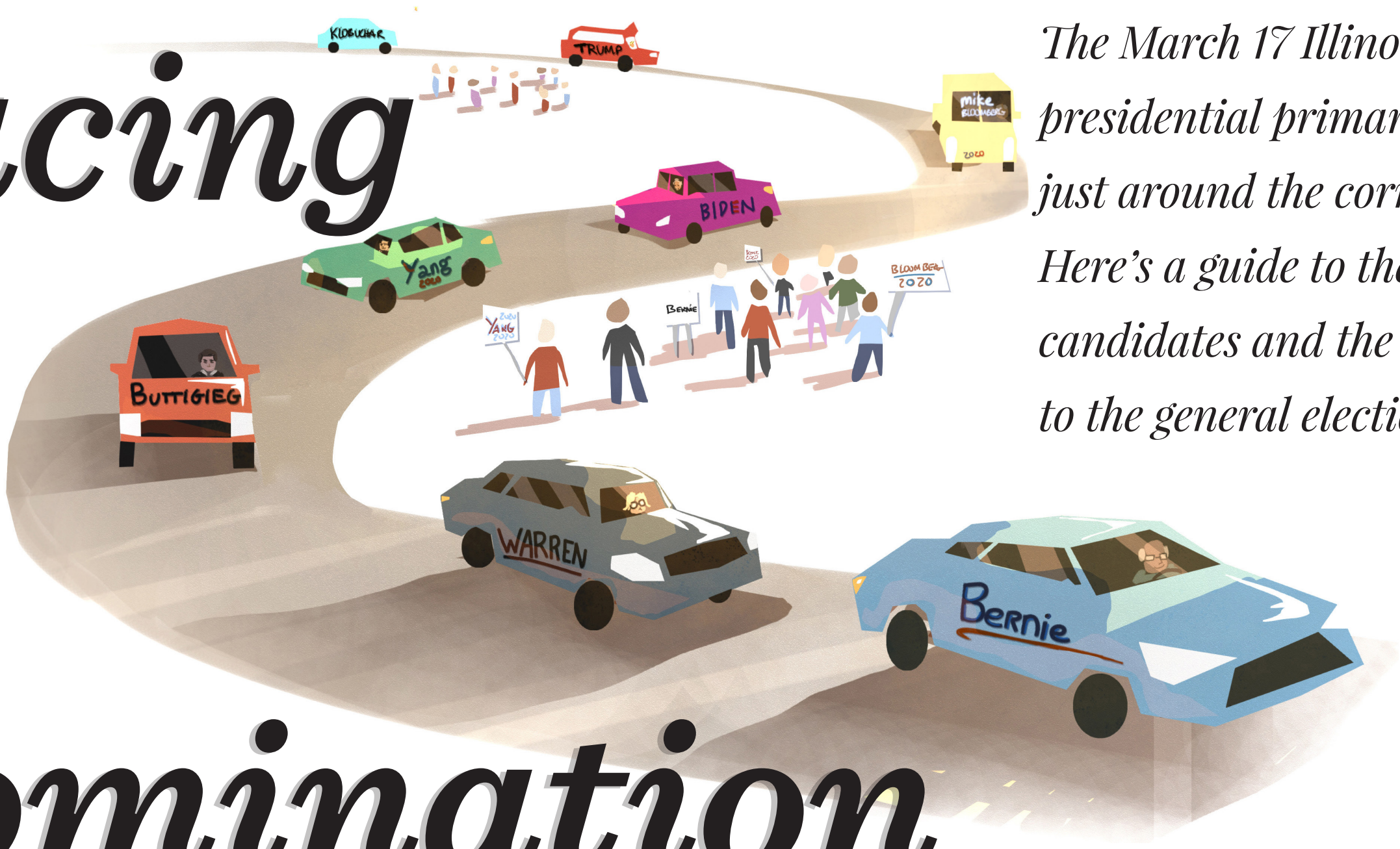
Kara said, "It's definitely a great experience to learn how to coordinate with every part of theater, and I think that working with the actors has really changed my perception on how to be a really good leader."



MIDWAY PHOTO BY MIRIAM BLOOM

BREAK A LEG. Ninth graders Charlotte Henderson and Liam de Jong rehearse for "There's No Here Here" Feb. 13. Sophomore Natalie Hultquist and senior Caroline Taylor directed the scene, which was written by playwright Craig Pospisil.

Racing for the Nomination



The March 17 Illinois presidential primary is just around the corner. Here's a guide to the candidates and the path to the general election.

