Families to gather for commencement June 8

Speaker to talk about joy outside of achievement

by MIA LIPSON
News Editor

The graduation committee has selected the senior speakers and performers for the Class of 2023’s graduation ceremony to be held at Rockefeller Chapel from 2-4 p.m. on June 8.

Amy Solomon, Class of 2010, will give the commencement address. Camille Bryant and Sydney Tyler, class president, will each address their classmates.

Louis Auxenfans will perform a song on clarinet and Zara Baig, Fermi Boonstra, Zoe Johns and Kriti Sarav have been selected to sing together.

Families will be able to obtain up to six tickets per graduating student, per Rockefeller Chapel’s capacity.

After the ceremony, the Parents’ Association will host a reception in Ida Noyes Hall, which will include a buffet. The reception will feature musical performances.

Ms. Solomon, a third-generation Lab lifer who is now a writer, comedian and film producer, thinks of her time at Lab as meaningful and special.

From running through the forest at sixth grade to being a soccer player with Michael Moses to being in the student council with Oscar Kast, Ms. Solomon is very grateful for the opportunities provided to her by these student-run organizations.

“I just felt like Lab was such an incredibly open-minded pro-gressive community. I just never felt hindered in any way,” Amy Solomon, commencement speaker

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Students criticize lack of transparency over deductions, breach, vote margins

by VICTORIA WASHINGTON
Opinion Editor

Unauthorized vote changes to the April 28 Student Council election, minimal information surrounding the breach, and a lack of transparency around vote margins and penalties have caused mixed reactions among students who want more information and say their concerns aren’t being addressed.

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my inspiration is when i see kids be proud of what they put together.”

I most like is when I see kids be inspired by their achievements. and especially since I wrote about 5 will compete at National History Day finals in D.C. for the first time. we were all so proud. after receiving their projects for the National History Day finals, which took place in Washington, D.C., on June 11. The students who included senior Andrew Pincus, Mahi Shah, Kaavya Shiriram and Alice Fan. Last year, the contest was held virtually because of the pandemic, but this year, it will be held again in person. Jade would advise a younger student who wanted to win the competition to pursue a topic they really care about, especially since I wrote about my idea for my May Project came the last year of being the sailing team’s race to Mackinac Island. I then had to get my boat long distance ready, and i was able to do that successfully.

Like Zara Siddique, exploring places is a great way to explore as their May Project. Over the past decades, the projects have become a creative outlet for a senior’s personal interests. The requirements are straightforward: students must find a faculty advisor and get their proposal approved by the May Project committee. After submitting the project, each student must make at least two classroom presentations. Participation in the exhibit on June 1 from 12:30-3 p.m. and 6-9 p.m. But in between, their creative freedom spans as far as some of their travels.

by Zara Siddique

Sophomore organizes food, clothing drive for school

Have you ever wondered how you can help people in need? One way is to donate to the drive to aid students at Benjamin E. Mays School in Englewood, a non-profit organization that provides food, clothing donations and things such as backpacks. The drive that U-High sophomore Noah McFaddin is facilitating will help students at the school and will provide them with the necessary necessities. Students can donate things to help the students at Englewood and make sure they have enough school supplies, food and other necessities.

— Nick Danylchyk

Midway leaders appointed for 2023-24 school year

Andrey Park, Katie Sanaamo- to-Kurisa and Sahana Unni have been appointed as editors-in-chief for the 2023-24 Midway. Other editors for next year include Chloé Alexander, arts; Taariq Ahmed, digital; Mia Lipson, news; Claire McRoberts, features; Zara Siddique, sports and leisure, and Victoria Washington, opinion. Sahana said she looks forward to working with new people and reaching out to the community. “I am most excited to be able to work with all the new section editors and my fellow EICs,” she said. “I think that we will be able to connect with the student body more.” — Ainsley Williams

by%20Jaya%20Alehghat

In honor of Pride Month in June, the Rainbow Alliance group at Lab's lower school is raising a Progress Pride flag in the Blaine courtyard on June 1, continuing the tradition that was started last year by two students who are now in sixth grade.

The flag will be flown until the end of June, and the entire lower school is invited to watch the initial flag-raising ceremony. Current sixth graders Lucy Osborne and Lily Vogel created this tradition in spring 2022.

“They wanted everyone to be able to see it,” Riva Cohen, lower school director of student services, said. After Lucy and Lily asked Ms. Cohen to sign their petition, she was surprised to see the support and a petition to raise the Progress Pride flag in the Blaine courtyard. The tradition is going to continue this year, and the flag will be raised for the month of June.

Lily said, “We felt that Lab didn’t have enough representation for the LGBTQ+ community and we felt that we should make a difference by getting a flag.”

Chris Sullivan, Malina Lozano and Melissa Seiger are the fifth, fourth and third grade counselors at Lab’s lower school, Rainbow Alliance. The group was created in response to students who were reaching out about the difficulty in finding support for their younger children who identified as transgender and nonbinary.

“I think any time we’re creating space for kids to have a sense of belonging is something that is important to us,” Ms. Steger said. The Rainbow Alliance meets during lunch on Fridays and gives lower school students the support they need.

“We want to make sure it feels safe to them and that it’s a safe space,” Ms. Lozano said. “It’s an opportunity for the LGBTQ+ community in the lower school’s realm.”

