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Colleagues and students share stories about the legacy of beloved secretary Elaine Robinson, a cheerful and welcoming coworker, friend and gospel singer who worked at Lab for 29 years.



PAGE 8 • ARTS

The Tollywood action movie, “RRR,” a combination of fast-paced, intense scenes and wild absurdity, captured international attention when the three-hour film was added to Netflix.



PAGE 10 • CITY LIFE

Hyde Park’s Kilwins, a long time community store staple, finally reopened after being closed for eight months due to damage from the Harper Square shooting last November.



Homecoming energizes students

by VICTORIA WASHINGTON
Reporter

Fluorescent lights covered the dance floor, black cocktail tables were dotted with colorful pom poms and fruity candy and marshmallows were scattered everywhere. The Gordon Parks Arts Hall lobby and Sherry Lansing Theater had been transformed into a candyland in the culminating event of a lively spirit week.

Themed Willy Wonka and the Chocolate Factory, 450 students attended the homecoming dance on Sept. 24.

Leading up to the dance, students and faculty participated in spirit week with daily dress-up themes including Pajama Day, VSCO Day, Finance Bro Day and Grade Color Day. VSCO, and Finance Bro Days were selected through a student vote.

Student Council led a Spirit Assembly on Sept. 22. The school-wide event celebrated fall sports teams and encouraged competition between grades in games such as musical chairs, relay races and an arm wrestling competition. Members of Student Council worked to develop the homecoming dance theme during their annual leadership retreat, and All-School Vice President Graham Robbins led the discussion.

“We decided Willy Wonka would be the most interesting in terms of what we could do with decorating and advertising,” Graham said.

Junior Eliza Dearing appreciated the decorations and attention to detail to match the film.

“I really like the candy. I like the theme going on this year,” Eliza said. “I think so far this is a pretty cool theme, and I like how it matches the movie.”

Steven Sun also approved of this year’s theme.

“I think it’s about the little things, like spirit assemblies, spirit days and tickets that get people involved.”
Graham Robbins,
All-School Vice President

“The theme is great. I think it’s actually really creative,” he said.

The movie-inspired theme allowed attendees to dress to the theme and be more creative with their outfits.

The best part of the dance for junior Kian Quinn-Calabrese was seeing people embrace the theme in their looks.

“The best part of the dance so far has been the people,” Kian said. “Seeing what they’re dressed in, it’s fun.”

The theme selection provided an opportunity to re-incorporate raffle tickets into spirit week. Students who dressed according to the day’s theme could receive a ticket from faculty members, a chance to win a \$25 gift card. One ticket was drawn for each grade.

According to Graham, raffle tickets have been used in prior Spirit Weeks and this year’s Student Council wanted to use them to increase participation from both students and faculty.

Kate Jablonski won for the Class of 2025. Winning was exciting for her although she wasn’t present when her name was pulled.

“I felt ecstatic and thrilled to have the gift card. I participated in all of the spirit days,” Kate said. “I usually participate anyway, but I put in more effort to get tickets.”

Sophomore Wendell He decided to participate in Finance Bro Day, though in previous years



Midway photo by Matt Petres

COMPETING FOR CHAIRS. During the Homecoming Spirit Assembly on Sept. 22, junior Alula Teklu yanks a chair from under senior Maile Nacu, attempting to win the last round of the musical chairs competition. Other assembly events included a faculty-student arm wrestling competition and a grade-versus-grade relay race.

Wendell hasn’t been eager to participate in Spirit Week.

“Last year I didn’t really [participate] but I have been consistently doing it this year mostly because I got bored, and the raffle tickets are an added bonus,” Wendell said.

According to Graham, community involvement is a main goal for the Cultural Union this school year.

He believes spirit week makes for a more positive school environment throughout the rest of the

academic year, and Student Council wants to incorporate community involvement in every aspect.

Graham said, “I think it’s about the little things, like spirit assemblies, spirit days and tickets that get people involved.”

COVID-19 worries decrease despite city’s current infection rate

Only a minority of students continue to wear a mask

by ERICH RAUMANN
Deputy Managing Editor

During a passing period, students fill the hall in an almost wall-to-wall mass, laughing, loudly conversing and calling out to passing friends — almost every face unmasked. It’s a scene that was difficult to imagine seven months ago, when constant worry over infection rates meant mandatory testing and much of the student body masking up.

This difference in attitude doesn’t seem to reflect Chicago’s infection numbers, which are higher than they were in the spring. Chicago’s COVID-19 dashboard lists the community spread risk at the medium level as of Sept. 21.

Following guidelines from



Midway photo by Gabriel Issa

MASK BACK TO SCHOOL. Senior Jeffrey Huang, unmasked, talks to senior Ege Halac, masked, in the library. Lab’s mask optional policy has led to less than 25% of the student choosing to regularly wear masks at school.

the Centers for Disease Control and Prevention, Lab’s current COVID-19 mitigation policy recommends students wear a mask

indoors when others are present and adds an optional SHIELD testing program. Fewer than 25% of U-High students answering a

Schoolology poll claimed they were regularly wearing a mask, and only a little over 100 tests were submitted during the second week of school across Lab’s two campuses, according to nurse Mary Toledo-Treviño.

Senior Sohrab Rezaei said he stopped masking as soon as the mandate was lifted.

“I didn’t feel it was necessary to wear a mask for the obvious reason: it’s uncomfortable,” he said. “I don’t want to wear a mask. It doesn’t feel good on my face. Yeah, the mask obviously protects me from the virus, but I personally wasn’t too worried if I got the virus.”

In contrast to Chicago’s infection rate, Lab’s is more promising, with only nine positive test results among employees and students from kindergarten to high school for the week ending Sept. 17, according to the school COVID-19 online dashboard.

“Last year, the variant that we were dealing with was pretty contagious,” nurse Mary Toledo-Treviño said, “so there was definitely more of an increase in COVID infection that we had at the end of last year versus what we have now. We’re staying hopeful. These numbers are doable.”

As an added measure of security, COVID-19 vaccine boosters will be available to faculty, students and family along with their yearly flu shot, which will be available Oct. 4, 11, 18 and 25.

Despite seemingly reassuring numbers, many U-High students continue to wear masks in order to avoid the inconvenience and discomfort of contracting COVID-19.

“I had COVID in May, and it sucked, and I don’t want to get it again,” said senior Nathan Greeley, who wears a mask regularly. “I couldn’t go to a Weezer concert. I don’t want to have to not go to a concert again.”

Golf practice relocates after two shootings

Precaution taken after incidents to prioritize safety

By CLARE MCROBERTS

Reporter

The Jackson Park Golf Course will no longer be the practice site for the U-High golf team after students witnessed a drive-by shooting during practice on Sept. 13 and another shooting occurred near the same location on Sept. 15, school administrators said.

Several golf team members were playing at the course's sixth hole on the afternoon of Sept. 13 when they heard a screech of cars and gunfire near the intersection of East 67th Street and South Jeffery Boulevard.

"Right before I take my shot, I kind of look up and I see this car flying down the road," team member Myles Cobb said. "As it comes flying across, that's when we hear the shots."

He added that he and his teammates ran down a hill and dropped to the ground at the direction of their coach.

Athletics Director David Ribbens said in an interview that the team had practiced at the course, which is less than two miles from school, for many years without a serious incident.

"It's never happened in the 20 years that I've been here," he said.

According to Mr. Ribbens, no one was believed to be hurt in the shooting.

Practices will now take place exclusively at Harborside International Golf Center, another facility about 10 miles south of campus that the team has used.

Harborside is roughly a half hour drive from school, Myles said, adding that he has mixed feelings about the added commute time and balancing homework.

"But after today," he said, "I feel like it's the best choice just to keep everyone safe."



Midway photo by Patrice Graham

PRACTICE RELOCATION. The golf team relocated its practice to Harborside International Golf Center due to two shootings that occurred near the team's practice site in Jackson Park.

New students feel welcomed by community

by ZARA SIDDIQUE

Reporter

With the first month of school nearly complete, new students at U-High are finding the transition into U-High to be smoother than expected, and many are happy with the ease they have felt in joining the community.

Like the others, new-to-Lab ninth grader Zuri Cozey Gay has been pleasantly surprised by the open and welcoming community U-High has presented.

"It's been great, everyone has been real nice and kind to me," Zuri said.

This year, U-High welcomed 31 new students: 21 ninth graders, four sophomores, four juniors and two seniors.

Zuri said he had been "warned" by friends at his previous school that U-High's homework would be awful.

Daniel Chang, another new-to-Lab ninth grader, shared a similar experience to Zuri, emphasizing the concern about homework.

"I was expecting a lot of smart kids, and more homework," Daniel said. He said his expectations of an overload of homework were ac-



Midway photo by Matt Petres

EXCEEDED EXPECTATIONS. Courtney McDonald laughs while talking to adviser Holly Johnston during the advisory period.

tually playing out to be the opposite thus far into the year, and he's been having a smooth transition to U-High.

While many new ninth grad-

ers join U-High every year, a less-common occurrence is a new junior or senior.

New senior Angelica Moussambote feels that while the homework

at U-High may be tough in comparison to her previous school, the free periods and overall independence in U-High give her a lot of room to balance the workload.

Similarly, Marina Richard, a new junior, said U-High is a big change, but even with the work she is still able to manage.

"All the teachers and the people have been so accommodating that it's just been a lot easier," Marina said.

She also said her friends at her previous school have already been swamped with homework and studying, but at U-High she has been eased into the workload. Marina moved to U-High from a school she had attended since she was 4 years old, so she expected her transition to be more difficult.

"I think that everyone here is ready to know somebody new," Marina said.

She also observed that although many people have been at Lab since the beginning they are still very welcoming and not at all exclusive.

"People are more open," Angelica said. "I haven't felt like I've been alone."

Student opinion added to survey

by KATIE SASAMOTO-KURISU

Reporter

Students will be able to weigh into the priorities of school support during the annual health and wellness survey which will be taken on Oct. 6 during assembly period. The survey was moved from spring to fall in part to utilize a third party administrator, Authentic Connections.

The changes are designed to allow for customization and to increase student enthusiasm toward participating.

Betsy Noel, director of equal opportunity services, said the old survey was built around risk-harm reduction and mitigating risk-tending behavior, while the new survey contains questions leaning more toward an individual's feelings and experiences.

"We will have a better sense of the mental health and social and emotional experiences that are known to contribute to [risky] behaviors," she said.

The administration is working to create custom questions pertaining to topics of significant influence, in order to most accurately reflect the experiences and views of participants.

Student input is one factor that has contributed to the implementation of changes and discussions on ways to better accommodate the student body.

"I'm very excited about the level of engagement that we've had with students this year," Ms. Noel said. "Some of the feedback that they gave was what drove the decision to use this company, that takes it in a different direction."

After the results of the survey are published, the platform will use the data points to develop possible plans and strategies to fit Lab's needs.

Ms. Noel emphasized the importance of using a vendor like Authentic Connections to consider external factors that may impact an individual's attitude toward unhealthy habits.

"They put more effort into the social emotional aspect that they feel drives a lot of those behaviors," Ms. Noel said about Authentic Connections. "It's sort of getting more to the root cause of the issue."

Debate season opens with wins

by AINSLEY WILLIAMS

Reporter

The debate team found success in their first two tournaments of the year at the Greenhill and Niles Invitationals.

At their most recent tournament on Sept. 17-18, the Greenhill Invitational, the team of Cyrus Esmailzadeh and Mahi Shah had a winning record of 4-2 and advanced to double octofinals.

At the Niles Debate Tournament in Skokie on Sept. 9-11, the team had its best-ever performance at that meet.