MIDWAY ART BY RISA COHEN

Candidates polling less than 4% with [realclearpolitics.com](https://www.realclearpolitics.com) were not included, but more candidate descriptions can be found online at [uhighmidway.com](https://www.uhighmidway.com)
Compiled by Anatheia Carrigan, Amanda Cassel, Caroline Hohner and Nicky Edwards-Levin

BIDEN

Joe Joe Biden's campaign focuses on rebuilding the middle class; strengthening the nation's status as a global leader with foreign alliances, modernizing the military, democratizing the election process through more secure and accessible voting and limiting private endorsement of presidential campaigns. Mr. Biden plans to increase funding for low-income schools and instate a climate change action plan. Mr. Biden believes in bipartisanship and working with Republican politicians. Joe Biden served as vice president to Barack Obama after serving six terms representing Delaware in the Senate. 2020 will be Biden's third and last run for president.

ASHER LEVINSON
on Joe Biden:

Asher first became interested in Joe Biden for the work he did as Vice President from 2009-2017. Asher likes how Mr. Biden has moderate policies. He believes these policies will bring together more of the country in comparison to his more radical counterparts. Asher also thinks these policies will help him beat incumbent Donald Trump.



KLOBUCHAR

Amy Amy Klobuchar began her law career in Minneapolis law firms before becoming the county attorney (prosecutor) for Hennepin County in 1998. She was elected to the U.S. Senate in 2006, where she has served since. Ms. Klobuchar supports more moderate solutions to universal health care and college affordability. She plans to expand college accessibility. Ms. Klobuchar plans to lower drug costs by allowing people to import lower-cost drug options from Canada and patients to negotiate with Medicare over drug prices. Additionally, she plans to pass legislation that expands the Medicare and Medicaid programs.

BRANDON BOUSQUETTE
on Amy Klobuchar:

"She is moderate and smart and has good policies — she's against free college for all but she's for reforming health care." "I guess I like her ideas because they aren't overly liberal, but also they're not conservative because I consider myself socially liberal but economically moderate."



BLOOMBERG

Michael Michael Bloomberg, a late addition to the Democratic candidates late, is a billionaire and centrist leaning former New York City mayor. Bloomberg's campaign, unlike other top candidates, is self-funded. Bloomberg has changed political parties three times in his political career, having been a Republican and an independent. His campaign is marked by his mayoral accomplishments and philanthropic donations supporting gun control and action against climate change. His policies focus on an "All-in-Economy" to create jobs and educate more workers and advocating the use of clean energy to cut carbon emissions.

Although Michael Bloomberg received 6% of the vote in the mock election, no students agreed to comment.

SANDERS

Bernie Bernie Sanders got his start in politics as the mayor of Burlington, Vermont, in 1981. In 1990, elected to represent the Vermont Congressional District. He has served in the U.S. Senate since 2006. Mr. Sanders ran for the Democratic nomination in 2016, gaining 43% voter support. He advocates for Medicare-for-all and college affordability. He also plans to cap prescription drug prices at \$200 annually. Mr. Sanders plans to cancel all student loan debt and cap future student loan interest rates at 1.88%. Mr. Sanders guarantees tuition and debt-free public colleges and universities.

SOPHIE RAPHAEL
on Bernie Sanders:

"Generally, I think he is a really well rounded candidate in terms of balancing social issues such as abortion and gun control with economic issues and things like climate change and health care." "I like how he appeals to younger voters and I also think he is not so radical that he would be unable to win."



BUTTIGIEG

Pete Pete Buttigieg was the mayor of his hometown, South Bend, Indiana, from 2012-2020. At age 38, Mr. Buttigieg is the youngest major 2020 presidential candidate. He is unique among his peers as the first openly gay presidential candidate to launch a major campaign, and the first to run for president from a local office. Mr. Buttigieg's campaign centers on Buttigieg being a relatable candidate to Millennials. Buttigieg advocates implementation of a public health care plan — "Medicare for all who want it" — and has suggested the abolition of the Electoral College and reforms in the structure of the Supreme Court.

RITHIK PURI
on Pete Buttigieg:

"For me, at this point [the most important], issue is climate change policies. I like his ambition and plans for initiative in terms of getting carbon neutral and meeting the Paris Agreement requirements. I also think in general, he is more aggressive about climate change which is definitely something I'd like to see in the Oval Office after four years of our administration denying that it exists."



