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| PAGE 3 • CITY LIFE To commemorate the memory of Emmett Till, a 14-year-old boy kidnapped in Money, Mississippi, and his mother, Mamie Till-Mobley, his house will be converted into a museum by 2025. |  | PAGE 6-7 • IN-DEPTH From classrooms to careers, artificial intelligence has made an undeniable impact on life today. Students are learning about AI's benefits and harms as they try this influential technology. |  | PAGE 10 • ARTS Senior Emma Ciesla is taking on numerous roles in the fall play, "Our Town." For Emma, theater provides a platform to express herself and explore her passions from stage to crew. |  |
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Community addresses complex Israel-Hamas war

by **AUDREY PARK & SAHANA UNNI**

After recent developments in the Israel-Hamas war, Christine Fojtik, AT Comparative Politics & Global Relations teacher, began to include informed class discussions about the conflict — assigning students to read about the complex history of the region before giving them guiding questions to address in the conversation.

"I think most of us are really upset and affected by what we're seeing," Dr. Fojtik said, "and I'm so impressed by the amount of curiosity and empathy I've seen from students, which has honestly been more impressive than I've seen from many adults this past week."

The ongoing Israel-Hamas war has prompted questions about how to address the complex and multifaceted conflict both in and out of the classroom, while ensuring not to generalize and stereotype identities, and recognizing the recent surge of Islamophobia and antisemitism.

While some classes, like those taught by Dr. Fojtik, have sought to address the crisis in the Middle East, ninth grader Rania Khan said she wishes her classes talked about current events and the Israel-Hamas war more.

"A lot of people shy away from it because it can be seen as too controversial," Rania said. "I do not think it has been brought up a lot in class, and I understand why, but I think it is valuable to hear different peoples' perspectives because on social media it can just feed one side of the story."

Sophomore Maya Livni, who has family in Israel, said history teachers should discuss the conflict in classrooms because of how

"We have to protect one another and not ask a minority student to speak on behalf of their entire community."

Nina Fernando, executive director, Shoulder to Shoulder Campaign

historically rooted it is.

"It is really important for history teachers to address the topic in an unbiased way, giving the content as straight facts and then letting students form their opinions rather than leaving it to social media," Maya said.

Maya said equating the conflict with religion creates a space that allows for antisemitism and Islamophobia.

The Shoulder to Shoulder Campaign is a multifaith coalition committed to addressing, countering and preventing Islamophobia in the United States. Executive Director Nina Fernando said in an interview with the Midway that addressing current events in the classroom, especially those involving the potential implication of stereotypes should be handled with care and sensitivity.

"We have to point out the nuances, and we cannot equate the government of Israel with all Jewish people," Ms. Fernando said. "We cannot equate the horrible acts that Hamas has committed last week with all Muslims. It is a ridiculous thing to do, to conflate the two. To point out the real diversity that no community is a monolith is extremely important."

Ms. Fernando said educators are

resources at a glance



Library of Congress, Geography and Map Division

To stay informed about the Israel-Hamas war, the Midway encourages the use of reputable and trustworthy sources to get and stay informed and to avoid the spread of misinformation and disinformation. From live updates to quick reads, the Midway has compiled a list of news articles which have covered the war and the complex history and background of the ongoing conflict. Scan the QR code below to view the resources and learn more.



responsible to facilitate and guide students in a way that allows them to ask questions but does not conflate groups of people with the acts of violence committed.

"We have to protect one another and not ask a minority student to speak on behalf of their entire community," Ms. Fernando said. "That is very dangerous and totally unfair. We have to point to narratives that are humanizing."

U-High science teacher Sharon Housinger has tried in the past to form a Jewish faculty affinity group, adding that the increase of antisemitic incidents in the last couple of years at Lab has caused fear and isolation among Jewish community members. She said

they had difficulty finding a time to meet, but the Israel-Hamas war pushed them to finally come together.