The team of Cyrus and Mahi placed fourth seed at Niles, advancing to finals and securing their first bid to the Tournament

of Champions.

Mahi won fourth best speaker and Cyrus won seventh best speaker.

"The tournament ended up going a lot better than we expected," Mahi said. "We were pretty nervous because right now the team here at Lab is pretty small which makes prepping for competitions a bit harder."

Team Sasha Duda and Siddharth Reddy, both 11th graders, competed for the first time in the varsity division.

Mahi said the debate team's expectations for the rest of the season are recruiting new members and competing against some of the top teams in the country.

ISHA report filed for hate speech

by WILLIAM TAN

Editor-in-Chief

Laboratory Schools administrators filed a hate speech and harassment report with the Illinois High School Association on Sept. 19 following an incident of racist language and that occurred during a varsity boys soccer game on Sept. 16.

At the end of the game at the Francis W. Parker School, a player from the opposing team used a racist slur toward a U-High player. According to Athletics Director

David Ribbens, actions have been taken to support the student and address issues regarding the unacceptable speech.

In addition to the IHSA report filing, Lab has contacted the administration from the Francis W. Parker School. Communications were occurring at the time of this publication.

Mr. Ribbens said, "The investigation is ongoing. Our efforts are centered on supporting our students and trying to decipher the next steps."

club shopping



Midway photo by Patrice Graham

SHOUTING FOR STUDENTS. Zara Baig, president of the Asian Students' Association, enthusiastically advocates for her club in Café Lab on Sept. 15. This year, clubs could also advertise themselves with a 30-second video during the assembly period. "Overall, I really like club shopping because that's really when you get outreach for your club," Zara said, "and I feel like the club videos were able to have more outreach for more of our clubs, especially newer clubs that people don't know about."

Barriers restrict therapy access

Increased demand in therapists pose additional difficulties to seeking help

by CLARE O'CONNOR
Editor-in-Chief

Norie Kaufman-Sites says she's lucky. When Norie, a junior, decided to start therapy a little over two years ago, she was able to find a therapist who felt like a good fit through a family friend's recommendation. Norie didn't have to wait for an opening or hassle her parents for insurance information. Norie knows her experience is far from the norm. She's seen friends spend upward of six months wading through waitlists before finally receiving help, and others struggle with a rotating cast of new providers. Norie's friends represent a larger trend: right now, it's hard for teens to get the help they need.

The demand for mental health services has been outpacing available practitioners for years, but the pandemic exacerbated the issue. A 2021 study from the American Psychological Association showed that only 35% of psychologists had the capacity to accept new clients and 68% of psychologists' waitlists had grown longer since 2020.

The pandemic's impact on demand for mental health services is especially visible in adolescents. Data from the Centers for Disease Control and Prevention shows that 44% of students reported they persistently felt sad or hopeless in 2022, compared to 37% in 2019.

Michael Bruner, a U-High counselor who also maintains a private practice, has seen this statistical demand increase in real time. Currently, Mr. Bruner has no openings for new clients; his entire schedule is filled.

"I think when the pandemic was underway, a lot of people were feeling enormous amounts of stress, and anxiety, and depression and other mental health issues," Mr.

Bruner said. "That's when we saw a really big uptick in requests for therapy. Many, many, many practices filled up. So, there has been a shortage. We've started seeing people spending a lot of time on waitlists."

Ilayna Mehrtens, a pediatric psychologist at the University of Chicago, shares Mr. Bruner's sentiment, having witnessed both sides of the congested therapy system.

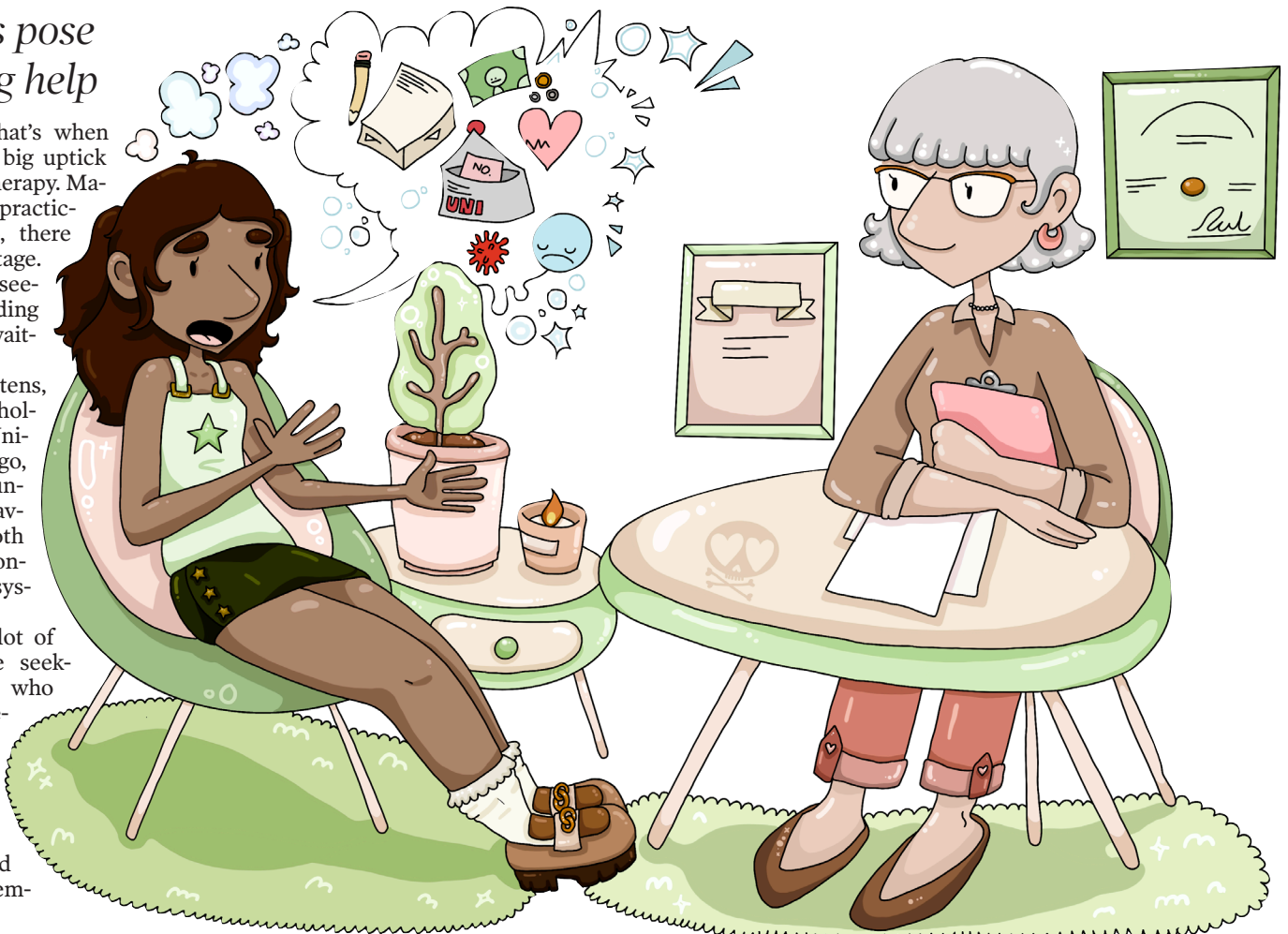
"There are a lot of people who are seeking out services who aren't able to receive them," Dr. Mehrtens said. "It's been hard. It's been hard for my own colleagues to find services for themselves."

Teenagers can face additional hurdles when seeking mental health support. Minors rely on their guardians' insurance and permission to participate in therapy. Additionally, finding a therapist and setting appointments can be difficult without deeper involvement from an adult.

"If your parents aren't super committed and really diligent about getting you to therapy, it can be, like, almost impossible to try and find someone," Norie said.

"If your parents aren't super committed and really diligent about getting you to therapy, it can be, like, almost impossible to try and find someone."
Norie Kaufman-Sites

ing the regular time commitment required for therapy sometimes unfeasible. Kai Gregorski, a ninth grader who stopped going to therapy five months ago, said weekly appointments worked well with



Midway illustration by Dalin Dohrn

Therapy doesn't always support

by WILLIAM TAN
Editor-in-Chief

Sinking into a comfortable chair, facing a pad and paper, junior Kian Quinn-Calabrese prepares himself to share another personal story. But he's not in a writing class or conversing with some friends; he's speaking to his waiting therapist.

In 2017, Kian entered adolescent therapy hoping to work on anger management and to receive advice for his declining mental health. While Kian's experience was not satisfactory, he recognizes the impact that therapy can have on adolescents' mental health and well being.

"My parents weren't exactly happy with me being more aggressive with my brother and having some anger issues," he said. "So I began, and they took me to therapy to, you know, correct those."

But Kian's initial sessions with his therapist were not as productive as he hoped, and he felt a disconnect in the whole experience.

"The first time I had met them wasn't really a good experience. They just seem to be judging me the entire time," Kian said. "I wasn't really happy with it."

Over time, Kian grew to appreciate the therapist's listening techniques, but he wished they would do more to provide tangible solutions to his issues.

"They never gave me anything to help me. It was more of just a place for me to vent, and they wouldn't say anything," Kian said. "They would ask for a lot of details, but they would never tell me



Midway photo by Matt Petres

OPENING UP. Junior Kian Quinn-Calabrese found that his therapist didn't help him as much as he had hoped, and he parted ways with them during the pandemic.

what to do in the situations."

When the sessions moved online during COVID-19, both parties mutually agreed to part ways, coming to the conclusion that Kian didn't have enough to talk about at the time.

In retrospect, Kian believes therapy didn't have the positive impact on his mental health that he hoped for.

"Just overall, the therapy didn't really change my mental health. My mental health was declining,

but it didn't really change or help me get better in any way," he said. Nevertheless, Kian recognizes the benefit of therapy sessions on certain individuals who are struggling with personal issues. Even though it didn't work well for him, each experience with therapy is unique.

Kian said, "If you feel that stuff is not going right in your life, and you just need someone to talk to, yeah, therapy might be something for you."

by the numbers

According to the 2021 Lab Student Wellness Survey, the 523 surveyed high school students trust these adults to talk to them when they need help:

69%

trust their parent/guardian

30%

trust their counselor at Lab

29%

trust their teacher at Lab

26%

trust their adviser at Lab

14%

trust their coach at Lab

10%

trust the school nurse

7%

trust Lab administrators

7%

trust other adults

14%

have no adults whom they trust

People may seek therapy for varying reasons. According to the CDC, among adolescents aged 12-17 years in 2018-19 reporting on the past year:

36.7%

had persistent feelings of sadness or hopelessness

15.1%

had a major depressive episode

4.1%

had a substance use disorder

3.2%

had an illicit drug use disorder

18.8%

seriously considered attempting suicide

15.7%

made a suicide plan

8.9%

attempted suicide

2.5%

made a suicide attempt requiring medical treatment

— complied by Chloe Alexander

Secretary leaves legacy of love

Lab community remembers Elaine Robison for her caring nature

by AUDREY PARK
Managing Editor

When high school secretary Elaine Robison was admitted to the hospital in late June, a worker approached her and said Ms. Robison looked familiar. Unable to pinpoint how, Ms. Robison returned to her room.

The next morning, she woke up and found a note next to her bed recalling the worker's time at the Laboratory Schools as a student 16 years ago and conveying their appreciation for Ms. Robison's kindness at the time.

Ms. Robison's contagious smile and ability to create a stress-free environment impacted this former student and others across the Lab community.

Though the high school experienced the loss of one of the longest working and admired staff members, who died July 12 after a short medical leave, Ms. Robison's legacy lives on.