The group was given the opportunity to raise the progressive pride flag again this year.

Ms. Sullivan said, “It is something that the group feels strongly about and they’re very proud of who they are.”

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SUCCESSFUL SCORING.
Girls soccer captain Elsa Nielsen jubilantly celebrates Lucy Aronsohn’s overtime game-winning goal against Latin on April 10. The season came to an unexpected end in a 2-1 game against Coal City High School in the sectional semi-final game on May 16. “It was a really good season this year, coming into the season knowing we lost a lot of seniors from last year, I wasn’t sure how the season was going to go,” Lucy said. “We won ISL for the third consecutive year, we won regionals, so in that respect we were a similar team. The last game was really disappointing, but I think overall we really grew as a team, and there were some really good moments from this year.”

Athletes’ reactions to the ups and downs of their spring season.

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EYES TO THE FLY.
Baseball players look up at a fly ball during a game against Latin School of Chicago on April 11, which the team lost 11-5. The baseball season came to end in a close 8-9 game against Leo High School in the 2A IHSA Regional Championship game. Junior Mason List, who re-entered the game after dislocating a finger, said, “The final game, that one was tough for sure. The whole game the emotions were very high. There were guys that were telling me it was the most nervous they’d ever been. Even though we did not come out on top, I think it was very valuable for everyone, we all learned a lot of lessons.” About his injury Mason said, “I knew it was the last game, and I didn’t think it was bad enough to hold me out of it, so I did what I could to get back in.”

SETTING SAIL.
Senior Amy Ren and sophomore Lydia Frost raise their sail as they leave the dock and head out of the harbor at a practice on May 25. The sailing team has been practicing for its second national competition, Phoebe King Memorial Trophy in Hampton, Virginia, June 3-4. Lydia wrote in a text to the Midway, “This season I have put a lot of effort into the team, same with many other people, and even though it has taken up all of my weekends, in the end it was very much worth it.”

THE FINAL STRETCH.
Sprinting for the finish line, Luke Grotthus competes with his relay team at the IHSA 2A Sectional meet May 18 at St. Rita of Cascia High School. The team finished third, and sent eight players to state May 25-27. Luke, a senior, said, “Although the sprinting relays didn’t make it to state, it was still an amazing experience to be on the team with my friends. We also broke the school record in the 4x100, which was amazing. I improved a lot this season, and so did all of my teammates.”

WINNING SMILE.
Sophomore Dash Smith celebrates winning a point during a match against Carl Sandburg High School on April 10. The boys tennis team placed second in the IHSA 1A Sectional Tournament, sending four players to state where they placed fifth. About sectional, Dash said, “We won most of our matches, but we had some tough losses that we shouldn’t have lost, but I feel pretty good about our performance so far. I think I’ve learned a lot since last year and I’m happy about that.”
Within hours of the Supreme Court election on May 1, it was clear something had gone wrong. An unauthorized alteration of votes in the database had taken place. The issue was caught by managers of the system. Student voices changed to their voices and began speaking up.

The election breach is an extremely serious violation of democracy. At U-High, it undermines the integrity of Student Council elections, contravening Lab’s core values and, more broadly, breeds distrust in all institutions.

One could argue that this occurs in some sense of importance or impact on our school; the alteration was caught and the election was re-done under more secure conditions. This violation, however, goes far beyond the convenience of voting a second time. One occurrence and lack of accountability sets a dangerous precedent, normalizing unacceptable and unethical behavior.

In 1962, when a young man named Donald Segretti was run for student senate at the University of Chicago Laboratory Schools, the court to accurately represent all citizens. Establishing 18-year term limits on justices of the Supreme Court would finally allow the court to accurately represent the diversity of the country it represents.

Unlike many government positions, justices on the Supreme Court do not have a fixed term limit. Article III, Section 3 of the Constitution states the justices, “shall hold their Offices during good Behaviour.” The court grants lifetime appointments, allowing judges to serve on the court as long as they retire, die or get removed by the Senate. The length of time a justice spends on the Supreme Court has lengthened significantly since its establishment in 1789. This allows each justice to sit on the court for decades, gaining more power and influence. Justice Clarence Thomas was 43 when he joined the court, and Neil Gorsuch was 49, and Amy C. Barrett was 48.

The court is also getting older. Justice Thomas is 72 and has served for 17 years, and Justice Sonia Sotomayor is 68 and has served for 14 years.

“We’re a court. We really don’t know about those things. You know, this are not the like nine greatest experts on the internet,” 63-year-old Justice Elena Ka- gan said, referencing, referencing Gonzalez v. Google, a case narrow- ing the scope of law that applies to social media.

While there are a range of po- tential term limit proposals, the most frequently mentioned op- tion is an 18-year renewable con- tract, allowing for a more fre- quent turnover of justices on the court, which in turn will create a far more diverse group of people, viewpoints and experiences that truly represent the country.

Younger generations cannot possibly be accurately represented by the justices who were appointed during the term of a pres- ident they were not alive to see changes. Now, the most pressing issues facing Generation Z are things like climate change, gun control and affordable hous- ing and education. These are mod- ern issues that require modern people to represent them in govern- ment, not the same nine people who have been sitting on the court for decades.