Ms. Housinger said, "I want this to just be a place of peace where people can say, 'We're all upset together.'"

Ms. Fernando said with the ongoing conflict, Islamophobia and antisemitism will be on the rise, and the murder of the 6-year-old Muslim and Palestinian American boy in suburban Plainfield exemplifies this.

"Our heads are spinning, our hearts are just breaking because of the violence abroad and the rising violence we are seeing in the United States," Ms. Fernando said. "If

we are perpetuating narratives that dehumanize, it is what allows us to justify violence and it will continue with the horrible events that happened with the 6-year-old boy."

Laboratory Schools Director Tori Jueds said she is heartened by the ways students have stepped up to support each other and leaned into learning about such a complex and troubling situation.

"What people are looking for in such a fearful and uncertain time are assurances that they belong at Lab, that they are seen and heard and valued and that they are safe," Ms. Jueds said. "These are ongoing priorities and aspirations for our entire community that feel particularly acute at this time."

Noted author Sandra Cisneros shares writing is powerful



MEETING A HERO. Sophomore Camila Bravo and Sandra Cisneros hug after Ms. Cisneros' talk. "I grew up reading her work," Camila said. "She inspired me to write my poems, so meeting her felt so good."

by **MIA LIPSON**
News Editor

In a visit to U-High on Oct. 23, renowned writer Sandra Cisneros explained that writing is essential to heal, connect with others and express oneself. She spoke to an audience that included ninth graders who had just finished "The House on Mango Street" as well as students in Latinx history and advanced Spanish classes, many of whom were excited to meet an author whose work they read in class.

Ms. Cisneros' 1984 novel, "The House on Mango Street," tells the coming-of-age story of a young girl, Esperanza, growing up in Chicago through a series of vignettes. The story has become a core part of U-High's English 1 curriculum and was recently read by ninth graders.

When describing the writing process for the novel, Ms. Cisneros, a Chicago native and former teacher, said she wrote it because she loved her students.

"Whenever you create something with pure love, *amor puro*, on behalf of those you love, will always turn out well, if you do it

"The most important writing you will do is the writing you can't share."

Sandra Cisneros

from the heart," she said. "I didn't expect to get a dime. I didn't expect anyone to read it."

Ms. Cisneros gave further insight into her own writing process, sharing a draft of an unpublished essay. Later, Aris Mendoza, the screenwriter for a proposed adaptation of the novel, joined Ms. Cisneros and spoke on her work to authentically adapt the original work. Ms. Cisneros advised students to constantly write to express themselves.

"The most important writing you will do is the writing you can't share. Even if you can't keep it or complete it, you still don't have to hold the emotions that are triggering in the past. You can process it by writing," Ms. Cisneros said. "The biggest censor you have

is yourself. The way I get past it is I give myself permission not to share. I can write it. I can think it, but I don't have to share. What I need to do is process it. I need to let it go in whatever art form I'm comfortable with, whether it's words or dance, song or sculpture, whatever it is, but you don't have to hold onto it."

A handful of students were able to ask questions, including sophomore Maya Livni, who asked Ms. Cisneros how she struck a balance between beauty and pain in her writing.

After the hourlong event, Maya and a large group of students spoke to Ms. Cisneros one-on-one to share the impact of her work.

"The book was just so powerful to me," Maya said in an interview with the Midway. "I didn't read it the first time in school. My mom read it to me as a little girl, and then I reread it and reread it — and then I read it in school. So meeting somebody who is such a big part of my life and has been a huge part of growing up was just so powerful."

University bars land acknowledgement statements

Faculty question decision, future implications

by CLARE McROBERTS
Features Editor

Since the University of Chicago notified Laboratory Schools Director Tori Jueds that land acknowledgement statements are political, and therefore in conflict with a 1967 university report on political statements, U-High faculty have questioned whether the decision aligns with the institution's mission to honor diversity.