Known as a reliable coworker, a dear friend, a faithful Christian and gospel singer or simply a welcoming face in the high school office for 29 years, Ms. Robison is remembered as someone who impacted all in the Lab community.

Principal Paul Beekmeyer worked with her for three years in the high school office. He said her presence eased a lot of the stress and created a peaceful space for students and teachers.

"I would watch teachers and students pass through here and have a conversation with her, and by the time they got to me, no matter how angry they were walking in, they were always in a better mood by the time they got here," he said.

Junior Leila Battiste said Ms. Robison was nice and had a com-



DEARLY MISSED. High school secretary Elaine Robison, who died on July 12, is remembered for her kind words and comforting energy. During her 29 years working at U-High, she left a positive impact on students and faculty across the school. "She created a positive, loving and kind environment. Everything good you could think of, she was," said P.E. teacher Debbie Ribbens, who worked with her for 21 years.

forting energy.

"I didn't really know her that well, but I talked to her a few times throughout sophomore year and said hi to her almost every day in the halls," Leila said.

Since she started working at Lab, Camille Baugh-Cunningham, a high school counselor, had known Ms. Robison for 15 years.

"We were work friends," she said. "Any time I would set my feet in the high school office, she was there, always with a kind, thoughtful greeting. She was willing to listen to whatever was going on, al-

ways a welcome face."

According to Dr. Baughn-Cunningham, Ms. Robison and the other high school secretary, Carol Arrington, were viewed as "the pair."

"They had been up until last June, working seamlessly together, and everybody viewed them as the force of organization, and the folks who knew everything about how the Lab School works, certainly the high school," Dr. Baughn-Cunningham said.

Ms. Arrington had worked alongside Ms. Robison for 23

years, and they became more than just coworkers or even dear friends, they became family.

"Being a friend of hers was such a privilege, and I used to tell her that every single day," Ms. Arrington said with tears in her eyes. "We take so much for granted, and I miss her beyond words."

She said their friendship was immediate and natural.

"It was not just that she was nice, but we found that we had a lot in common," she said. "It is kind of funny because we were both married to men named Joe, our anni-

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Being a friend of hers was such a privilege, and I used to tell her that every day. We take so much for granted and I miss her beyond words.

Carol Arrington, high school secretary

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versaries were one day apart and most importantly, my love for the Lord and her love for the Lord, because of that love, we always had so much to talk about."

Ms. Robison was an accomplished gospel singer, and religion was a huge part of her life. Ms. Arrington said her commitment was admirable.

"She recorded albums, she traveled with choirs, she was always so passionate, singing from her soul," Ms. Arrington said. "Her love for the Lord is what caused her to sing. People would just marvel when they heard her voice."

Similarly, P.E. teacher Debbie Ribbens, who knew Ms. Robison for 21 years, connected with her through their shared religious identification.

"We were once at a gospel brunch together, and my whole family was there," she said. "She called my son up on stage and had him perform with her, and it was really touching. She just embraced everyone she knew with love and kindness."

Although her absence and warming personality are clearly missed, her legacy will continue and remains unforgettable by the community she impacted so eminently.

"There were many students, like the student who works at the hospital now, who found somebody who they could just have that reliable, kind face to check in with, and I think that would mean a lot in an intense school like this," Mr. Beekmeyer said. "I think it was like having an island in some type of storm, I'm quite sure of it."

World language teacher authors tale of Spanish romance and war

Suzanne Baum tells family story with historical fiction novella

By CLARE MCROBERTS
Reporter

It was a tale that had captivated Suzanne Baum's family for decades: A couple, unwilling to tolerate life in Spain under the fascist rule of Francisco Franco in 1939, fled on a dangerous journey by foot into France.

Ms. Baum, who teaches Spanish and French at U-High, took a paid study leave during the 2021-22 school year to complete a translingual book of historical fiction, "Married to Spain," which shares the experience of her husband's grandparents during the Spanish Civil War.

"It was family folklore," said Ms. Baum, who began researching and writing portions of her book project over a period of years and finished the self-published work this year after her leave. "I wanted to research the actual history and see if I could find out the truth."

Ms. Baum started teaching at Lab in 1993 but left for several years to teach in Spain, where she had met Óscar Emilio Rebol-

lo Martínez, the man who would become her husband during a college study-abroad program.

Ms. Baum began research for the novel in 2014, studying historical texts on the Spanish Civil War. She initially began this project to share the history with her daughters, and to pass on the story of her husband's grandparents.

She said her students, too, might benefit from the story, which includes English, French and Spanish.

"I hope they learn some history," she said. "And I hope that they have a greater appreciation for Spain, Spanish culture, the suffering that took place."

Food also plays a key role in "Married to Spain." Chapters begin with recipes for Spanish cuisine such as flan, lentils with chorizo, and paella.

But at the heart of the story is Ms. Baum's husband's grandmother — or abuela — Manuela Bermejo Sánchez. As Mrs. Sánchez prepares recipes, she tells the story of her and her husband's long, difficult journey across the snowy Pyrenees Mountains as they fled Spain during the country's Civil War in the late 1930s then being detained in a camp in France but persisting.

During her leave, Ms. Baum revisited the same path Manuela had

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It was family folklore. I wanted to research the actual history and see if I could find out the truth.

Suzanne Baum,
Spanish and French teacher

”

taken decades prior.

"I really retraced the steps," Ms. Baum.

She said her historical research and consultation with experts added credence to the stories she had heard from family members, giving added meaning to the project.

"Chills were sent through my spine," she said.

For the future, Ms. Baum has plans for another literary project: a series that would highlight her experiences in Spain as a young woman and the cultural misunderstandings that she observed.

The title of her current work — "Married to Spain" — was aimed at showcasing Ms. Baum's gratitude for Spanish culture and her connection to the country, she said.

Ms. Baum said, "It shows my love for my husband, my daughters, the whole Spanish family."



Midway photo by Matt Petres

FAMILY FOLKLORE. After taking a paid study leave during the 2021-22 school year, world language teacher Suzanne Baum recently completed and published her translingual historical fiction book, "Married to Spain."

Staged or sincere: How to BeReal

BeReal brings authenticity to social media through randomly timed posts

by **AUDREY MATEI**
Arts Editor

Buzz Buzz. “Time to BeReal.” At a random time each day, this notification lands onto millions of phones across the globe, prompting users to take two simultaneous images within 120 seconds and “be real” in an era of hyper-curated online presences.

BeReal has become the newest social media obsession for many U-High students because of its intimate and authentic nature, but some have concerns over how genuine a social media platform can really be. The app is centered on the idea of being an “anti-social media” social media platform.

The random timing of the daily notification allows users to take a realistic snapshot of their day.

There are no likes on BeReal. Instead, it has the “reaction” feature, which is used to take a tiny circular photo that is displayed next to the original post. In lieu of public follower counts, users must mutually “friend” each other to view posts.

These features lead to an intimate online experience limited to small clusters of users and supposedly removes the pressure present on other online platforms.

Junior Adam Cheema joined the app in January, months before it garnered mainstream attention. He appreciates the app’s unconventional nature.

“My impression was that it’s a

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My impression was that it’s a very fun solution to the social media problem of unreal expectations.
Adam Cheema, junior
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very fun solution to the social media problem of unreal expectations,” Adam said.

Sophomore Millie Norton has been using BeReal for a few months and said she loves how low-stakes posting is.

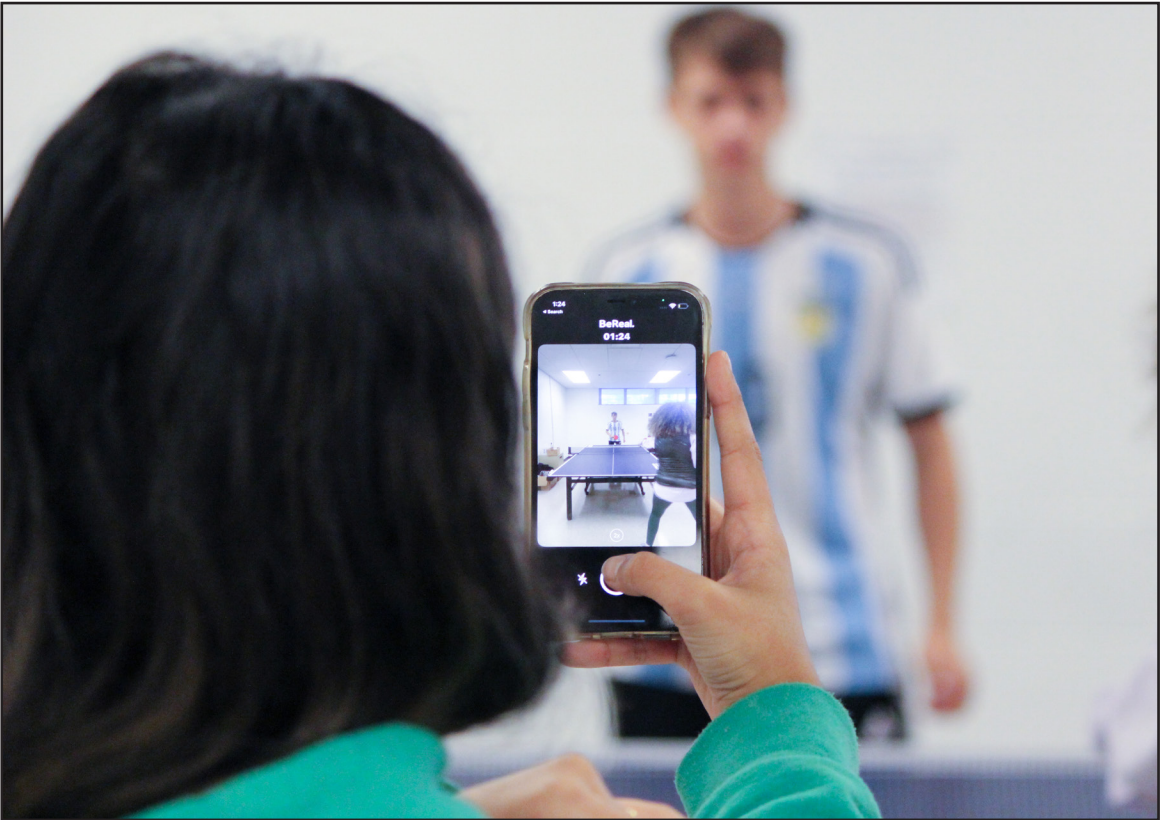
“It’s really personal because you don’t have to have a bunch of people seeing your posts,” she said, “and it’s not so much pressure.”

Although the app allows users to post after the two-minute window and retake photos after the original snapshot, this information is displayed above the post to remain consistent with the philosophy of authenticity.

These features lead some to criticize the app as it still allows users to somewhat curate their online presence.

Adam said that BeReal has become more contradictory to its original message since its growth in popularity.

“I’ve seen the BeReal culture change. When I first had it, I used to post exactly as it came out and



Midway photo by Kaden Moubayed

TIME TO BE REAL. When the notification goes off at a random time each day, many U-High students are quick to capture their BeReal within the two minute window. The random timing of this notification enables users to take a realistic snapshot of thier day.

react to everyone’s post because I only had three friends, but now people say that there are social norms,” he said. “BeReal has presented us as consumers with a problem, and that is too much social media, but here’s the thing: BeReal offers a solution in more social media.”

Senior Lauren Tapper downloaded the app in mid-September, and says that even though the app has flaws, it’s up to the individuals to use the app as intended.

“Because it is an online platform, of course people are going to curate what they’re doing, but it really depends on the user,” she

said. “On Instagram, it’s so much easier to overthink what you’re posting, but if you embrace BeReal, I don’t think it’s hard to use it in the intended way.”