An ever-evolving country needs an evolving court to represent it. Introducing 18-year term limits for Supreme Court justices will en- sure more diversity in the court, and a better understanding of the issues facing younger generations.
Dewey’s ideals are disappearing

History teacher urges Lab community to reconnect with foundational values

by PAUL HORTON

This has been edited for length and clarity. See a longer version at uh.edu.

When I first came to the Laboratory School of the University of Chicago in 1974, I was scared to death. I was invited to tour one of the most famous schools in the world. John Dewey’s Democracy and Education was required reading in all the teachers’ colleges, and I, like most teachers I met at Lab, regarded it as a holy text. When I finished grad school and began teaching in a rural school in Texas, the early 80s, the students jokingly called me “the preacher.”

Looking back, I did see teaching as making room for shared meaning and curricular history as my vocation. So, when I came to Lab I was full of zeal, and some would say, a lot of naiveté.

In the early 90s, I can remember teachers talking nonstop about Dewey, democracy and progressive education. Teachers were asking, “What was it about Lab? What made it such a special place?”

Lab was a progressive school and they knew a great deal about the content of the Progressive political movement and Dewey’s role in it, and even about his relationship with Jane Addams and Hull House here in Chicago.

I remember having very long conversations in the faculty lunch-room where Phil Jackson, a legendary former coach, would share Dewey stories that he learned from the High School Education Department once housed in Judd Hall. I felt really at home in this university of the people, given I was from a Texas public school system that was the first in the country to embrace a “back-to-the-basics” curriculum based on standardized assessments.

Over the years, this democratization gradually changed. The Lab School grew, the composition of the school board changed, the Callahan education division was expanded bringing to Hyde Park more east coasters with Ivy expectations, and the Lab school recruited more north side families to help raise more money.

A political change also took place in the lack of LGBTQ+ representation. The university added another layer of administration and over the last 15 years as the school grew and there seemed to be a push to control the very strong and active faculty to make the school (especially the high school) safer for parents with more traditional expectations about learning with a focus on competitive college admissions.

In today’s version of Lab faculty parents in the professional schools in addition to North Side parents who seem to have wrested control of the school. A neoliberal philosophy that privileges marketplace, and is hostile to unions and progressive politics seems to have been imported from the Booth School of Business, where a majority of these parents speak the language of Gary Becker (Million Friedman light), referring to the Lab faculty and staff as “human capital,” and the Lab parents as an “asset” of a “portfolio.”

This neoliberal ethos also tends to pay mere lip-service to the legacy of progressive education featuring unique ideas on its webpages, ads and Facebook.

To be sure, faculty are still inspired by Dewey and endeavor to inspire students at Lab using his philosophy and ideas. Dewey’s legacy can also still be seen and felt in the actions of AFT Local 2637 that actively pushes back on the neoliberal control of Lab. But the die has been cast in recent years as the university’s administration and legal counsel, the school’s director, and the school and university human resources departments are seeking to create what sociologist Max Weber called a “iron cage” of rules and regulations for faculty and students.