WARREN

Elizabeth Elizabeth Warren has promised big "structural change" to redirect power to the working class rather than big corporations and the rich. She has several policy plans, including creating a wealth tax, canceling student loan debt for most borrowers and breaking up big tech companies. According to the New York Times, Ms. Warren also has ironed out payment and transition plans for "Medicare for all," largely funded by her proposed wealth tax. A Harvard law professor who became Massachusetts U.S. Senator in 2013, Ms. Warren has faced scrutiny for claiming Native American ancestry.

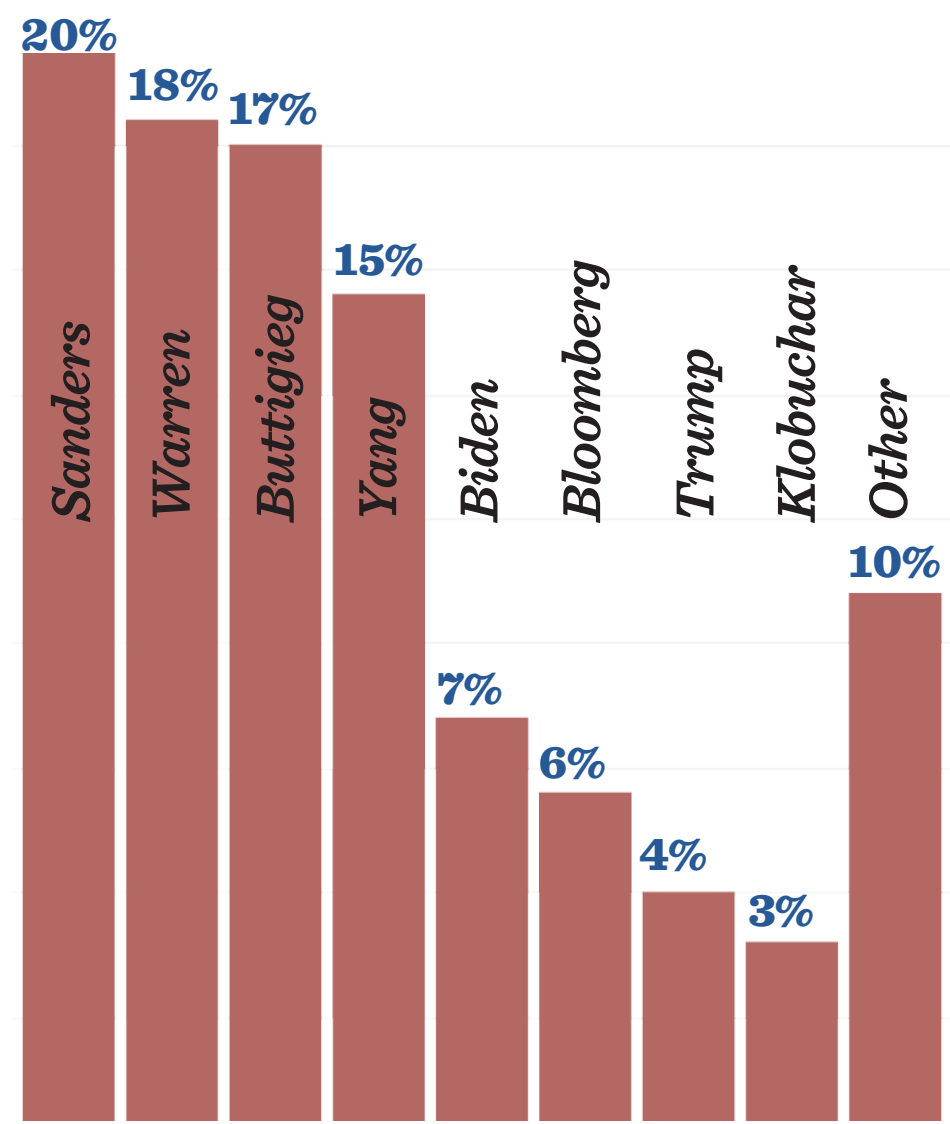
BEN SACHS
on Elizabeth Warren:

"I really like how passionate she is about her issues. I like her stance on healthcare, her wealth tax, her plan for climate change and her plan for immigration. I think that she is someone who can really unite the country in a way that other candidates don't just because she is so committed to the American people in to her campaign and she really cares about each other."



MOCK ELECTION

While no candidate dominates, Sanders, Warren, Buttigieg lead



Important issues to students

90%
Climate change

83%
Clean energy & environment

82%
Gun policy

80%
Equality/discrimination

This survey was available Feb. 3-6 and received 233 responses. Michael Bennet and Andrew Yang dropped out of the race Feb. 11.