Love it or hate it, BeReal is a platform that offers something new at the buzz of a daily notification.

quick pics:

U-High students capture their daily BeReals both in and out of class. In assemblies or hanging out with friends, these pictures give glimpses into their everyday lives.

— Compiled by Sahana Unni

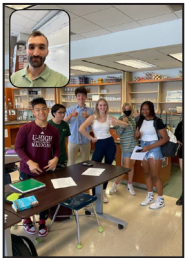
Kaavya Shiram



Where?

Kaavya took her BeReal in the Sherry Lansing Theater, picturing the student cast and the directors of the fall play.

Daisy Coleman



Where?

Daisy took her BeReal in science class. Students pose on one side of the camera, as a teacher holds the phone.

Olin Nafzinger



Where?

Olin took his BeReal in the P.E. classroom. His front camera captures another student as he take his BeReal.

Sara Charles Waterstraat



Where?

Sara Charles took her BeReal in Upper Kovler. She smiles with other U-High fans watching a volleyball game.

TikTok trend inspires book discussion

BookTok provides reading proposals, recommendations

by **MIA LIPSON**
Reporter

On an average school day, after school, sophomore Lisa Tao spends 30 minutes on TikTok, scrolling through countless videos. One video she comes across offers a video that suggests “The Bell Jar,” written in 1963 by Sylvia Plath.

Intrigued by the recommendation, Lisa decides to look more into the book and the author’s background, which the video mentioned.

On her “For You” page, this type of video is not uncommon. In fact, approximately half of the videos’s Lisa watches are from BookTok, a subculture of TikTok dedicated to discussing books.

BookTok — which offers recommendations, reviews and discussions of a broad range of literature — has become widely popular among teens, yet it has amassed mixed reactions among its viewers. While some enjoy BookTok’s recommendations and the space it provides for discourse, others have found its promoted books to lack diverse representation.

“There’re so many different kinds of books there, and it’s just really interesting to see such a wide set of books being shown in teen media,” Lisa said.



Midway photo by Gabriel Issa

BOOK BROWSERS. Senior Asha Patel checks out a book from a display in the Pritzker-Traubert family library. The TikTok subculture, BookTok, has sparked new interest in books among teens and given them a wider variety to choose from.

Sophomore Sinéad Nagubadi has enjoyed numerous book recommendations from the platform. However, she said many of the books she initially saw promoted on BookTok lacked diverse voices.

“TikTok pushes forward a lot of authors who don’t really under-

stand good representation,” she said. “And then the good books with accurate representation are kind of pushed into the shadows.”

Middle school librarians Tad Andracki and Amy Atkinson appreciate the way BookTok has encouraged readers to engage with

books they might have otherwise not seen. They utilized BookTok’s popularity to create a display dedicated to some of the books promoted by TikTok’s algorithm, as well as other related options.

“Students will really latch on to one particular title that they’ve

“
There’re so many different kinds of books there, and it’s just really interesting to see such a wide set of books being shown in teen media.
Lisa Tao, sophomore
”

seen on BookTok that have been amplified by, like, the algorithm,” Mr. Andracki said. “But what our display was able to do was also take those recommendations and say, ‘Here’s something else that you might also be interested in reading that hasn’t been picked up by BookTok.’”

The algorithm is also impacting the publishing industry, as shown by data from the NPD BookScan, which displays the top selling books from each month, many of which are widely popular on BookTok.

NPD Books’ executive director of business development and the primary industry analyst, Kristen McLean, credits BookTok’s growing popularity with the rise in print sales from 2020 to 2021 in the fiction category.

“Overall, reading the book was a really interesting and thought-provoking experience,” Lisa said. “I would definitely look to BookTok again for another recommendation.”

Workload policies need work

Over the past few years, homework has become the subject of increasing scrutiny at U-High, as students and parents in the community have lamented the excessive workload placed on the student body. These calls only increased during the pandemic, when homework was cited as an additional mental health burden for the already put-upon high-schoolers. In response, the administration has taken steps to reduce the homework load over the past few years. New measures including not allowing work to be assigned over breaks, or for assignments to be due two days after breaks, have been introduced to ensure that students get the rest that they need. However, the implementation of these rules has made clear that achieving change through policy will take time.

The administration's ideas are well intentioned and have the potential to make a real positive impact on student workload and mental health, but the existing policies need to be enforced and rationalized before anyone can determine if they're sufficient.

U-High needs to have a well-structured system in place to enforce these homework policies effectively. It doesn't matter how stringent the restrictions are if no one follows them. Currently, there is no formal process for reporting violations of new homework policies. If a teacher breaks the rules, it's the student's responsibility to advocate for themselves and solve the issue by reaching out to their teacher, or directly reporting them to the administration. However, some students won't feel comfortable initiating a conversation with their teacher. Because of the unstructured nature of these interactions teacher's responses are unpredictable, and many students could have a reasonable worry about seeming lazy or disrespectful when bringing up these topics. It's unreasonable to expect stu-



Midway illustration by Dalin Dohrn

dents to enforce official policies of the administration.

The administration has shown that it can make anonymous forms to report microaggressions, implementing a similar process for violations of homework rules would be simple. The crux of the issue is with the administration forcing teachers to change their planned curriculum.

Teachers at Lab have a huge amount of freedom with their classes, with very little direct oversight from the administration. This allows teachers to have incredibly unique and interesting classes, but it also means that unless something has gone very seriously wrong, the administration does not get involved in the running of any specific class. Plainly, the administration doesn't have the oversight necessary to enforce the homework policies they have

laid out, nor should they. While it would be possible for the administration to require the approval of a homework curriculum over the course of the year or semester, this would be difficult and unnecessary.

The most effective and reasonable solution would be to create an anonymous form that students could fill out to report issues to the administration. The administration will then deal with these reports with each teacher. Most teachers don't intentionally assign work that doesn't follow the guidelines laid out by the administration, but like students, they just aren't aware of the policies. Over time teachers should become familiar with the policies and stop making errors.

Another smaller issue is some of the loopholes in the current policies. For example, currently if a department assigns a test two days after a break, under the current rules that would be allowed, even though that would be an equiva-

lent workload to making an assignment due over the break, which isn't allowed. These sort of issues are going to come with the introduction of any policy. The important thing is to recognize and resolve them.

The policies the administration has enacted to deal with student workload and stress could have a genuine positive effect on the mental health of U-High students. However, there needs to be an honest effort to make these policies work in order to determine their merit.

As was said at the start of this article, change will take time, making it hard for high schoolers, who only have four years at U-High, to see that change.

It may take years to determine if the current policies could achieve the goals that we are trying to achieve, but right now, they definitely aren't.

This editorial represents the opinion of the editorial board.

**as the
midway
sees it.**

Later start time displays progress

by **AMON GRAY**
Sports & Leisure Editor

My first days on Lab's historic campus were spent in Elizabeth Roche's Nursery 4 classroom, which was always filled with Crayola markers, wooden blocks, picture books and other tools to prepare young children to learn.

In the 14 years since then, I have seen Lab grow and change — from the new buildings to the renovations to the expansion of enrollment. The most recent of these changes will be a later start to the school day.

In May, Laboratory Schools Director Tori Jueds announced in an email to the community that starting in the 2023-24 school year, middle and high schoolers will begin their school days at 8:30 a.m.

This decision is not only an important one for student's well be-

ing but also an important step in student voice leading to major change.

This implementation of the late start has been in progress since the school's 2019 Strategic Framework was released. One of the framework goals was to elevate student health and wellness.

Along with the later start, this includes health and wellness councils, more discussions around homework and workload, and monitoring the effectiveness of social emotional learning policies.

The school's rhetoric and actions on these issues has signifi-

cantly changed since 2016, when I started middle school. At that time the middle and high schools were beginning to collect data through the health and wellness survey to address problems around workload and stress.

Despite the later start time, the school day at the middle and high schools will end no later than 3:30 p.m. This means some school days will be shortened by about 30 minutes. It will be the role of the scheduling committees to decide the school's priorities in what time should be kept as part of the school day.

Some students and teachers have voiced apprehension about these trade-offs. However, all research done within and outside the school has shown that a later start time will improve the wellbeing of students.



Amon Gray

u-high midway

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mission and editorial policy.

The Midway is an independent newspaper that strives for excellence across all of our platforms. We are a student-run newspaper for the entire University of Chicago Laboratory High School community. We aim to not only represent the multitude of thoughts and experiences at U-High but also inform community members through transparent, timely and complete reporting.

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 developed and managed by students, for students.

In every story we write, the Midway should give a voice to the experiences of people at U-High. We will report on the people, activities and thoughts that make our school unique, striving to include the voices we haven't heard yet.

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**vox
pop.**

When a celebrity/company is revealed to have values or taken action that you consider problematic, how do you let that knowledge affect your consumption of their media, product or service?

Lusia Austen, senior:

"In the case of people like actors, I find I don't care 'cause I don't really like actors as individual people that much anyways, so I really don't have a problem consuming media with them in it. It changes for people who are actually in more of a creative position, like authors, directors, writers, screenwriters, because you can see that their ideas usually are baked more into the actual writing."

Maria Razborova, junior:

"If it goes completely against my morals to a point where it's super problematic and impedes on other people, I'll probably stop listening to that song if that artist gains direct revenue from that product."

Asher Dennis, ninth grader:

"The first thing I would do is stop consuming their media, and I would stop interacting with that, whoever they may be because I don't need to be associated with that."

Aaron Moss, junior:

"I'm more likely to cut off from celebrities than I am for corporations because celebrities are easier to cut off from. A lot of times, corporations are so deeply entrenched in our economy through subsidiaries, and it's basically impossible to really get out of them, but unless it is something I find truly deplorable I am not likely to fully cut."

Isolde Wedemeyer, sophomore:

"I probably would just not follow them anymore or like them anymore because I think that if they have a bad opinion they shouldn't be the face of the internet."

Nyel Khan, sophomore:

"If it's a music artist or something I would still listen to their music. If it's a sports player, maybe I wouldn't like them as a person, but if it's someone who just generally creates media, like if it's a movie actor or musician, I'll still consume their media, like separate the media from the artist themself."

Anokha Nathan, senior:

"If I'm following them on social media I unfollow them and then I just kind of forget about them. It's not really worth my attention or energy."

Auditorium name at odds with values

Donors for Gordon Parks Arts Hall stood for diversity, inclusivity, roots

by **SAHANA UNNI**
Features Editor

In 1940, Gordon Parks moved to the South Side of Chicago, where he dedicated himself to accurately portraying the African American experience through photographs. He was the first Black photographer to earn a Julius Rosenwald fellowship, and he went on to become the first African American to write and direct a major feature film.

When George Lucas and Melloody Hobson donated \$25 million to the construction of Gordon Parks Arts Hall, they made it clear they chose the name because of the values Gordon Parks embodied: Chicago's roots, diversity and the power of art.

"It was important to us that the University of Chicago campus have a building named for an African American, given the diverse community in which it sits, and the outstanding contributions to our society by people of color," Ms. Hobson said in a 2014 article published by UChicago News.

Their experiences and impacts are so vastly different that to connect or compare them in any way is outlandish.

Mr. Parks was born into poverty but spent his time giving much-needed representation to underprivileged communities. Mr. Griffin, on the other hand, spent \$54 million just to defeat Gov. J.B. Pritzker's graduated income tax proposal, which could have greatly benefited low-income families, rather than shelter the richest in society.

As a Black man in the early 1900s, Mr. Parks faced and overcame vast struggles Mr. Griffin will never begin to understand. Celebrating Mr.