This process has been disheartening for the faculty and students who actually live at and are输出被截断。
At Lab, Brickner found sanctuary to be authentic and you can either control it by "There can be a mob mentality, grade students," Mr. Hudec said. Him in a room full of over 70 sixth rubs off on students. That his calm and collected character in the classroom, and Hudec said Mr. Brickner has a ra presence in the classroom, and makes people around him feel less er, there's plenty of talking back ing positivity to the environment. he finds Mr. Brickner's nature to program, as well as the students a great influence on Lab's music sports, Ms. Greene has become an enthusiastic teacher. She's innovative, and with the curriculum which he has changed over the years, she still stays on top of that stuff that is new. But that's not all. Ms. Greene said some of her favorite moments in teaching occurred when she used her skills to help a student. Recently, when teaching a tennis unit, Ms. Greene noticed one of her high school students struggling with her serve. After taking her over to a nearby fence and practicing step by step, from the throw to the hit, Ms. Greene said the student was able to serve strongly and confidently with a new sense of accomplishment and pride. "It brings a lot of joy to me when someone can accomplish something that they couldn't do when they came into class," Ms. Greene said. "You know, maybe they could do it a little bit, but now they're more consistent, and can actually learn something." When sophomore Ilana Umansky entered the volleyball unit, taught by Ms. Greene, she was nervous to practice her skills. By the end of the five weeks, she felt confident and comfortable with the lessons Ms. Greene instilled. "At first I was skeptical about her test skills, but as the weeks went by, I noticed myself passing the tests," Ilana said. "I felt like I could play the game better." Over the years, Ms. Greene worked to expand the P.E. curriculum, adding electives such as self-defense, as inspired by her husband who practices karate. "I think she's adapted to those changes in the curriculum and has been instrumental in making some of those more modern additions to the curriculum," Mr. Ribbens said. "She really works the new stuff like yoga and some of the more modern fitness changes and activities." Now, as Ms. Greene coaches her final unit, she cherishes her final time through the class lists, walking through the halls of the gym building, planning her final lessons and reflecting on her time at Lab. "I've just had such an awesome time here. I mean, 42 years — my clock kind of runs dry. Clearly, I loved it," Ms. Greene said, a soft smile spread across her face. "I never even looked for another job. I never wanted to leave. Even though it was far from where I live, still, I never wanted to make a change. I mean there's just nothing better than this. I really can't imagine anything being better." "I love bringing those opportunities to our students," Mr. Brickner said. "A couple of weeks ago, we brought in my friend Keith Baer from the reservation, and I think experiences like that mean a lot to the school." Mr. Brickner said Lab's legacy of enthusiasm. Ms. Greene has treasured the opportunity to watch students grow and help them along the way since receiving a Lab P.E. teacher position as her first job ever in 1980. Ms. Greene cherishes kids for 42 years by MIA LIPSON News Editor In 1980, at 22 years old, about to graduate from college, Terri Greene received a phone call offering her an interview for a P.E. teaching position she had not applied for. There at Lab, a completely unfamiliar school, Ms. Greene sat down with then-Athletics Director Larry McFarlane and asked one question. How did you get my name? To this, Mr. McFarlane responded that Ms. Greene had unknowingly received an outstanding recommendation from the athletic director at then Northern Illinois University, and from there, everything was set. Since then, for the past 42 years, Ms. Greene has been a P.E. teacher at Lab, and has cherished working with kids from kindergarten to 12th grade. "Larry's been retired for quite some time now, but, you know, every time I see him I thank him for taking a chance on me," Ms. Greene said. "I thank him for giving me such a nice career." Greene had unknowingly received He makes music class fun. "Instead of just sitting down and playing whatever, there's plenty of talking back and forth between himself and the class." Asa Bordelon, sophomore Tranquil teaching. In his 25 years at Lab, music teacher Brad Brickner has impacted the music curriculum greatly, and touched the lives of many students. everybody an opportunity to shine is his main objective. "I love bringing those opportunities to our students," Mr. Brickner said. "A couple of weeks ago, we brought in my friend Keith Baer from the reservation, and I think experiences like that mean a lot to the school." Mr. Brickner said Lab's Tranquil teaching. In his 25 years at Lab, music teacher Brad Brickner has impacted the music curriculum greatly, and touched the lives of many students. The open-minded culture gives him the freedom to run classes however he chooses. "Lab, at least for me, is a place where I can be me, and where I can teach what I feel is important to teach," Mr. Brickner said. "Lab is a place where I don't have somebody looking over my shoulder and questioning every curricular decision that I make." As the school year comes to a close, Mr. Brickner will soon stroll out of those same front doors he swung open for the first time two and half decades ago. But with him, he takes memories of sweet memories, and behind him, he leaves a legacy of love for his students and the program.
Ribbens inspired with energetic teaching

by AUDREY PARK
Editor-in-Chief

History teacher and enthusiast Paul Horton recently published an article on the Lab open forum website about his early career. Mr. Horton said young teachers frequently want to share what they know through lectures. “Fewer and fewer students respond to that kind of approach,” he said. “The key then becomes to set up situations where students have autonomy in what they’re learning, something I have tried to do my whole career.”

Mr. Horton will retire at the end of the school year and plans to explore new hobbies while continuing his passion for history. He has taught sixth, eighth and all high school grades and history classes ranging from AP United States. He runs to the study of the Four Corners. He said he will miss his students the most. “The students are the best. They’re the most curious, they’re passionate and they’re taught to believe that ideas are essential,” he said. “These are the best students one could have.”

Mr. Horton said he hopes his students will remember him as someone who stood for a different set of values than conventional academic standards.

He said, “Hopefully, students will value the memories that they have of being in my class, or something other than a greater point, that hopefully, they’ve learned some things that go beyond strict time content, academics.”

Senior Bryan Pan has had Mr. Horton as his teacher for two years. Bryan said he had a lot of fun in Mr. Horton’s classroom and will miss him.

“He teaches in an unorthodox way that is more engaging than any other history class I’ve had,” Bryan said.

High school secretary Carol Arrington has known Mr. Horton his whole Lab career, and her sons also were in his class. Ms. Arrington said she appreciates him greatly. “I know he meant a lot to my sons,” she said. “They enjoyed his classes and appreciated the time he put into them. I am appreciative that my sons had him as a teacher.”

Mr. Horton said the men in his family, including his father and grandfather, have died at early ages, and as a result, he hopes to “live life.”

“In my adult life, all I’ve been is a teacher, referee, and taught history,” he said. “I want to broaden out a bit and take care of myself with the understanding that the males in my family don’t have longevity.”

Despite retiring, Mr. Horton plans to develop a history curriculum on social class and continue unfinished history projects. Outside of history, he is excited to read and immerse himself in more of the music scene.

“I’ll be spending a lot of time in the library and going to Fitzgerald’s in +berlin to listen to music. I’m not a particularly visual person, but maybe gardening and exploring different interests that I’ve never had time to explore I’ll also do,” he said.

Mr. Horton plans to travel to Munich and Vienna and said he looks forward to continuing exploring the world, an interest that began when he attended his first year of camp in Germany.

“It’s not a homebody; I don’t like to stay in one place,” he said. “I’d like to get out and explore places and new places and learn where history is all around you. I’m very curious, so it’s a form of learning.”