More stats at [uhighmidway.com](https://www.uhighmidway.com)

Few Republicans seek to challenge Trump due to support from base

by BERK OTO
ASSISTANT EDITOR

While most media attention is on the Democratic primaries, the Republican primaries are also underway with only the slightest challenge to President Donald Trump.

As a campaign strategy, President Donald Trump is touting the economic successes of his first term.

According to The New York Times, his poll numbers are similar to the past three presidents as they looked for re-election.

His campaign focuses on appealing to swing states and moderates while maintaining his base.

The New York Times reported, on the one hand, many of his Facebook ads emphasize his polarizing immigration policies, appealing to

his "hard-core supporters." On the other hand, Mr. Trump is using ads focused on criminal justice reform, first aired during the Super Bowl, to recruit moderate voters.

According to an October 2019 poll on the Republican primaries by The Economist and YouGov, Mr. Trump dominates the race polling at 86% followed by Bill Weld at 3% and Joe Walsh, who dropped out on Feb. 7, at 2% with the rest undecided.

Mr. Weld is a former two-term Massachusetts governor and 2016 vice-presidential candidate for the Libertarian Party. In January 2019, Weld rejoined the Republican Party, announcing his candidacy a month later.

"Here's where I stand on the issues. I'm an old-fashioned Republican — I believe in a well-run economy, a pragmatic foreign policy, and moderation on social issues," he said on his campaign website. Although Weld is officially still running, Republicans in South Carolina, Kansas, Nevada and Arizona have canceled their primaries due to what they believe is a clear winner. In the Iowa caucuses, Donald Trump won 97% of the vote with both Walsh and Weld getting around 1%. Both challengers, however, insist that this is part of an effort to silence their campaigns and push Republicans towards Trump. "Cowards run from fights," they added, in a thinly veiled jab at Trump during a joint press statement on the cancellation of the primaries. "Warriors stand and fight for what they believe. The United States respects warriors. Only the weak fear competition."

Dates, details worth documenting

- **March 17:** Illinois Democratic and Republican primary elections
- **July 13-16:** Democratic National Convention in Milwaukee
- **Aug. 24-27:** Republican National Convention in Charlotte
- **Sept. 29:** First presidential debate
- **Oct. 7:** Vice presidential debate
- **Oct. 15 & 22:** Second and third Presidential debates
- **Nov. 3:** General election

Poll Details:

- Hours: 6 a.m. - 7 p.m.
- Registration is open beginning March 1. Application can be done online or in person.
- To be eligible in Illinois or Indiana, you must be a U.S. citizen and have been a resident for at least 30 days prior. By election day, you must be at least 18 years old by election day. You may vote at 17 if you will be 18 years old by the general election, Nov. 3.

With Artsfest, students take charge

Students should lead more activities to inspire learning, empowerment

Artsfest is a day where students take celebration of the arts into their own hands. Students need to take advantage of this opportunity to take control, and the administration should support other activities with similar goals and benefits.

Artsfest is an opportunity for students to emphasize the importance of the arts. Many students consider the arts a break from the academic rigor of Lab, but Artsfest highlights the benefits of the arts, such as personal expression, creative thinking and problem-solving.

Artsfest is also a reminder that the arts are in fact much more than just a credit needed to graduate. On the Artsfest Thursday, students are able to experience the full spectrum of what art can be, from making soap to ribbon dancing to making lollipops and taffy. Artfest allows students experience art in unconventional ways.

Nearly every workshop is created and run by a student interested in the workshop topic. The passion

As the Midway sees it ...

behind workshops makes them interesting and appeals to students. Additionally, workshop leaders can add their own unique ideas to learning about the arts, creating a diverse array of ideas and methodologies.

For the community, Artsfest is an opportunity to bond. Whether it is performing at Art in the Dark, cheering during opening and closing ceremonies or having workshops with people we don't usually have classes with, Artsfest is something U-High does together that is fundamental to U-High community

“With these and many other examples of how to take action, educate and inspire in the community, students should feel empowered to step up and lead.”



PHOTO ILLUSTRATION BY MADELINE WELCH

building. Between learning about art and building community, Artsfest is well-worthwhile.

But Artsfest is not the only event where student leadership yields benefits. The Students with Disabilities Association recently held workshops to help faculty mem-

bers and administrators understand and empathize with the experiences of students with disabilities. In April, students will run Social Justice Week, impacting the community through lunch-time and assembly period workshops. These are examples of topics that

U-High students chose to bring to the community's attention by creating engaging activities.

With these and many other examples of how to take action, educate and inspire in the community, students should feel empowered and step up to lead.