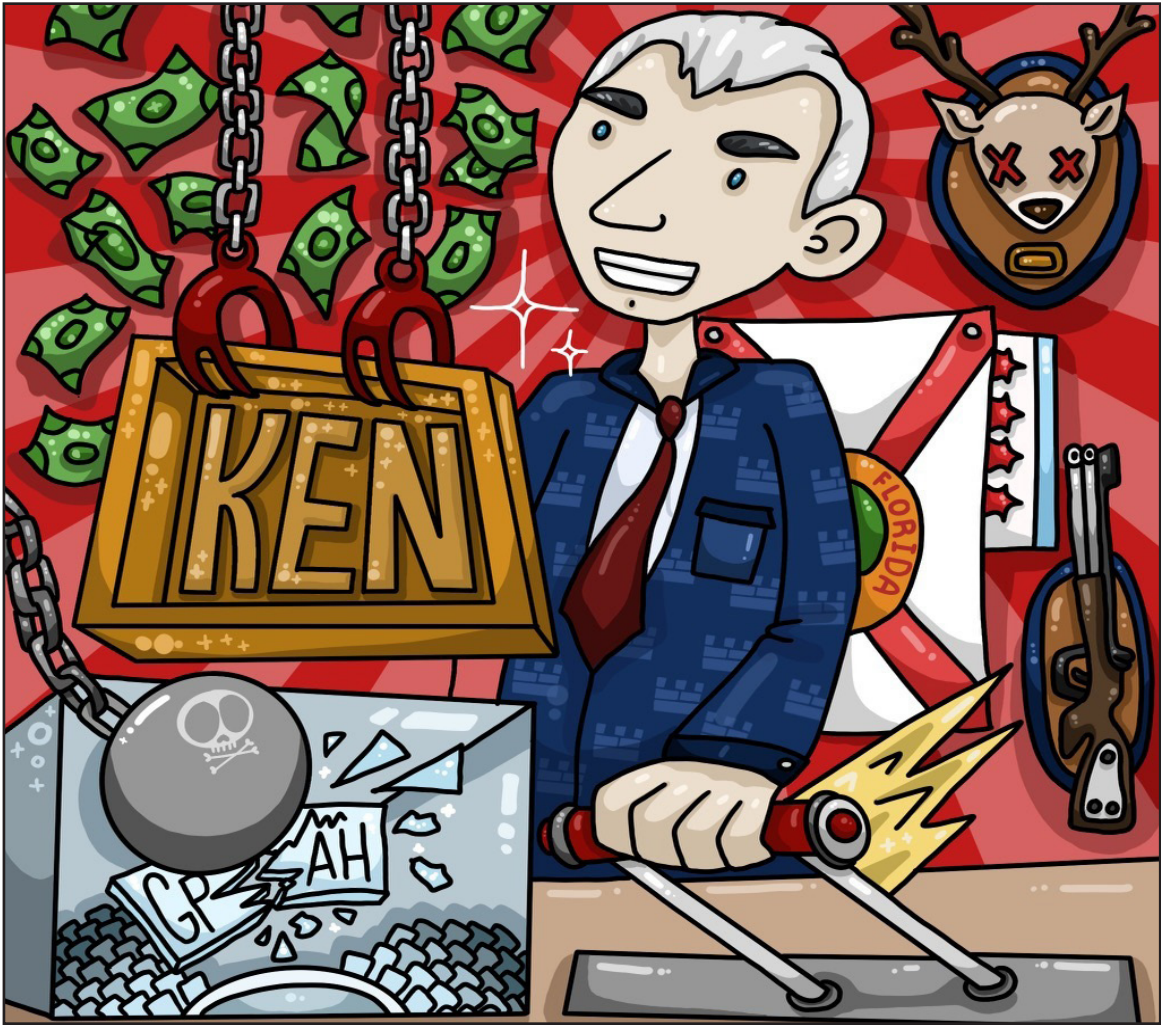
Sahana Unni

Parks is honoring the accomplishments he obtained despite American society being rigged against him.

While Mr. Griffin put in significant effort to achieve his power and influence, his contributions to Chicago took far less sacrifice, as he has an estimated net worth of \$31 billion.

This is not to say Mr. Griffin hasn't helped to improve the city. He donated to a lot of valuable charities, including \$5 million to Project H.O.O.D., \$4.3 million to the Chicago Public Education Fund and \$20 million to the Field Museum in the last few months alone.

However, his donations to those attempting to undo the very missions of these organizations



Midway illustration by Dalin Dohrn

Recently, the assembly hall in Gordon Parks Arts Hall has been named the Griffin Auditorium after Citadel CEO Ken Griffin donated a total of \$130 million to different organizations around Chicago, including \$30 million to the University of Chicago, prior to his move to Miami.

While Mr. Griffin has undoubtedly contributed significantly to the city of Chicago, naming a part of Gordon Parks Arts Hall after him feels insensitive. Mr. Parks represents important principles, including socio-economic and racial diversity, that Mr. Griffin simply does not.

should not be overlooked.

Many of Mr. Griffin's abundant donations seem to contradict his own values. While Project H.O.O.D. brings people together to combat violence and hopelessness, Mr. Griffin was also as of June the top donor to Florida Gov. Ron DeSantis, who preaches division and hatred.

It was only days ago that Mr. DeSantis shipped Venezuelan mi-

grants from Texas to Martha's Vineyard under false pretenses to make an inhumane political statement.

Lab's Mission Statement emphasizes kindness and diversity, and it cannot be confidently said that Mr. Griffin consistently exhibits those values.

Donating to beneficial charities does not cancel out the tens of millions he poured into the politi-

Students: Saying the R-word hurts others

by **CLARE O'CONNOR**
Editor-in-chief

The first time I was called the R-word was in second or third grade.

At the time, I only had a vague understanding of what the word meant. I was struggling with several undiagnosed learning disabilities, and every day a few other kids and I were pulled out of class to work on "special reading lessons." A girl told me that my "special class" made me an R-word. I denied it. I told her that I was "normal" and "smart," adjectives that, at the time, I felt disproved her statement. Less than a year later, I was diagnosed with dyslexia, the first of many diagnoses for both physical and learning disabilities.

Now, as a senior, the R-word still follows me, cutting through the ambient chatter of a passing period. It really hurts.

The R-word has long been used as a playground insult, used to mock someone by insinuating they are disabled. Inherent in this usage is the belief that being disabled is something shameful and worthy of ridicule.

The word itself comes from the Latin root meaning to hinder or to slow, and has been used in the English language since the 15th century. In 1961, the American Psychiatric Association adopted the word as a scientific term for people with intellectual disabilities, and as time progressed, the R-word became a blanket term for people with any mental or physical disabilities. In



Clare O'Connor

2010, "Rosa's Law" was signed by President Barack Obama, replacing in federal laws and regulations any legal usage of the R-word with "intellectual disability."

I doubt many U-High students use the R-word for the purpose of demeaning people with disabilities. If I pulled aside a student who I heard using the R-word in the halls and asked what the word meant, they would likely tell me that it just means "stupid" or "crazy."

But, if I pressed them and asked where their definition comes from, I believe they would know the answer.

Most students aren't ignorant of the discourse surrounding the R-word, and they know some people say the word hurts. Some students choose to use it anyway.

Still, I don't blame my peers who use the R-word.

“
Now, as a senior, the R-word still follows me, cutting through the ambient chatter of a passing period. It really hurts
Clare O'Connor, editor-in-chief
”

to feel isolated at U-High, trying to keep up with a rigorous system that wasn't built for our brains or bodies.

Even if you don't use the R-word to attack people with disabilities, I promise you, other people have. Is a synonym really worth reminding us of the moments we've heard it used in anger, or of the knowledge that some people will always see our differences as inherently negative?

If you've never questioned your own usage of the R-word, start reflecting. If you've only ever responded to hearing the R-word with a frown, start saying something.

If you're a parent, sending your kid to a school full of other people with different lived experiences, start a conversation.

Please, from a teenager with disabilities, stop saying the R-word.

Student loan relief plan provides no solution

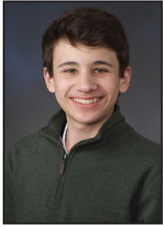
by **ETHAN SWINGER**
Assistant Editor

The Biden administration announced a student loan relief plan on Aug. 24, which would significantly reduce debts for tens of millions of Americans. The Department of Education will cancel up to \$10,000 in debt and another \$10,000 for students who received a Pell Grant, a federal financial aid payment to students from low-income families. Students with an individual income greater than \$125,000, and \$250,000 for married couples, are not eligible to receive aid.

The Department of Education estimates that 44% of eligible bor-

rowers are between 26 and 39, while more than a third are older than 40. The targeted demographic given loan relief are middle-class Americans making between \$51,000 and \$82,000 a year.

While the Biden administration's student loan debt relief plan is a positive step in easing the financial burden of those who need it, it fails to address the root causes of this debt — the rising expense of



Ethan Swinger

college education — and also minimizes aid to students currently in college or those about to apply, allowing this issue to perpetuate.

Loan relief actions are a necessity as the amount of total federal student loan debt of \$1.6 trillion continues to spiral. The average undergraduate student graduates nearly \$25,000 in debt. The current pandemic pause on federal student loan repayment has been extended several times and is set to expire Dec. 31.

Given the monumental amount of student debt, Biden's loan relief plan, while certainly helpful in alleviating financial burden, is in no way a solution. The plan is a one-

time executive order.

The rising cost of colleges nationwide remains the root cause of student debt and finding ways to lower its cost is what will help the student debt issue for all borrowers.

Adjusting for inflation, the average cost of a four-year university has roughly tripled since 1980. Federal aid has not kept up with rising costs. Students from working families who qualify for financial aid only have a fraction of their degree paid due to rising costs. In the past, almost 80% of a four-year public college degree was covered under a Pell Grant, but only a third, up to \$6,895, is

‘RRR’ presents maximalism at its best

Despite its bloated length, Tollywood film entertains

by **KAJUS NAKAS**
Reporter

Two men spontaneously unite to rescue a boy stuck under a bridge in the midst of a trainwreck by tying a rope to each other and jumping off of the bridge, each on a separate side so that the rope prevents them from falling. They then pick the boy up in mid-air and throw him out of the area where the train is falling before grabbing each other and exclaiming their names. This is the scene in “RRR” where the two protagonists meet.

The film’s combination of intensity and absurdity create a wildly entertaining viewing experience, even if the unnecessarily long runtime prevents it from being a fully enjoyable film.

“RRR” is part of a segment of Indian film known as Tollywood, which, in contrast to Bollywood, is in the Telugu language, while Bollywood films are in Hindi. Tollywood is rapidly gaining popularity worldwide due to its emphasis on extreme stunts and large-scale musical numbers.

“RRR” tells the story of two Indian revolutionaries, Komaram Bheem and Alluri Sitarama Raju, fighting against a villainous British administrator in Delhi. While the story is fictitious, the two main



Netflix

ABSURD ACTION. “RRR” uses absurdity and over-the-top sequences to create an immersive cinema experience. The film shines in its cinematography and performances, but the extended runtime of the film weakens it as a whole.

characters were real revolutionary leaders in India. The film has the highest budget of any Indian film to date, and it has become a sensation in India due to the casting of Tollywood superstars N.T. Rama Rao Jr. and Ram Charan, who play Mr. Bheem and Mr. Raju. Ad-

ditionally, “RRR” has captured the attention of an international audience after being added to Netflix.