Ms. Jueds informed U-High faculty of the decision at the Oct. 4 faculty meeting.

She also said individuals have their right to free expression, including writing personal land acknowledgment statements.

Sari Hernández, an English teacher, voiced her disappointment at the meeting, advocating for the importance of land acknowledgements.

In an interview with the Midway, Ms. Hernández said, "Are land acknowledgement statements the most important thing that will actually help right some of the wrongs that Indigenous people face day to day? No. But if we can't even agree that it is important to acknowledge the historical past, then how do we do the other things?"

Daniel Bobo-Jones, faculty chair and a science teacher, said Ms. Hernández's response to the announcement gave him, and possi-

the situation at a glance



Midway photo by Olin Nafziger

THE KALVEN REPORT

In the politically turbulent 1960s, the University of Chicago president appointed a committee to define the role of the university in terms of "political and social action." The committee, chaired by law professor Harry Kalven Jr., determined that most political statements — with a few exceptions — made by any University of Chicago department or unit could undermine the diverse perspectives of individuals and exclude minority views. The findings, known as the Kalven report, formalize the university's neutrality in political matters.

LAND ACKNOWLEDGEMENT

In 2021, the Laboratory Schools science department decided to create a land acknowledgement statement, recognizing the Ojibwe, Odawa, Potawatomi and other Indigenous peoples. Given the history of science largely excluding non-Western philosophies, members of the department saw value in having a land acknowledgement statement which was included along with statements about diversity, equity and inclusion and climate change. Land acknowledgements are formal expressions of recognition for Indigenous peoples who preceded European colonizers.

THE UNIVERSITY'S CHOICE

After the science department's land acknowledgement was brought to the university administrators' attention, they notified Laboratory Schools Director Tori Jueds that such a statement was in conflict with the Kalven report. Ms. Jueds informed the U-High faculty of this at the Oct. 4 faculty meeting, explaining the report and why the university made this decision. She emphasized that individuals can still express their opinions and include personal land acknowledgement statements in their syllabi.

—compiled by Clare McRoberts

“Words matter. Words matter a great deal. But actions also matter. And I think some might argue that actions matter more.”

Tori Jueds,
Laboratory Schools director

bly other faculty, a deeper understanding of the subject.

"Anybody in that room that belongs to a marginalized group had the same kind of gut-wrenching punch. Because, as we know, with

a lot of things, they have cascading ripple effects," Mr. Bobo-Jones said.

The Kalven report states the university should remain neutral to encourage people to express a range of ideas.

"The neutrality of the University as an institution arises then not from a lack of courage nor out of indifference and insensitivity. It arises out of respect for free inquiry and the obligation to cherish a diversity of viewpoints," it reads.

Some faculty members worry about how far interpretations of the Kalven report might be taken.

Mr. Bobo-Jones said, "On one level, the DEI statement is seen as mission-oriented. But does it have

to be? Is there some way the legal team at the university might one day say, 'This is a political act,' and we can't do it? That's a fear that I think every person of any group that has ever been oppressed constantly has in the back of the mind."

Ms. Hernández said she disagrees with the suggestion that a land acknowledgement statement is political and was personally hurt by the decision.

"I would think that based on the things that the university says about diversity, equity and inclusion that they would — I would have hoped that they would — have been willing to actually stand with Indigenous people," Ms.

Hernández said.

Ms. Jueds said she believes there are different ways to interpret the Kalven report.

"Reasonable people could say, 'Yes, this is a political statement and Kalven prohibits the university and its units from issuing such a statement,'" she said. "And reasonable people could say, 'This is not political — this is not prohibited by Kalven.'"

Regardless, Ms. Jueds said she hopes that community members will uphold values through their actions.

"Words matter," she said. "Words matter a great deal. But actions also matter. And I think some might argue that actions matter more."