Make sustainable brands accessible to everyone

by **LELAND CULVER**
ASSISTANT MANAGING EDITOR

In the summer of 2017, I participated in a two-week summer program at The School of the New York Times, a course exploring, among other things, sustainability. One of my assignments was to interview environmental activist Lauren Singer at her recently-opened shop “Package Free” in Brooklyn, and then write an article about the zero-waste lifestyle she promotes. When I wrote that article, I emphasized Ms. Singer's talking point that it is ultimately cheaper to live without waste.



However, for most people, it is neither cheap nor practical, and that's a big problem in a world where environmental issues are rapidly growing out of hand.

As we students enter the workforce, we need to invest our money and expertise into growing and increasing access to the market for sustainable products and putting the emphasis on the good one does by purchasing these products rather than the prestige one garners.

Industries like Ms. Singer's deal with high production costs and niche markets, relying on the novelty and prestige of their products to turn a profit.

On Singer's online store, you can purchase a stick of fully compostable lip balm for \$14, compared to the \$2-3 price tag for

“As we students enter the workforce, we need to invest our money and expertise into growing the market for sustainable products, making it more accessible, and putting the emphasis on the good one does by purchasing them rather than the prestige one garners.”

most other lip balms. It's impossible to know exactly how expensive it is to produce such lip balm, but it is certainly more expensive than a brand like Burt's Bees, which has the advantage of mass production and nationwide markets.

When I visited Package Free in 2017, I bought a comb and a tub of deodorant, spending approximately \$30, mostly for the novelty of it. My purchase was too expensive to justify buying anything regularly from them, even if I lived in Brooklyn and didn't need everything to be shipped halfway across the country.

The fact is, the economy is built on disposables, and that economic and cultural inertia will keep Singer's zero-waste lifestyle a niche market reserved for those with heavily disposable income unless we put money and time into developing the industry.

It's already worked for other environmentally conscious industries. Studies have shown that subsidies on renewable energy, especially solar, have increased

adoption and innovation to the point where renewable energy has become a competitive industry.

Where they exist, zero-waste products are in a similar position that solar power used to be, where the market is small and the cost of production is high.

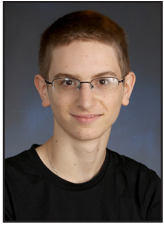
If we poured subsidies, research or government contracts into waste-free items and startups, there's a good chance we would see the same growth in this fledgling industry, and then we would see prices fall to the point where it is definitely worth paying to do something good, and the industry no longer has to survive off of the prestige of being environmentally conscious.

Doing good for the environment can become an everyday reality, for everyone.

Philosophy class would honor mission statement

by **ABE CALLARD**
MIDWAY REPORTER

At Lab, John Dewey is revered. We have been told his mantra, “learning by doing,” hundreds of times. But John Dewey's greatest achievement was not his educational wisdom — it was his contributions to the American pragmatist movement of philosophy. The school's founder and local hero is among the more famous philosophers of the 20th century, yet Lab, and most other American schools, offer no philosophy classes. Some English and



“Philosophy is an enriching and enlightening part of life and has been a driving force of intellectual and popular culture since Ancient Greece. Philosophy should be a full-year course offered to all high schoolers.”

history classes offer brief summaries of the subject, but none provide a space to think in depth about its questions.

Philosophy is an enriching and enlightening part of life and has been a driving force of intellectu-

al and popular culture since Ancient Greece. Philosophy should be a full-year course offered to all high schoolers.

One possible reason why philosophy is not taught at Lab is that many people don't understand what it actually is. It's not, as many seem to think, a pretentious intellectual game played by the elite with no consequence or basis in reality.

On the contrary — philosophers are looking for the truth as much as scientists or mathematicians, and the only thing they are interested in is reality. Moreover, it is a subject of the utmost consequence. How can one live a good life without thinking about what a good life is?

Philosophy would improve Lab students' ability to recognize bad arguments. They would be less likely to be misled into believing sophistical and dishonest ideas because they would be able to distinguish, on a technical level, between what is false and what is true.

Students would also benefit from a philosophy class because it would help them make rational choices in their own lives. High school is a turbulent time, and with the looming bundle of decisions surrounding colleges, many students are left feeling perplexed and uncertain. Philosophy class is a place where people can think, in a direct and serious way, about how best to lead their lives.

Philosophy would be an elective. It would have grades and tests and homework like any other class. The curriculum would cover ancient works by Plato and Aristotle, as well as modern works by Hume, Descartes and Nietzsche. The class would be a space both to learn what these philosophers believed and to discuss whether they were right.