“RRR” is at its best when it’s hyperreal. In one scene, Mr. Raju, undercover as an Indian Imperial Police officer, leaps 20 feet in the air, over a barbed wire fence, to

engage in combat with a massive crowd of anti-imperial protesters. In another scene, Mr. Raju and Mr. Bheem take part in a dance battle with a British man who has insulted the dance capabilities of all Indians at an imperial party. The stunning performances from the

film’s cast combined with the surreal nature of these scenes makes them delightful, and while they’re not frequent, they leave the viewers enthralled.

Another highlight is the cinematography, which perfectly conveys the film’s grandiose nature. In the scene in which the imperial governor’s palace is introduced, several aerial shots are used to intensify the ominous atmosphere of the palace. Another scene, featuring a large crowd rioting in front of a prison, makes viewers aware of the sheer scale of the rioters through the use of wide overhead shots. The way in which “RRR” uses cinematography to reinforce its narrative is one of its most impressive feats, and it ensures that viewers will have their eyes glued to the screen.

While the film’s scale is usually an asset, one aspect of “RRR” that is too massive is its runtime. At 3 hours and 7 minutes, “RRR” is never boring, but the plot meanders frequently. These detours are, at times, astonishing. However, they’re usually mundane, featuring just enough interesting dialogue to prevent the film from dragging.

“RRR” suffers from a bloated runtime, and parts of the film definitely feel unnecessary. However, the majority of the movie is highly entertaining, featuring dazzling cinematography, immersive performances and some of the most fun scenes in modern cinema.

Visuals stun, yet ‘Rings of Power’ underwhelms

by **AUDREY MATEI**
Arts Editor

The past decade has brought a fantasy-television renaissance with the smashing success of “Game of Thrones” and its successors. Sprawling worlds of dragons, magic and kings have enthralled audiences for the first time in unimaginable ways.

However, Amazon Prime Video’s “Lord of the Rings: The Rings of Power,” an extension of J.R.R. Tolkien’s Middle-earth, comes off as lackluster in its substance.

The first four episodes deliver on the show’s promise of a true Tolkienian world of the highest-degree fantasy, but it falls short in creating captivating characters and plots.

Set in the age before the events of “The Hobbit” and “The Lord of the Rings,” the series expands upon the history of Middle-earth with the millennium-old elf, Galadriel, as the protagonist.

The production made headlines for being the most expensive TV show ever produced, coming in at

a total of over \$700 million for the first season. The budget is clear in the visuals. The otherworldly landscapes of Middle-earth are truly breathtaking and feel “lived-in.” It would be wrong to refer to the visuals of “Rings of Power” as anything other than cinematic art in its truest form.

However, with a world as big as Tolkien’s and a large cast of characters, without proper attention, the plot quickly becomes convoluted. The writing doesn’t feel fully fleshed-out, leaving viewers desiring more from the characters from the get-go.

So far, Galedrial comes across as one-dimensional and unlikeable, and I struggle to identify the other main characters due to their lack of character development. Scenes jump across Middle-earth to completely new places multiple times per episode, creating a confusing web of plots and characters that clutter the central plotline.

Admittedly, this form of rapid-fire storytelling would be acceptable for most high-concept

television series, but the plot becomes unnecessarily messy due to the unmemorable introduction of the characters.

However, the concept of the show exhibits promise to a compelling story thematically. If done correctly, in true Tolkienian fashion, the series can tell a satisfactory story about “good vs. evil” in new, creative ways.

If these vibrant stories of elves, humans and hobbits can come together cohesively, a fuller and more nuanced image of everything that original “The Lord of the Rings” saga stood for is possible.

Despite its flaws, “The Rings of Power” shows room for development and overcoming the challenges established in the first few episodes.

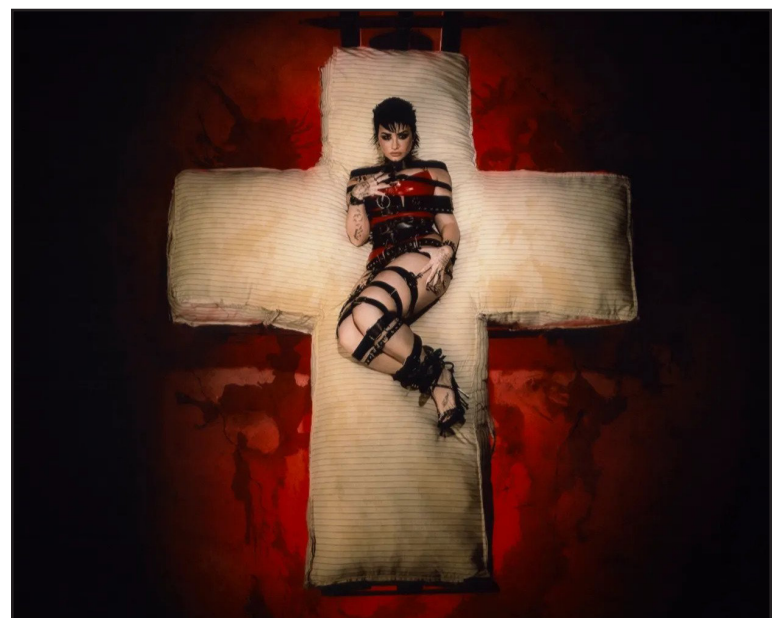
I can only hope that with the continuation of the season, the plots and characters of the show define themselves further and fulfill the high standards set by the stunning visuals of the production.



Prime Video

EASY ON THE EYES. While “The Rings of Power” has impressive visual design, the writing of the characters and plotlines are underdeveloped.

On new release, Demi Lovato powerfully reinvents herself



Universal Music

ANGSTY ALBUM. “Holy Fvck” strays from the aesthetic of Demi Lovato’s previous albums, showing a newer and more pop-punk side of the artist.

A genre-shift allows Demi to fulfill her potential vocally and aesthetically

by **AINSLEY WILLIAMS**
Reporter

“I know the s--- that I’ve ignored, I know the girl that you adored, she’s dead, it’s time to f--- mourn.”

These lyrics characterize Demi Lovato as she says goodbye to her previous eras (the singer has acknowledged that she uses both she and they pronouns) of pop ballads and R&B anthems.

Demi’s eighth album, “Holy Fvck,” heavily contrasts the feel-good, Disney Channel pop-star persona that she embodied early in her career, establishing a new angle of her musical ability and vocal prowess, and embracing angsty, head-banging, pop-punk songs.

Every track on the album uses traditional pop-punk elements of early 2000s emo beats, like sharp drums heavy with cymbals and vicious electric guitar that screech through the songs, triumphantly defining the album’s vibe of messiness and rebellion.

In the opening song, “Freak,” Demi continuously belts, “Came from the trauma, stayed for the drama,” addressing critics and her rocky start in the music industry. This track also features fellow Disney Channel alum and alternative punk artist YUNGBLUD, who’s rasping voice perfectly complements the “screw it” vibe of the song.

The following song, “Skin of My Teeth,” opens with catchy drums

and the drone of an electric guitar, and the song is a direct nod to the singer’s past struggles with rehab and drug addiction.

Demi proceeds to snatch the words out of the mouths of critics with the first lines being, “Demi leaves rehab again, when is this s--- gonna end?” She references her near-fatal 2018 overdose by repeating “I’m alive by the skin of my teeth” throughout the chorus of the song.

It is genuinely electrifying to listen to the incredibly fun pandemonium that is “Holy Fvck.”

From chastising a far older boyfriend that she was in a relationship with at just 17 years old in the song “29,” to screaming her heart out alongside electro-pop artist Royal & the Serpent, the album is filled with playful angst and a powerful goodbye to the old Demi Lovato.

Lab teacher honors father with exhibit

by KRISHITA DUTTA
Opinion Editor

At one point in the cardboard boxes shuffled from home to home were medals, high school yearbooks, collections of paintings and print-outs of research papers: souvenirs from a successful art historian's life. Now, his belongings are beautifully displayed behind glass boxes at the University of Chicago.

The art historian Paul B. Moses lived an extraordinary life, from overcoming barriers as the first African American student to attend Haverford College to eventually becoming a successful art historian at the University of Chicago, with countless milestones hit throughout the journey. He was fatally shot on March 24, 1966, at age 36.

His son, Michael Moses, is a U-High alumnus and a longtime P.E. teacher at U-High who lost his father at age 3. On a mission of getting to know his father, Mr. Moses began opening up the boxes laying around with his father's belongings.

Now, Mr. Moses, along with Stephanie Strother, a Ph.D. student in art history at the University of Chicago, has compiled his father's belongings into an exhibition at UChicago's Joseph Regenstein Library through Dec. 16.

The exhibition, "Paul B. Moses: Trailblazing Art Historian," holds two stories: one of how Paul B. Moses' life and career came together, and one of the journey behind putting together the gallery. The creation of the exhibition served as a path for Lab's own Mr. Moses to learn who his late father was, from his childhood to his work.

The gallery is arranged in chronological order of Paul B. Moses' life with displays showing his early life through school yearbooks, his time in the army as a soldier through images, and his life at the University of Chicago through his research papers. It goes on to show his passion for art through copies of his art criticisms and his own artwork, his success in his later career through displays of his awards, and lastly, a display of newspapers from the day his death was announced accompanied by condolence letters from



Collection of Michael A. Moses

TOUCHING TRIBUTE. In this photograph from 1964, Paul B. Moses laughs with his son, Michael Moses, who is now a Laboratory Schools P.E. teacher. Mr. Moses co-curated an exhibit with Stephanie Strother in honor of his late father, who was a trailblazing art historian at the University of Chicago.

both friends and strangers.

The idea for the exhibition was rooted in Mr. Moses' goal to learn more about his father.

"I think the hurt and the grief was too much for [my family], so they never really talked to me about him, and I didn't have the courage to ask my mom because I was afraid it would open up old wounds, so pretty much all my life I never knew who he was," Mr. Moses said.

In the process of moving multiple times, he shuffled around through boxes that had his father's name on them.

"As time went on, I'm in the process of thinking that I've got all these paintings, I've got a story, so I need to see what's in these boxes," he said.

He then met Ms. Strother in 2019, who introduced herself as an art history student, and decided there was no better time to open

up the boxes and begin the project with her.

Their proposal to the Regenstein Library was approved in April 2020.

According to Mr. Moses, he achieved his mission.

"Through all of this, I've been able to get to know my father, through all the research and what's in those boxes," he said. "At this point, I truly feel like I know who he was, who he is, and more

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Through all of this, I've been able to get to know my father, through all the research and what's in those boxes.

Michael Moses, P.E. teacher and son of Paul B. Moses

”

of what he would've been in the future.”

Mr. Moses said there was an unexpected emotional aspect of putting the exhibition together.

"The condolence letters were hard. The personal letters, I read every one of those, six of those being in the exhibit," he said. "Through the process, there were some emotional and touching things that jumped out at me here and there, and I really didn't think I would get emotional in the process of going through the items."

Mr. Moses wants people who visit the exhibition to learn about an incredible leader and to understand Paul Moses' life, and the significance it held.

"We hear about many great African American pioneers throughout the ages, and I think he's worthy to be in that group of great pioneers," Mr. Moses said. "That's where the 'trailblazing' in the exhibition title comes from."

To Mr. Moses, separating himself from the exhibition is important, since he believes the exhibition is shaped by his father. "Overall, I want people to think of a person who is brought back to life who knew his profession, was an excellent professor, was a short-lived excellent father, amazing person, and learn what he was like as a whole," Mr. Moses said. "This is not about me for other people, it's about him."

Mr. Moses believes that through this experience, he's gone from a novice in exhibition-making to understanding the process. Even though he didn't get it right away, patience always pays off -and with that mindset, he's embarked on a wonderful journey of finally getting to know who his father was.

He said, "If somebody today were to ask me, 'tell me about your father,' now, I can do that."