Seniors learn as teaching assistants in science classes

by MILO PLATZ-WALKER
Reporter

During a busy and chaotic AT Chemistry lab period, 20 students run around the classroom collecting different chemicals and solutions, all competing for the teacher's attention, the sound of glass beakers clinking in the air. Amid all the chaos, Poppy Beiser, a senior and teaching assistant, stands out as a calm and knowledgeable presence, readily available to assist students with their lab.

"For smaller questions, I've found that it's easier for students to quickly reach out to me," Poppy said.

In multiple AT Chemistry and AT Physics II classes, this scene is a common occurrence. The science department has introduced an innovative independent study utilizing senior students as teaching assistants, which is reshaping how the advanced science courses will be taught in the future.

The responsibilities of these teaching assistants are multifaceted.

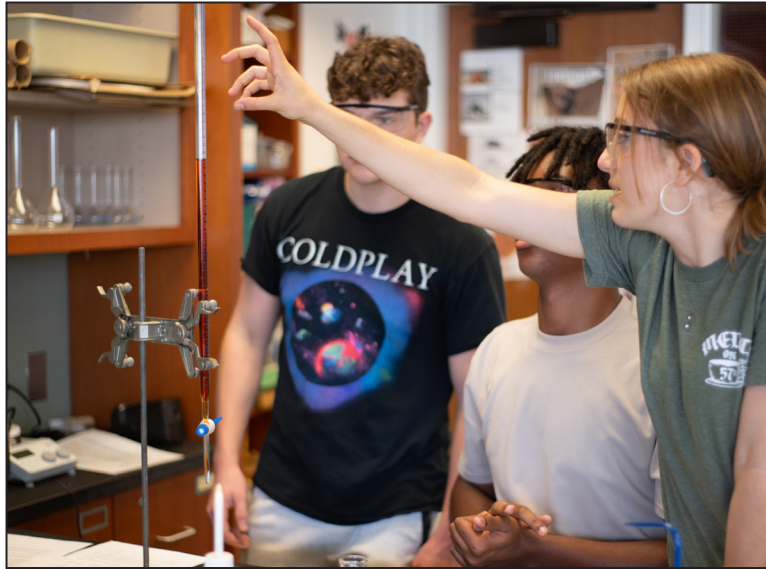
They are provided with lab materials in advance, consult with the teacher regarding questions and recommendations, and ensure

“Generally in high school, it is not possible to offer this opportunity, so I really wanted to jump on it and try to offer it because it really makes Lab stand out and as being unique.”

Zachary Hund,
science department chair

that everything is ready on the day of the lab. During the lab, they actively assist students, ensuring a smooth and productive learning experience. Zachary Hund, science department chair, and Matthew Martino are working with four seniors this year. At the end of last year, Dr. Hund and Dr. Martino chose these students after they excelled in their AT Chemistry or AT Physics classes. This year, two students have been selected to assist each class. This is the first year the program has been able to run.

"This is a result of the new schedule because these students have free lab periods to sign up for this optional volunteering opportunity," Dr. Hund explained. "It is



Midway photo by Nathan Li

ADVISING ASSISTANCE. Senior teaching assistant Poppy Beiser demonstrates how to titrate a solution with a burette in AT Chemistry.

something common in undergrad institutions. Generally in high school, it is not possible to offer this opportunity, so I really wanted to jump on it and try to offer it because it really makes Lab stand out and as being unique."

The program is beneficial for three key parties. Firstly the stu-

dent assisting the course can gain experience mentoring, teaching and applying their scientific knowledge from previous years. Second, students in the AT science sections benefit from having an additional resource. Lastly, the teachers have a reliable assistant to help manage the increas-

ingly chaotic nature of fast-paced experiments and lessons.

Anvi Pati, a teaching assistant for AT Physics II, emphasized the benefits of this hands-on learning experience.

"It's been fun. I learn more about the material, too," Anvi said. "You learn by doing the lab itself as well as answering questions about the lab."

Poppy, a teaching assistant for AT Chemistry, noted that students find it easier to reach out to her for quick clarifications.