Mr. Horton’s mission has been to advocate for a learning environment where students develop into insightful and compassionate learners, the epitome of his educational values. Mr. Horton has done just that, concluding a legendary career and now is excited to explore his own interests.

“He puts his whole self into teaching,” Ms. Arrington said. “He’s got a wonderful personality, and he’s so passionate about teaching and everything he believes in. There is no in-between with him; he’s the real deal.”

Ribbens inspired with energetic teaching

by KATIE SASAMOTO-KURISU
Editor-in-Chief

Bright and early at a quarter to 7, an hour before school starts, PE teacher Debbie Ribbens begins setting up pickleball for a first period class of high schoolers, laying out materials and putting up nets. Arriving on campus early to set up for class is just one way that she maintains a structured active and energetic life.

She said that the students are the ones who push her and energize her. “I never want them to be waiting on me. I should be waiting on them,” she said. “That’s why you’re a teacher — it’s about the kids.”

In her 21 years as a teacher and coach at Lab, Ms. Ribbens said it has changed in numerous ways. She says athletic programming has increased and the P.E. department has grown. Even as she prepares for retirement this June, what has not changed is her excitement for her role. Her connection with her students is fueled by an enthusiastic mindset, one centered around an active lifestyle.

She is given a lot of joy to see her students, ranging from 3rd to 11th grade, progress and develop through various stages of their lives.

“It’s a dream job,” Ms. Ribbens said. “It’s been a real honor and privilege to be able to be part of students in elementary school and then be able to teach them again in high school and see how they’ve developed and grown into mature young adults.”

Despite the difficulties that come with teaching such a wide range of ages, Ms. Ribbens finds that it makes her work interesting. This allows her to find specific enjoyment in each level she teaches on a day-to-day basis. On the same day she may go from classroom management with her lower schoolers to giving fitness tips with her high schoolers.

“IT’s kind of a nice transition that I hope person can I be for my students,” she said. “I was teaching the same grade and the same thing all day long, it might be a little boring for me,” she said. “They’re all doing something different. It’s kind of exciting, I think.”

I want them to feel empowered,” she said. “Always have fun in everything you do.”

Ms. Magliocco said Mr. Ribbens’ guidance assists her to connect with students and watch them develop.

“She helped me so much with how she engages with the kids and just seeing them grow through high school,” she said. “They love her at all levels. She’s a fun teacher. She’s also very well respected as a teacher.”

Ms. Magliocco said Mr. Ribbens’ guidance assists her to connect with students and watch them develop.

“She offers students a chance to grow, to also be themselves. They’re very comfortable with her,” she said. “A lot of kids come to her, especially high school, to ask about fitness thing, that they really can help such a wide variety of students with.”

Over her career, Ms. Ribbens says she’s learned to not take her self to seriously and has some advice for her fellow teachers.

“Always have fun in everything that you’re doing,” she said, “because if you’re having a good time, then your students are having a good time.”
helping students form their identities through sports is some- time- spending quality time with the people she’s met.

It’s more just about, how can I think positively about two months that I have where I’m as meaningful as possible,” she said.

There are an end- ing in this season, of making memo- ries that’ll last forever, but Elsa’s relationship with socc- er isn’t over. You just have the impres- sion it never will be. “I’ve been playing since I could walk,” she said. “I don’t know how to function without it.” — Peter Cox

CHANI PATTERSON

Taking steps
Playing in the background is rhythmic music, clapping- pointe shoes across the hardwood floor, and back and forth, Chani moves in one of the lines of dancers moving to the music in unison. Creating a piece of art in a class of lessons and technique.

When Chani was 3 years old, her mom wanted to put her in an extracurricular activity, some- thing that make the team what it is.” Her desire to do well doesn’t

That was 12 years ago, and ever- since then the ballet has been the cen- ter of Chani’s world.

She loves the challenge, the physical excursion. She loves the camaraderie with the people she dances with. She loves looking back on the perfect place for me. I felt it in my gut.” — Michael Moses

MICHAEL MOSES

Palmer hopes Lab will keep, continue to prioritize respectful community

Ms. Palmer came to Lab as an administrator in the lower school office 26 years ago. She formerly worked in telecommunications at the University of Chicago, yet Ms. Palmer felt Lab was the place she was supposed to be.

“I was very excited about coming here,” Ms. Palmer said. “I took a look around and saw the kids, I love the kids. So I knew it was the perfect place for me. I felt it in my gut.”

When Ms. Palmer’s brother died in 2000, she saw the heart of the Lab community. “Everyone was very compas- sionate about his loss, and we had colleagues show up at the funer- al and just show their support and love and their condolences,” she said. “That made me feel very in- cluded in the Lab family.”

Ms. Palmer has seen the school change dramatically since she first arrived. She said she has seen a shift, in particular, when it comes to the experiences of people of color. Ms. Palmer said she won- dered if current students and com- munity members have the level of support they once had.

“I really do want Lab ever to lose its central philosophy on the impor- tance of community. “We don’t want to lose focus on the value of being and being supportive to one oth- er,” Ms. Palmer said.

Ms. Palmer would like to add a fourth rule onto the lower school’s current mantra, “Racetrack, the Road.” “The Lab School has a say- ing where they say, ‘Be kind, be thoughtful, be responsible,’” Ms. Palmer said. “I’d like to add on to that legacy to be ‘respectful’ as well,” she said, “so we as a commu- nity can get along and respect one another.”