Fall show 'The Firebugs' begins production

by TÉA TAMBURIO
Editor-in-Chief

In a town routinely attacked by arsonists in disguise, a house's destruction is plotted. Featuring a chorus of firefighters and a set of oil drums, "The Firebugs," originally adapted from a radio play by playwright Max Frisch, will be performed in the Sherry Lansing Theater on Oct. 27-29.

Disguised as door-to-door salesmen, the arsonists talk their way into people's homes, settle into the attics and plot the destruction of a house. Biedermann, the central character, persuades the arsonists to let him spend the night in the attic. After numerous events, Biedermann becomes an accomplice in his own downfall and stands before the gates of hell.

According to Liucija Ambrosini, director, the play is in an absurd style, and she chose it to build community morale among its cast and crew. Mrs. Ambrosini said last year's productions united a supportive and hardworking community, something she wants "The

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It's an intelligent, deep play with both serious and comic overtones.

Liucija Ambrosini, director

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Midway photo by Matt Petres

BREAK A LEG. Juniors Aaron Moss and Lena Valenti audition for "The Firebugs" in Sherry Lansing Theater on Sept. 16. Lena said "I'm very excited because there's so many opportunities for those who started theater in COVID-times to really use everything we learned from the graduated seniors to make this a show of our own."

Firebugs" production to continue.

"It's an intelligent, deep play with both serious and comic overtones," Mrs. Ambrosini said. "I felt that everybody could be really involved in it. There are technical and acting

elements that would make everybody feel like they were working toward an excellent product."

Theater manager Anna Bohlen, a senior, is looking forward to the show's props, saying a major com-

ponent of the show will be its props.

"I'm pretty sure there's actually going to be a wall that the prop master's gonna have to build," she said, "and so I'm really excited to

cast list.

"The Firebugs" will be performed in the Sherry Lansing Theater on Oct. 27-29.

Gottlieb Biedermann .. Aaron Moss
Babette Emma Ciesla
Anna Anna Bohlen
Sepp Schmitz Martin Oliver
Willi Eisenrinh .. Graeme MacKay-White
A Policeman Alex Fogel
A Ph.D. Edden Bartom
Mrs. Knechtlinh Eliza Dearing
Leader Lena Valenti
Chorus of firemen Bayaan El-Bawab, Alex Fogel, Evelyn Halbach, Paxton Hundley, Addy Johnson, Taylor Landry, Haley Maharry, Kian Quinn-Calabrese, Marina Richard, Varun Shriram, Sienna Yamini

be on that kind of stage, because I've never been on a stage with like an actual wall on it before."

Anna has acted in the fall play since she was a ninth grader and said she is eager for the production.

"I'm just really excited for my last fall play at Lab," she said, "and I want to make it the best it possibly can be."

Store reopens in heart of Hyde Park

Kilwins renovates following shooting in November 2021

by LOUIS AUXENFANS
News Editor

Light aromas of warm chocolate and roasted nuts fill the air, beckoning customers to buy a pecan snapper or caramel krispy treat. Bags of taffy, caramels and chocolates line the wooden shelves, dozens of ice cream flavors fill the dipping cases, and freshly dipped caramel apples cool by the window sill. The new wooden floors, touches of copper kitchenware and relaxing R&B music make the store a comforting place to buy and eat sweets.

It's a sharp change from the scene almost a year ago when bullets shattered windows and left dozens of glass shards on the floor. When lunch-time gunfire in Harper Square last November damaged the Kilwins at 5626 S. Harper Ave., the future of the 15-year-old store was left in doubt, but the personal connection between the store and its loyal community of Hyde Park customers meant the store would always stay.

While the violent incident damaged Kilwins, which fortunately happened during closed hours and left no one injured, owner Jackie Jackson was still shaken up by the event. She closed the store for several months.

"At first, I was a little afraid and very apprehensive, so when I took some time out and closed the store, I got some therapy," Ms. Jackson said. "And part of the therapy session really helped me cope with not living in fear. And this incident is not just something isolated in Hyde Park — it's happening all over the world, not just in Chicago, but everywhere."

While the store was closed after the November shooting, Ms. Jackson, owner of other Kilwins stores in the Loop and Navy Pier, never thought of her Kilwins franchise leaving Hyde Park.

"We've been at that location for 10 years, so we've seen little babies grow up, we've seen people



Midway photo by Henry Benton

SERVING SCOOPS. Kilwins employee Jaylen prepares a scoop of ice cream. The stores' staff was entirely replaced before the reopening. After the shooting last fall Jackie Jackson, the store owner, took time off before starting work on renovating the storefront.

"We've been at that location for 10 years, so we've seen little babies grow up, we've seen people get married, we know our customers by name. When they come in, we pretty much know what they've got ordered or what their needs are, so it's more like a family."

Jackie Jackson, Kilwins owner

get married, we know our customers by name," Ms. Jackson said. "When they come in, we pretty much know what they've got ordered or what their needs are, so it's more like a family. The customers are not transactional customers. These customers are relational."

Shawnte Clark, newly hired manager of the Hyde Park store,

can attest to Kilwins' personal community connection after coming to the store since "day one."

"I've been in the neighborhood for 17 years now, and so I love this store, I love the product," Ms. Clark said. "I grew up on their premium chocolate and ice cream, and so when I came here I was so impressed with it — it's the best I've ever had."

Customer Velma Brown echoed that statement.

"They have the best of everything. They have the best ice cream, the best candy," Ms. Brown said. "It's a huge shop and it's just different."

An outpouring of letters, calls and emails Ms. Jackson received from the community encouraged her to reopen her Hyde Park store, and since the store had been at the same location for 10 years and was getting dated, Ms. Jackson wanted to reopen with a clean slate.

"We decided to totally renovate the store to make it a beautiful environment, so that when customers come in, we can serve them enjoyment and just forget about what happened," Ms. Jackson said.

Supply chain issues meant the store could not reopen by its origi-

nal April 1 deadline, but in late July, Kilwins reopened with new floors, lighting, wallpaper, cabinetry and an enlarged kitchen to welcome guests."

Looking forward, Ms. Jackson is encouraging Hyde Parkers to come to its grand store reopening on Sunday, Oct. 30 from 3-6 p.m. and redesigning its outdoor space into an outdoor event patio to accommodate up to 200 people for family reunions and ice cream socials.

The Hyde Park store holds a special place in Ms. Jackson's heart.

"Part of Hyde Park is part of my soul," she said. "Though we have other locations, Hyde Park is more of a community store, and the customers have been very loyal, and so that's pretty much where our hearts are at."

Finding fandom: C2E2 gives space for hobbies

Convention offers, celebrities, comics and communities

by AMON GRAY
Sports and Leisure Editor

When I stepped into the lobby of McCormick Place Aug. 6, I immediately saw a hastily put together Captain America, a meticulously crafted Master Chief, and a man wearing a T-shirt of an anime character I didn't recognize. The enormous sign hanging over all of them read "Chicago Comic and Entertainment Expo C2E2."

Due to the coronavirus pandemic, the 2021 C2E2 event was moved to March 2022 with the 2022 event held in August.

As I rode the escalator up to the convention floor I saw more and more recognizable characters. The line buzzed with excitement. Everyone was speaking with the speed and determination of someone explaining every scrap of information they knew about their favorite franchise.

I passed under the archway onto the main floor. It was a lively crowd, but there was also room to walk around.

The stands for Marvel and DC Comics were replaced by an enormous display from the anime se-



Midway photo by Amon Gray

CONVENTION CONGREGATION. C2E2 attendees mill around the McCormick Place lobby, where the event took place from Aug. 5-7. The main event space was the artist alley. There were also additional rooms for panels.

ries "One Piece," featuring an inflatable replica of the pirate ship from the show.

After a quick look, I began my

journey through the shelves and shelves of merchandise, compulsively buying comics, replicas, posters and anything else that

caught my interest. By the time I approached the back of the convention floor, I struggled to carry a lightsaber replica, several signed

prints from artists and a hand-knit Baby Yoda Christmas ornament.

About a third of the people were cosplaying, with costumed characters about evenly divided among movies, comics and anime. Even the lower-effort costumes had an authenticity and passion behind them. Seemingly everywhere I looked someone was shaking hands with someone else dressed as the same character.

I climbed the stairs to a raised cafe above the crowds. From there, I ate a hot pretzel and watched the lines for autographs with the celebrity guests slowly snake below me. Many were eagerly waiting to meet members of the Star Wars cast, anime voice actors and WWE wrestlers.

After walking down the stairs I entered the Artist Alley featuring isles and rows of hundreds of artists selling commissions, prints and original art. Many of their works featured favorite characters in every imaginable artistic style.

I learned about a concept artist's experiences working on one of the Star Wars movies and bought a signed print of his work.

Overall, C2E2 in August 2022 was an incredible Where's Waldo of nerd franchises brought to life by passionate fans and creators. The next C2E2 will be March 31 to April 2, 2023, and tickets are on sale now.

Tabletop game boosts community

Students connect through stories and worldbuilding

by AMY REN
Assistant Editor

A die clatters on a tabletop. Players hold their breath as numbers flicker across it, cheering when it stills: the wizard's player rolled a high enough score to beat a hag! Someone clears their throat and begins to describe the mysterious opening that the hag guarded. Spread over multiple game sessions, a full Dungeons & Dragons campaign can take years.

Although the fantasy role-playing game Dungeons & Dragons was first released in 1974, U-High students continue to bond through it decades later.

Senior Joe Bremer began playing when his older brother, then in high school, started a campaign with him.

Joe doesn't remember if they started while he was in middle school or lower school, but he recalls wanting to play with his brother.

"I wanted to be a part of it, because I saw him doing it, having fun with it," Joe said, "but at that point, I was playing as a player."

Today, Joe is the dungeon master (DM) for his seven-person campaign of U-High Students and builds the world in which six others will explore through his storytelling, their characters and dice rolls. He enjoys how the game brings people together.

"The way I talk about D&D is it's a rule book full of excuses for a bunch of grown people to play pretend," he said. "And that's my favorite part about it — it's making a world, it's inhabiting characters, making a story and basically working on having a collaborative storytelling experience with a couple of your friends."

For worldbuilding, Joe has many options.

"Anything from writing specific speeches for specific characters, making new characters, figur-



Midway photo by Matt Petres

ON A ROLL. Dungeon master Joe Bremer rolls the dice he uses to run his seven-person Dungeons and Dragons campaign. As dungeon master he creates characters and designs dungeons, monsters and challenges for the game.

ing out the world, maybe designing a dungeon, like challenges, monsters, whatever that the players will run into," Joe said. "Usually, I try not to plan the actual beat-to-beat events of the session because you want players to have some agency. I plan out what they could run into, what I sort of want to happen, and like, basically trying to make cool moments that they can run into."

After discussing the role with his friends, Joe has been the "forever DM" for his current campaign, which started three years ago, although players can choose to switch off the role of DM with-in campaigns.

Since the start of high school, Joe has met with his friends for their campaign about once a week during the school year, for two to eight hours each time. As dungeon

master, though, he also prepares game pieces between sessions.

"I use miniatures in my games, so that also involves painting all of those and doing a little bit of foam sculpting," Joe said. "And then I usually have set dressing for when I'm running a campaign, so I'll have in front of the DM screen a bunch of little books and lights and stuff like that."

Jay Molony, a senior, plays the

role of a cleric in Joe's campaign. His downtime between playing sessions is different from Joe's.

"Usually I don't have to plan stuff. What we will do, sometimes, outside of sessions is if we level up, I'll do that outside," he said, "just like making sure I've updated all the stats and gotten new spells and stuff."

His role as a cleric is to heal the other players, which he says affects his play style.