The mission statement of our school places emphasis on igniting a spirit of curiosity. Philosophy is the most curious of the humanities — by its very nature, it questions the validity of literally everything. Lab should honor its own mission statement by incorporating philosophy into the high school curriculum.

U-HIGH MIDWAY

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

CORRECTIONS
ISSUE 5, Jan. 24, 2019:

- Page 6: Nathan Appelbaum's name was misspelled.
- Page 15: Ben Richardson's name was misspelled.

Indoor program facilitates bonds

Boys and girls teams now both have futsal league

by JULIAN INGERSOLL
MIDWAY REPORTER

Grunts and the sound of squeaking cleats fill the echoing gym of Lower Kovler. The soccer players on the court are laser-focused on one simple task: putting the ball into the opponent's goal.

Futsal indoor soccer gives players on the boys and girls soccer teams an opportunity to stay sharp during the off season, and to get to know their teammates over a longer period of time than the season alone.

For the past three years, boys soccer players have spent the winter off-season developing their skills and integrating ninth graders into the team through an indoor soccer league. This year, the girls soccer team has created a similar winter intra-squad league in advance of their season.

"My favorite part about futsal is getting to know the new players and bonding as a team," senior Liz Gately, defender, said. "It affects my play positively, moreso in relation to the whole team dynamic, because we get time to figure out how to play with each other before the season starts."

Since the girls have their soccer season after months of futsal practices, it allows the older students to get to know the newer players better. This also gives the veterans a chance to show off their leadership skills, and to give development tips to less-experienced players, so they can be better equipped for the season.

The other interesting aspect: the



MIDWAY PHOTO BY ISABELLA KELLERMEIER

KICKIN' IT. Running to the ball, Elanor Skish, Sarah Brady and Zoe Stephens fight for the ball during a futsal game. During the season, two teams made up of five players a side play intrasquad games to develop skills and a closer team community. In accordance with IHSA rules, the winter program does not include any formal coaching and is both student-led and optional for team members.

futsal season is almost 100% student-organized. Futsal is set up by the coaches, but the teams are completely run by a select group of experienced players who take the initiative and organize the practices. The participation of the athletes comes from the students and

isn't mandatory, unlike scheduled practices during the season.

"Futsal is perfect for high school soccer players. The game of futsal develops technical skill and ability. In the tight spaces of the five-a-side game — five players against five players — technique matters,"

boys head coach Josh Potter said.

During indoor practice, athletes split into groups of five, giving them more time with both their teammates and the ball. One problem is that players become more prone to injury.

"I think the only drawback of

futsal is that it has led to a few injuries, which is less ideal with the season approaching so quickly," Liz said.

As the off season nears its end, athletes now feel more prepared for the season and have stronger bonds with their teammates.

SENIOR NIGHT



MIDWAY PHOTO BY KATHY LUAN

TUCK AND DIVE. Executing an inward dive tuck, sophomore Ben Luu competes at the Gerald Ratner Athletics Center Feb. 6. At the meet, which was senior night. Ben Cifu and Charles Chen ended their high school swimming careers. It was also coach Paul Gunty's last meet, as he is retiring after coaching for 44 years, the last 30 years at U-High.

Athletics department offers summer leadership opportunity

by CALEDONIA ABBEY
MIDWAY REPORTER

The athletics department is looking for student-athletes to participate in a sports leadership program this summer. Anyone who is interested should reach out to David Ribbens.

The Sports Challenge Leadership Academy, which takes place at Haverford College in Haverford, Pennsylvania, from June 26 to July 2, provides the opportunity for high-school soccer and basketball players to engage in rigorous athletic and leadership training.

Junior Alex Bal, who plays soccer, attended the camp one year ago. Junior Christian Grant, who plays basketball, went two years ago.

"I'm kind of a shy person so my family thought it would be a good decision to put me in a setting where there are a lot of leaders," Christian said. "You become who you're surrounded with."

Players wake up daily at 7 a.m. and spend an hour doing intensive workouts and drills. Then, after breakfast, they move into a series of practices and classroom leadership sessions.

"In one class, we talked about what it looks like

Information:

Description: The Sports Challenge Leadership Academy focuses on providing opportunities for student-athletes to become better athletes and leaders.

Dates: June 26 to July 2

Registration deadline: May 10

Location: Haverford College, Haverford, Pennsylvania

to be a leader, and the conclusion that we came to is that a leader doesn't necessarily look like anything; a leader can take many different forms," Christian said.