"I felt really honored that my teacher from last year recommended for me to become a TA. I've enjoyed taking two years of chem, and so being able to continue that in senior year has been really nice," Poppy said. "I've definitely got a lot of teaching experience out of this, and I've really enjoyed explaining concepts and helping out my peers. It's also nice to have more responsibilities."

The success of this pilot program has sparked discussions about its future expansion. Dr. Hund said this could include adding it to the program of studies as an official course offering, allowing more students to participate.

Committee formed to understand minority student experience

by the numbers

The retention committee will watch attrition patterns and statistics like these throughout the years.

11%

of students in the 2022-23 school year were Black

6%

of students who withdrew throughout the 2022-23 school year were Black

by AUDREY PARK
Editor-in-Chief

A retention committee will be formed due in part to the "unusually" high number of Black students who left Lab after the 2021-22 school year and to better understand the student experience, according to Irene Reed, director of admissions and financial aid.

In the 2022-23 school year, about 11% of students at Lab were Black, and throughout the school year, about 6% of students who withdrew were Black, compared to the previous year when the number of Black students who withdrew outpaced overall enrollment by 8%.

Composed of staff, faculty and administration, the retention com-

mittee will try to understand the student experience, particularly of minority student groups, and watch attrition patterns over the years. The admissions office has held "exit interviews," meetings with students who have left Lab to talk about their experience and why they are leaving, but the retention committee is now in the process of establishing "stay interviews."

"The interviews started as just me and a couple of people, but we are now putting a structure in place," Ms. Reed said. "Stay interviews will talk to current students. So, you have not left, and we want to ensure you stay."

The retention committee has

opened exit interviews to all students who left Lab last year. Ms. Reed said it is difficult to attribute the decrease in withdrawing Black students to a single cause and she is not sure that she can label any form of attrition as normal, but that the 2022-23 breakdown is a more accurate reflection of typical withdrawal patterns.

"One year is not a trend," she said. "The 2021-22 school year seemed actually to be an aberration when compared with other years. However, last year's numbers seemed closer to the norm."

An event open to prospective Lab students and families, "Black at Lab," was held last fall to demystify the Black student experience.

Ms. Reed said similar events have expanded to include the discussion of both the Black and Latinx student experience including one that was held Oct. 12 and another which will be held at Lab on Oct. 24.

She said while both events focus on the experiences of Black and Latinx families, they are open to all, and are designed to continue to attract a diverse applicant pool.

"We are concerned about everyone and the student experience. Of course, we do not want people to leave, but if they do, we want to understand what Lab could have done better," Ms. Reed said. "Every time someone is unhappy, it is an opportunity to learn."

A historic reckoning at last

House museum project honors, preserves Emmett Till's legacy

by CLARE McROBERTS
Features Editor

On a quiet stretch of the West Woodlawn neighborhood, less than two miles from the Laboratory Schools, two-flat buildings line South St. Lawrence Avenue, one after the next. But one brick home stands out. Lush foliage fills its lawn. Tall red scaffolding stands beside it. Most of all, giant, haunting photographs loom from the windows.

This is the boyhood home of Emmett Till.

Organizers are transforming this residence into a house museum in memory of Emmett and his mother, Mamie Till-Mobley. They aim to open it to the public in 2025.

The creation of the house museum comes at a time of renewed attention to Till's life and legacy: President Joe Biden this summer established a national monument honoring Till and his mother at three locations in Chicago and Mississippi.

"We are charting a future for a sustainable community and at the same time demonstrating how the tragedy of Emmett Till's murder and death can be transformed from trauma and grief to triumph," said Nuri Madina, Sustainable Square Mile director at Blacks in Green, a group that focuses on renewing neighborhoods in sustainable ways amid climate change and is leading efforts to create the Till house museum.