"I stay back; I'm just less aggressive," Jay said. "I also sit there and make fun of people outside of combat, and just every time I disagree, bring up funny moments."

Aaron Moss, a junior and dungeon master, has started preparing for their own campaign as well. Though they've had a specific world in mind for years, this is the first full campaign Aaron has tried to do in it, which they started preparing for with four others a week before school started.

Although Aaron still loves worldbuilding, their favorite part about the role-playing game is how much agency players have.

"There's something just so different and organic of playing D&D in a world because it's all, technically speaking, improvised, right?" Aaron said. "The things that happened in that world aren't things I think, 'Oh, that'd be interesting,' [and] I write down; it's the players making a choice."

Although the players choose their own paths, the stage is set by the dungeon master, who can steer the story to be as lighthearted or dark as they see fit.

"I'm also excited to just destroy my characters and my players emotionally," Aaron said, joking about the fantasy. "They've already made some backstories that are rife with places for me to just kill them so much."

“The way I talk about D&D is it's a rule book full of excuses for a bunch of grown people to play pretend.”
Joe Bremer

Golfer among top in state, but he's not allowed on team

by MIA LIPSON
Reporter

Since he was 6 years old, walking around the golf course with his dad, Daniel Chang has developed an interest in golf. Today, having become one of Illinois' best high school players, he cannot compete.

This year, due to his temporary enrollment at another high school and participation on their golf team, ninth grader Daniel Chang cannot play for U-High's golf team this year or participate at all in the competition season.

In early August, when the high school golf season began, Daniel was enrolled at Naperville North High School and played for NNHS's golf team for approximately two weeks.

Then he transferred to U-High. A bylaw from the Illinois High School Association states that if a student begins at one school and transfers to another, they are ineligible to compete in that term.

Athletics Director David Ribbens filed an appeal to the ISHA, requesting leniency so Daniel would be allowed to compete for U-High, but his request was denied.

Recently, Daneil was ranked third in state for members of the Illinois Class of 2026, based on an average of his recent tournament performances. Since the appeal

was rejected, he is prohibited from competing in his first high school season.

"I think it's definitely disappointing that I can't participate this year. I understand why I can't play and I think it's fair, but it's kind of frustrating at the same time," Daniel said. "I really liked how the team was kind of together, like it was like a family atmosphere, and it was something that I wanted to join."

Instead of playing for a team, Daniel will continue to practice, but not compete, for the rest of the season.

In the meantime, Mr. Ribbens has welcomed Daniel to practice with U-High's team, an experience which Daniel has greatly appreciated.

Mr. Ribbens is optimistic for when Daniel will be able to play for the team.

"I think he will make the team better, and he gives others around him confidence," Mr. Ribbens said. "I think he's the kind of person that will be a good leader for the team in the future."

Daniel echoed Mr. Ribbens' sentiments, hopeful for his remaining three years at U-High.

"I'm just preparing myself for next year to compete," Daniel said. "We've got a lot of depth in our team, so I'm just excited for when that time comes."



Midway photo by Patrice Graham

POSTPONED PLAYER. Ninth grader Daniel Chang poses with his driver. He cannot compete on the team in his first year at U-High due to temporarily enrolling at Naperville North High School and their golf team after the school year started. Daniel was recently ranked third in Illinois for the Class of 2026 following recent tournaments.

Head in the game

Captain Charlie Young finds his place as a leader through personal growth and compassion for teammates.

by **KATIE SASAMOTO-KURISU**
Reporter

Sprinting down the middle of the field watching a teammate, feet racing and arms pumping, Charlie Young tears toward the opposite goal.

His coaches watch in satisfaction, and teammates cheer with excitement as he receives the pass, winds back, shoots and scores.

Scoring is familiar to Charlie. As a striker on the boys soccer team and the lead scorer this season, he has become an essential player on the team and found success as a leader.

He has always enjoyed soccer, but in high school has understood that hard work and dedication is what produces results. He started soccer at age 5 or 6, where he would play with friends in his free time. It would be much later before he would realize his love for the sport.

“I just felt a little lost to be honest,” he said. “Soccer really never felt that special to me until middle school and later.”

Through more continuous play and experience in the sport, Charlie has found sanctuary in playing with peers and teammates in a space that provides an outlet away from the stress of school.

“You just go play soccer and you forget about it,” he said. “Even if you’re losing games, you’re still friends and you go to school together. That’s really the best part about it.”

His teammates also can see his love for the sport and what he adds to the team.

“He is always there for you and

always ready to lift you up,” fellow soccer captain Milo Jarard said. “He’s pretty dedicated to the sport. He trains a lot. He pushes himself to be the best person he can be on and off the field.”

This dedication did not come easy. It took some time for Charlie to warm up to being a performing player and understand his role for the greater team.

“He’s a player that [Coach Josh Potter] and I as coaches throughout four years have been hard on him. And the reason we’ve been hard on him is because he has a high ceiling,” varsity assistant coach David Vadeboncoeur said.

Coach Potter said that around Charlie’s ninth grade season he relied mostly on his natural abilities and did not realize that hard work would make him successful later on. Now, he understands that putting in effort on the field pays off.

Charlie has gained confidence in his playing throughout his time on the team. This year, he is especially determined and feels he is at the peak of his focus.

“I feel like I’m just there to play and I have nothing else to worry about,” he said. “It’s definitely made me more confident in myself. As my confidence on the field grew, mine did off the field as well.”

This season as a captain, he has come to possess an exemplary leadership style.

“He is quieter on the field, he doesn’t say a lot, but his leadership is very much shown in the way he plays,” Coach Potter said.

Charlie’s leadership also is represented by his approachable and

compassionate demeanor on the field.

“He’s much more gentle with his teammates, and concerned about their overall well being and how they are,” Coach Vadeboncoeur said.

His strength in being a thoughtful leader comes from his genuine appreciation for being with people.

“I think I siphon energy from other people around me,” he said. “I think having a lot of people around me like my teammates, my friends, it improves my quality of life so much more than I ever thought it would.”

Charlie’s leadership style is less than commanding. Rather, it is encouraging. He finds that in addition to achieving on the field, he can serve as a reminder to the whole team of their collective purpose being with one another.

“I’d like to say that I’m somewhat of a light-hearted leader,” he said. “I feel like I try to bring people back in if I notice that they’re losing focus, but also make everyone know that at the end of the day we’re here to have fun.”

Charlie’s soccer journey demonstrates what it means to have confidence in oneself, and determination in contributing to a larger whole, understanding that the road to success is long and often non linear.

In the second half of a game, a teammate switches the play from the halfway line, preparing to pass. He breaks away, focused, and his determination powers him across the field as he races toward the goal.



Midway photo by Matt Petres

HEAD’S UP. Varsity soccer captain Charlie Young goes for a header during practice after school on Sept. 22. Charlie has played for U-High since ninth grade, gaining confidence in his skills and in leadership.

Alumni hall of fame honors Lab’s athletes

by **TAARIQ AHMED**
Reporter

Six former U-High athletes will be inducted into the Lab Athletics Hall of Fame at a ceremony on Oct. 15 in Upper Kovler Gymnasium. The reception will begin at 6 p.m. and the program will begin at 6:30 p.m. The event is open to the entire Lab community.

The Lab Athletics Hall of Fame was founded in 2019 with an intent “to honor and celebrate alumni athletes, outstanding contributions to the Lab athletics program, and the Schools’ rich athletics history.”

Athletics Director David Ribbens said the Lab Athletics Hall of Fame is a meaningful

way to commemorate the athletic culture of Lab.

This is the third in-person, and fourth overall, induction ceremony. Of the recipients, James Bruce, Class of 1976; Sherry Fu, Class of 2010; Emily Kuo, Class of 2009; and John Naibitt, Class of 1980, are attending the ceremony. Ted Haydon, Class of 1929, and Zeke Upshaw, Class of 2009, will be inducted posthumously.

“There’s a lot of people that don’t know the story of athletics [at Lab], and it’s important to tell that story. And we tell that story kind of one life at a time,” Mr. Ribbens said. “So the impact that athletics had

on the previous recipients has been significant. And we feel like this year’s class is no exception. The athletic experience here was a positive part of their life, and we need to realize how much our students have accomplished when they were students here.”

Additionally, the Athletics Department is expanding the trophy case to accommodate a large touch-screen television that will contain an interactive list of all Hall of Fame inductees for students to access. The television screen will also display other information, such as accomplishments of student athletes, a directory to Lab sports schedules and results, and a live Twitter feed.



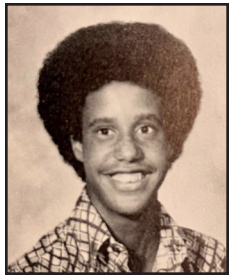
Ted Haydon, 1929

- Member of the track and field team
- Ran four years at University of Chicago
- Coach for University of Chicago track and field team
- Assistant coach for U.S. National Track and Field team
- Member of U.S. Track and Field Hall of Fame
- Member of U.S. Track and/Cross-Country Coaches Hall of Fame



Emily Kuo, 2009

- Member of the cross country, basketball, track and field and soccer teams
- State qualifier in cross country
- Broke school long jump record in track and field
- Four IHSA Regional and three Sectional Championships in soccer
- Three time All-State soccer team member
- Played soccer four years at MIT



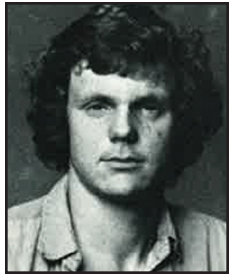
James Bruce, 1976

- Member of the track and field team
- Held school record in the 100-yard and 440-yard dash
- 1975 IHSA State Qualifier
- Ran track and field four years at University of Virginia
- His 400-meter mark is eighth highest in University of Virginia history



Zeke Upshaw, 2009

- Member of the basketball team
- Two-time ISL Player of the Year
- Winner of ISL Championship
- Played basketball four years at Illinois State University and Hofstra University
- Second Team All-Conference in CAA
- Played professional in Europe and minor league in United States



John Naibitt, 1980

- Member of soccer, basketball, baseball and tennis teams
- Named ISL All-Conference
- IHSA All-State Honors in soccer and basketball
- Co-Winner of ISL Doubles Championship in tennis
- Played D1 soccer two years at University of Massachusetts at Amherst
- Nominated Coach of the Year in Boys Tennis



Sherry Fu, 2010

- Member of the cross country, basketball and track and field teams
- Part of three-time state qualifying track and field team
- Earned IHSA All-State honors running cross country
- State qualifier in track and field
- Ran two years at MIT

home schedule

Sept. 29

Boys soccer vs. St. Patrick High School
Frosh/soph 5:30 p.m.

Sept. 30

Boys soccer vs. Northridge College Prep
JV 4:30 p.m.
Varsity 6 p.m.

Oct. 3

Volleyball varsity and junior varsity vs. Elgin Academy
JV 4:30 p.m.
Varsity 6 p.m.

Oct. 3

Boys soccer vs. Latin School
JV 4:30 p.m.
Varsity 6 p.m.

Oct. 6

Boys soccer vs. Lake Forest Academy
JV 4:30 p.m.
Varsity 6 p.m.

Oct. 11

Boys soccer vs. Francis W. Parker
JV 4:30 p.m.
Varsity 6 p.m.

Oct. 14

Girls Tennis IHSA Sectionals

Oct. 14

Volleyball vs. Latin School
JV 4:30 p.m.
Varsity 6 p.m.

Oct. 17

Girls swimming vs. Lake Forest Academy
JV and varsity 4:30 p.m.

Oct. 18

Cross country Bud James Invitational
Washington Park
4:30 p.m.