Christian Grant

of the program is to foster leadership in young athletes that incorporates six core skills: self awareness, grit, teamwork, empathy, self-efficacy and gratitude.

According to Christian, classes were made up of

"In one class, we talked about what it looks like to be a leader, and the conclusion that we came to is that a leader doesn't necessarily look like anything; a leader can take many different forms."
— CHRISTIAN GRANT

athletes from other sports so you get to know people outside of the sport you play in, some of whom he stays in touch with today.

"The best thing I learned was just to be vocal and be outgoing, talk to people, they're nice," Christian said. Coming back to school, he brought the lessons he learned about communication onto the court.

"During freshman year I was really quiet and not outgoing because there were these people that were four years older than me. Now I'm really talkative with myself and everyone around me. I get vocal during practices and games," Christian said. He said it's important to encourage his teammates

Find an update about winter sport seasons from team captains at uhighmidway.com

Always a warm welcome

Community service officer Cynthia Boykin is a friendly face for everyone

by **BERK OTO**
ASSISTANT EDITOR

By 8:15 a.m. Students have made it out of bed, put on their heavy backpacks, and are walking through the Judd Hall doors.

As they open the doors, loud and energetic music floods their ears. As each reaches for their ID, a smiling face greets them and says to have a good day in a way that makes them believe it's possible.

"I try to embrace each individual with a smile. I like people, I embrace people," community service officer Cynthia Boykin said.

Whether it's through music, a greeting, or simply a smile, community service officer Ms. Boykin's goal in her 18 years working at Lab, after safety, has always been to make people feel welcome.

"The people make this school a very unique place," Ms. Boykin said. "So sometimes when I see people — students — coming into the school either tired or stressed out, I want to do what I can to make them feel welcome."

To accomplish this, Ms. Boykin often plays music at her Judd entrance desk in the mornings.

Many students who walk through the Judd hallway appreciate the music, especially when they are stressed.

"It's the perfect welcome to school early in the morning especially when you're cold and tired and just don't want to go to class," sophomore Vaso Micic said.

Ms. Boykin has made a lot of good friends at Lab school, especially music teachers, who she used to work near when she was

assigned to the former Belfield entrance desk.

"It's been almost 20 years, and I feel like we grew up together," middle school music teacher Cathy Janovjak said. "She means the world to me, and we are sisters — spiritual sisters. We just share such a deep friendship together."

Although they were initially bonded by their proximity, a shared spirituality keeps their relationship strong.

Ms. Janovjak said, "When I met her I was in this personal crisis and I would see her at her desk. One day I saw her reading her Bible and I needed that."

She said their friendship evolved in a very natural way, noting that Ms. Boykin was raised Christian and her religion has always been a big part of her identity.

"Growing up, my faith was a big part of my life," Ms. Boykin said. "Whenever I've gone through tough times, turning to God and trusting Him has helped me work through it all."

Ms. Boykin has used her spiritual wisdom not only to help herself but also to help her friends.

"I had just become a Christian, and when I saw her I was just reading the Bible for the first time — it was quite daunting," Ms. Janovjak said. "She's given me a lot of wisdom over the years like to trust God, that he was always there, just to stay encouraged."

Together, they shop at malls, do Bible studies together and eat at restaurants with Ms. Boykin's husband and friends.

"Something people may not



MIDWAY PHOTO BY MALCOLM TAYLOR

SMILING HARD. With a smile on her face, community service officer Cynthia Boykin warmly greets a student into Judd. Ms. Boykin has workws at Lab for eighteen years and is planning to retire soon. Every morning she greets students and adults with conversations and music to start the day.

"Growing up, my faith was a big part of my life. Whenever I've gone through tough times, turning to God and trusting Him has helped me work through it all."

— CYNTHIA BOYKIN

know about her is that she is a very girly girl. She loves fashion, she loves to do her hair in different ways and she loves to dress up," Ms. Janovjak said.

Before Ms. Boykin worked at Lab, she used to be a guard at the Westville Correctional Center in Indiana, where she lives.

"I came to Lab, and it was just so quiet there was hardly anything to do," she said. "When I first started working here I was like, 'I gotta find me another job. This is just too boring. I can't do this — it's just too boring.' But the people made me want to stay and I think it was the right choice for me. It was friendlier security — which I like."

Although Ms. Boykin said she has thoroughly enjoyed her time

working at Lab, she is planning to retire soon.

"My next step is to retire in the next few years. I just want to be home. My husband is retired, he's been retired for almost five years. I want to go home and spend some of that time with my husband."