CARING COMMUNITIES, Philip Matsikas (who insisted on being photographed from the back), Loretta Palmer, and Michael Moses will retire at the end of the year after decades of facilitating welcoming communities.
Dazzling drag city

Despite nationwide legislative threats to shows, Chicago drag queens thrive

by Sahana Unni

In the Midwest, Drag queens thrive while facing nationwide legislative threats to shows. The community of Chicago drag queens has found a haven in the city, offering them a safe space to express themselves freely. With the support of their peers and the community, drag queens continue to push boundaries and celebrate their identities.

Drag queen Holly Hazmat similes Chicago drag queens being a “safe haven” for drag entertainers, but the widespread audience they reach on social media still opens them up to hate from those outside of the city. Holly recounted a time where — short of being suspended to headline a Pride event — a photo of them in a revealing outfit was posted on the far-right Twitter account “Libs of TikTok.” The image was reshared by U.S. Rep. Marjorie Taylor Greene of Georgia, who added: “This should be illegal.”

Although the subsequent flood of accusations and threats prompt Holly to turn off her social media notifications for the following two weeks, they still performed at the Pride event — albeit with an added layer of safety measures.

“I think that Chicago was really at the forefront of being a safe space for gender expression in drag — long before a lot of these topics became more widespread,” said Amanda. “It was just something that I think people in Chicago were comfortable with.”

The student body of the University of Chicago is lucky to have such safety in numbers. It’s an environment of excitement, dancing queens across the United States, Holly said the most important thing is to vote.

“Like social media can take one face to an event where I knew children were going to be, but of course all of these people, they only took what they saw and with it. And it’s unfortunate that we have people with authority and such high power that are able to muck with social media on things and on the news to their benefit. Growing up in the Chicago suburbs, drag queen Aurora DiVyne said a much more negative attitude toward drag remains in areas just outside the city. She attests of much of this to social media, including threats a library received after asking host to host children’s bingo.

“I haven’t really had any hate or pushback in Chicago, but in the suburbs there definitely is,” Aurora said. “Some suburbs are great, they’re welcoming, and then there are suburbs like Downers Grove, where they threatened the library because of something that’s going on with social media. They were sending hate mail, they actually sent an envelope with a bulle tin inside to the library. So there was that.

To help ensure the safety of drag queens across the United States, Holly said the most important thing is to vote. “The number one thing is always go out and vote because even though it seems like your voice may not matter because you’re just one vote in a billion, it really does matter,” they said. “The more numbers that we get, the more votes that we get, the better an outcome will end up being. And, raise your voice.”

Additionally, Sofonda recommended supporting organizations like the American Civil Liberties Union and individual drag queens themselves. “So it’s just a matter of continuing to be supportive, be loud, you know, and do whatever you can just because just because you’re not going to vote, doesn’t mean there’s nothing you could do,” Sofonda said. “Every little bit could possibly help.”

Shavonna Brooks, who has been performing in drag for 23 years, said drag queens across the country are not going to stop fighting against the legislative threats they experience every livelihoods.

“This is Chicago — we’re not having it, there’s too many of us,” Shavonna said. “United we stand, divided we fall and every community, we’re gonna stand with each other and you’re not gonna wipe us out or stop us from doing what we’ve been doing.”

At college, student journalists experience growth

by Chloe Alexander

2023 U-High graduates Ella Beiser and Amanda Cassel remember long days working at the U-High Midway. They stayed in the journalism office until 6 p.m. some days. They edited stories again and again. They designed newspaper page layouts, surrounded by peers doing the same.

These alumni said their experiences working long hours in the journalism office have stayed with them as they work on their college newspapers, and some other alumni are finding journalism experiences in college.

Amanda, a former Midway editor-in-chief who now attends Barnard College, said the Midway is a place where she could grow, make friends and also foster new skills, like taking on leadership and collaboration roles.

Amanda said, “I think journalism felt like something that I could use to sort of become my own person and, like, develop my own interests.” But also, there were lots of practical skills that I could see myself getting through journalism and, and I heard really good things about the program.”

For Ella, another former editor-in-chief now at Bates College, journalism was a way to build and find a community at U-High.

“I think that when I was in high school, it was really special to have a place where I had such a great community,” Ella said.

2021 alumna Andrea Nico lae wasn’t on the Midway staff at U-High due to scheduling restrictions. But when she got to Columbia University, she knew she wanted to explore the interest in journalism she had since high school, so she joined the staff of the Columbia Spectator — the “Spec.”

Andrada said, “For me, Spec was a way to meet people from all different years at Columbia and to get really close to people who I’d never otherwise would interact with.”

And for Amanda and Andrea, journalism isn’t their intended career path, but for Ella, journalism is something she’s interested in doing for the long run. Ella said her Midway experience brought her passion for the work and a possible future field. She plans to work on a local paper this summer.

“But I think that being on the Midway in high school gave me a kind of a bunch that I might want to be a journalist after college,” Ella said.

Like their editor and writer peers, photographers are capturing the moment of the story beyond high school into college.

Malcolm Taylor graduated from U-High in 2022 after three years in the photojournalism program and now attends Syracuse University. Most recently, Malcolm said he had focused on photography for fashion magazines, a shift from the newspaper and yearbook.

“Fashion photography, you literally have control over every aspect of your environment. The only thing you don’t have control of necessarily is the people there.” Malcolm said. “I was one of many photographers for the magazine that would show up to shoots, take photos, help make the models feel more confident and hype them up a bit.”

Malcolm said his time in U-High journalism helped him come out of his shell.

“I was a pretty nervous person before I really invested myself in photojournalism,” he said, “and I use that as a way to teach myself, like, how to have confidence in almost any situation, even one that I’m not familiar with.”

Andrew Burke-Stevenson, a Boston College student who graduated from U-High in 2022, started photojournalism as a junior. As he worked on his art, his passion and love for photography grew and so did his expertise, as he started freelancing.

Andrew said that the photojournalism at U-High, taught by Janya Rumble, was unique from any other photography class he has taken and gave him a context that went far beyond the technology of cameras.

Amanda and Ella’s nights in the journalism office working on pages, Andrea’s long interest in journalism and Malcolm and Andrew’s work behind the scenes with photojournalism. Each of these journalists have found passion for journalism as a college student, allowing them to use the passion and skills in other aspects of their lives.
Portfolios allow displays of creativity

Students compile art portfolios with hopes of expression

by AINSLEY WILLIAMS
Audience Engagement Manager

An acrylic self-portrait with a black background and a collection of gray figures hovering over it representing parts of the artist’s identity. A skull, a vase and a bird statue all in grayscale with pops of colorful shapes in the background. Sculptures and paintings that emotionally display the human form through movement.

These works of art will be included in the portfolios of the students currently taking AP Drawing and Painting. For these students, the process of creating this art portfolio provides them an outlet to showcase their individual skill and to express who they are as artists.

Traditionally, an artist’s portfolio is a curated collection of their own original artwork that is meant to be shared. Artists commonly use making a portfolio as a way to delve into different mediums and to track their artistic growth.

“You need a basis of around 15 pieces, so most of your time is dedicated on what you want to do and what you care,” junior Emma Ciesla said. “It can be a really stressful process.”

Emma said the development of a portfolio provided a chance to tell stories through art when words failed.

“I’m including a lot of self-portraits in my portfolio. My focus was portraying my identities and going through my different and conflicting identities growing up,” Emma said. “It was stuff that I felt was more easy to portray through art than words.”

For sophomore Ilana Umanskiy, creating a portfolio has given her the liberty to try new forms of art that she typically would not have reached for.

“I feel like you need lots of variety in a portfolio, so I have included, like, paint markers and pencil drawings and charcoal,” she said.

One of her more recent pieces is a colorful and distorted self-portrait made up of bright pinks, blues and greens. She said the distorted characteristics reflect self-image and show what we see in the mirror may not always be reality.

Junior Isadora Glick has plans to work on a portfolio over the summer to participate in a gap year program next year that allows students to specialize in a craft, as well as supplement college applications.

“Having a portfolio is a good way to have all of my art in the same place and to show who I am as an artist,” Isadora said. Isadora said her plan to create a portfolio will give her an outlet to explore new art centered around themes that she is interested in and passionate about creating.

“I like a lot of figure and face painting,” Isadora said, “and recently I’ve been trying to do that with sculpture and creating things both somewhat realistic and abstract.”

Isadora wants her art to reflect the themes she is interested in and to show what makes her art tick.

“I think I want to display emotion through movement and texture and things that I find interesting,” she said. “I want to show that I am creative and have a large variety of things I can do.”

The construction of an art portfolio provides these artists a chance to display their art to the world, play around with new mediums and techniques, and show a diverse range of their own personal style.

Students compile art portfolios with hopes of expression

by AINSLEY WILLIAMS
Audience Engagement Manager

Intriguing ideas capture audience

‘Pachinko’ brings different eras into the same drama

by EDWARD PARK
Reporter

An argument takes place between two characters. Being called “ashameless” leaves one character feeling disrespected. The other is annoyed at people not realizing how grateful they should be for their ancestors’ achievements. Neither understands the other.

One yells, “We’re not taking advantage. We’re offering a fortune. But instead of being grateful, you act like everyone’s trying to cause you some injustice.”

Korean drama series “Pachinko,” available on Apple TV+, based on the book “Pachinko” by Min Jin Lee, appears to simply be about Japanese colonization over Korea but instead makes viewers compare modern society with the period of colonization and raises questions about modern life.

“Pachinko” follows four generations of a Korean family, some of whom move abroad. Japanese oppression of Koreans, which lasted from 1910 to 1945, resulted in the suffering of the first and second generations of the family. The lives of the characters of these generations tend to be greatly influenced by these two generations. Having married a Korean priest who has family in Japan, she moves to Japan, the origin of her oppression.

Although the story shows the end of Japanese colonialism as the plot enters the third generation, the family is still mistreated by the Japanese. The Japanese call them “dishonorable” and show an aggressive attitude toward them.

In one scene, viewers see Solomon, Sanju’s grandson, being insulted by the owner of a convenience store for being Korean. The characters of these generations tend to ignore stories about their family’s history. Their focus is on the present and future rather than the past. Solomon is constantly annoyed by Sanju’s advice and stories. In several scenes, Sanju’s and his descendant’s thoughts conflict with each other. Solomon cannot understand his grandmother’s generation. In turn, he’s not understood by his grandson.