It's clear that Ms. Boykin has made valuable contributions to the Lab community, beyond security, that will outlast her tenure here. No matter the time of day, or how a student is feeling, an interaction with Ms. Boykin can brighten their day.

Suburban commuters experience positives, negatives

by **ELLA BEISER**
NEWS EDITOR

It's 5:50 a.m. in suburban Naperville. Senior Anika Gupta wakes up and gets ready for school. By 6:30 a.m., she'll leave her house for the trip to Chicago, which requires a train and a bus. While Naperville is only about 45 minutes from U-High by car, it takes Anika almost two hours to get to school since she takes the train and the bus. On days when she has Robotics or All-Schools Council meetings, she won't get home until almost 13 hours later.

While 46% of U-High students live in Hyde Park, according to school data, 10% of students commute from Chicago suburbs or northwest Indiana — with many traveling more than two hours to get to class on time.

When she joined U-High as a freshman, Anika knew a long commute was in her future.

"I felt the community at Lab was closer-knit and there were more opportunities because of the affiliation with the university," Anika said. "There is also more support for students at Lab like college counseling. At Naperville North High School, where I would've gone, there are 300 students per counselor."

Anika used to get home at 9 p.m. when she had Dance



MIDWAY PHOTO BY MARIA SHAUGNESSY

ALL ABOARD. Sophomores Ben Ruiz and Amelia Sharma board the 172 CTA bus to 51st Street and Cornell Avenue after school. Many students commute with at least one mode of public transit.

Troupe performances, but she found the schedule unsustainable and left partly for that reason.

"Commuting is really hard sometimes because it restricts the extracurricular activities I can do," Anika said. "For example, doing a sport is really difficult because by the time I would get home, finishing my homework, eating dinner and sleeping would be almost impossible."

Another student, senior Esha Mishra, commutes from Schererville, Indiana, and feels commuting hasn't restricted opportunities.

"Commuting hasn't restricted what I can do, but it just makes it harder to do what I need to do,"

Esha said. "It takes up a large part of my day, which means I have to wake up earlier and I get home later. Therefore, I start my homework later. It can also limit how much time I have after school to have meetings or hang out with friends."

Anika said she enjoys some parts of commuting and appreciates what she has learned from the experience.

"Commuting also requires a lot of time management skills. I have to prioritize my work and complete it efficiently to keep up," Anika said. "Commuting is exhausting because of how long it takes, but it can be interesting sometimes because I get to see places I wouldn't

normally go or meet cool people."

Junior Emily Chan lives in Hinsdale, a western suburb about 20 miles west of Hyde Park. She began at U-High as a sophomore after attending ninth grade at Hinsdale Central, just two minutes from her house.

"It was very difficult at first to transition from a two-minute-long commute to an hour-and-a-half-long commute," Emily said.

Among the difficulties Emily faced was balancing time for schoolwork, extracurriculars and commute, she also finds it difficult to take advantage of the university's resources.

"For example, if I were to get sick in the middle of the day, it would be harder to leave and go home than it would be if I lived close by. Also, I sometimes feel that UChicago facilities like the Regenstein Library are more challenging and time-consuming for me to access because of how difficult it can be to stay after school, especially on school nights."

Esha also says one of the biggest inconveniences to commuting is coordinating plans.

"I have to plan out in advance if I want to stay after school for something. I live an hour away, so I have to coordinate rides if I have to take a test after school or if I have a meeting and there are some days that I cannot stay after school because the carpool leaves at a set time."

Emily quickly adapted to the rushed schedule of a daily commuter.

Sample schedule:

ANIKA GUPTA

1. Wake up at 5:50 a.m.
2. Leave home at 6:30 a.m.
3. Get to school by 8:00 a.m.
4. Extra-curriculars after school
5. Some days, she won't get home until 9 p.m.

10% of U-High students similarly commute daily to school.

"Sophomore year, I was driven to and from school each day and struggled to make each car ride productive. This year, I take the train and have found it to be more productive," Emily said. "Even though it has taken me some time to adjust to a long commute to school, it has become a more productive and enjoyable part of my daily routine."

Esha said she likes having a designated part of the day to relax.

"On the way back from school, I relax, read or take a nap, which is nice after a long school day," Esha said.

Emily also has found that a positive result of her long commute is the opportunity to socialize.

"I like commuting together with my friends, as I have several friends who also live in the suburbs and take the same train and bus as me to get to school," Emily said. "It creates a nice community because we see each other before and after school and have to work out train times together each day."



Emily Chan