While Sanju cannot resist her self-calling Korea “home,” which represents her past, Solomon continuously calls Japan his “home.” The two different definitions of the word make the audience wonder whether Solomon ever considers Korea as her home.

There are shameful pasts and histories, but important events that civilized the society remain. This lesson that is taught in the show is something people should remember throughout their lives.

Solomon is no different. Viewers can see Solomon agreeing with a client who comes from the same background as Sunja, growing up in Korea and having to move to Japan almost forceful. He admits the fact that he wouldn’t sell the house filled with memories of Korea’s history if he was in the same situation as his client. Eventually, he changed his attitude after speaking with the woman, admitting he wouldn’t sell the house if he were in her situation.

In the second season of “Pachinko” is planned to stream this year on Apple TV+, now is the perfect time to watch the eight-episode first season, especially since May is Asian American and Pacific Islander Heritage Month. Not only will you learn about history, but you will explore its relationship with modern society.
Movie differs itself from others

Guardians of the Galaxy Vol. 3,” has retaining favorites

by KABIR JOSHI

On May 5, the third installment of the Guardians of the Galaxy series was released, bringing back the beloved characters from previous movies. The movie is directed by James Gunn and sees the return of several fan-favorite characters, including Peter Quill (Star-Lord), Gamora (played by Zoe Saldana), and Rocket (voiced by Bradley Cooper).

The story revolves around two protagonists: the novel’s unnamed protagonist is a young and beautiful singer-songwriter with a passion for art and music, while the main character is a tortured songwriter from the Six. The two meet and become close friends, eventually forming a band and going on a world tour.

But not all goes as planned. In the midst of their success, the band faces internal conflicts, and the protagonist must decide whether to continue pursuing her dream or give it up in order to save her relationship with the main character.

In this novel, Ms. Yi’s prose, however, is abundant with life and emotion, creating a vivid and immersive reading experience. The protagonist’s journey from an aimless teenager to a successful songwriter is a testament to perseverance and determination.

The historical fiction novel showcases complex characters

by LIGHT DOHNR

Any ‘90s music fan would be able to tell you that 99% of the music of ‘90s rock groups revolves around themes of love and rebellion. Fleetwood Mac, The Smiths, and Nirvana, among others, all fit this description.

The story revolves around two main protagonists: Daisy Jones, a young and beautiful singer-songwriter with a passionate and dedicated love for the pills in her pocket, and Billy Dunne, the main character of the Six. The two are brought together by the career of their band, The Six, and their struggle to find balance in their lives.

The novel is turned into a miniseries in 2023.

Exceeding expectations: “Daisy Jones & the Six” is a historical fiction novel about rock ‘n’ roll in the ‘70s by author Taylor Jenkins Reid. The novel was turned into a miniseries in 2023.
Chicago is a hub for mainstream music festivals and concerts — home to famous festivals such as Lollapalooza, Summer Smash, Pitchfork and more — that bring in throngs of popular music fans to constantly perform. These festivals attract many high schoolers and have been a crucial activity, a gathering spot for large groups of friends and a defining aspect of summer.

When Brandon, a junior, attends concerts or festivals, it's not only for the music but also for the connection he feels with his friends. When walking into Lollapalooza last year with his friends, he said he could feel the energy radiating off all of them. A moment that stood out to him as special was when they got to see their favorite artist, Playboi Carti. “We were all just dancing and moshing, and it was just great to experience that with them,” Brandon said.

The community atmosphere in venues such as Lollapalooza makes attending an exciting experience for many students, with whom they share a mutual interest. “Some of the concerts were with like 15 to 20 people and we're just all together,” Branden said. “Especially with college, it's like one of our last moments all together.”

Summer Smash: This music festival has been self-titled as the Midwest’s premier hip-hop music festival with 90,000 attendees last year. Held in Seatle Creek Stadium from June 23-25, the headliners include widely known hip-hop artists such as Kid Cudi, Future and Playboi Carti.

Pitchfork: Viewed as one of the more low-key Chicago festivals, Pitchfork is home to well-known and up-and-coming artists alike and focuses on alternative rock and indie music. It will be hosted in Union Park from July 22-23. Headliners such as Bon Iver, The Smile, Perfume Genius, King Krule and Koffee, perform to a crowd of 60,000 people.

Senior Ben King is attending two main festivals this summer, primarily to spend time and bond with his friends. He said being with the friends he goes with is a crucial part of the experience. “Without friends it's definitely not the same,” Leila said. “I think the reason I even attend concerts and festivals is to experience them with my friends.”

Sofia also views the leadup to concerts and festivals as equally important to attending them. “It's always fun picking out outfits, and to sort of match the theme of the concert you're going to, and also just getting ready with and meeting up with everyone you're going with,” Leila said.

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Summer street races bring more inconvenience than excitement

At Chicago summer music festivals, students find culture, community and atmosphere rather than in the performances themselves.

festival

CONCERT COMMUNITY. Summer festivals are gathering spots for groups of friends, who say the joy is in the culture, community and atmosphere rather than in the performances themselves.

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