In 1955, when Emmett Till was 14 and on a trip to visit family in Mississippi, he went into a grocery store. The white woman behind the counter accused him of whistling at her, and he was later kidnapped, beaten and killed by white men.

Back in Chicago, his mother, Ms. Till-Mobley, insisted on having an open-casket funeral, forcing the world to see Till's mutilated body.

"Let the world see what I've seen," she remembered telling



Midway photo by Clare McRoberts

HOUSE MUSEUM. Emmett Till's childhood home, at 6427 S. St. Lawrence Ave., just a few miles away from Lab, is being transformed into a museum in honor of Till and his mother, Mamie Till-Mobley.

the funeral director in her memoir, "Death of Innocence." Tens of thousands of people attended the visitation and funeral services on Chicago's South Side.

The home, where Emmett Till and his mother had lived on the second floor of the two-flat at 6427 S. St. Lawrence Ave. since the early

1950s, has switched between ownership in the decades since his death, officials said. Plans to renovate the building and turn it into a house museum where visitors can recall his legacy are now underway, in part with help from a \$150,000 grant from a historic preservation fund and as city of-

officials deemed the site a Chicago landmark.

Over the passing years, some worried that the home's history might be forgotten, or that it might simply become part of efforts to redevelop the neighborhood.

"The real value and history of the building was largely ignored,"

Mr. Madina said, adding later, "we believe that that legacy should not be lost to the mere development of a property."

Working with Blacks in Green, Germane Barnes, an associate professor of architecture at the University of Miami, created an art installation outside the Till-Mobley home this summer that he called "Be Careful I Always Am."

Mr. Barnes said that the work, which included yellow and red vertical segments, was meant to connect Emmett Till's experience with that of Black teenagers today.

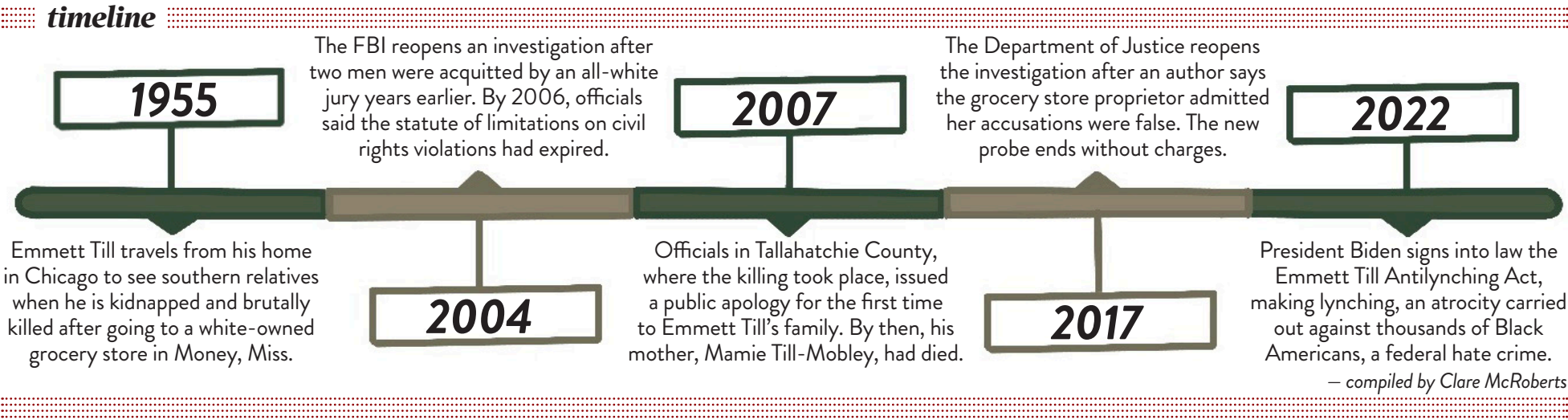
"The history of Emmett Till is so powerful and many young Black men from Chicago resonate with his story," Mr. Barnes said.

Mr. Barnes, who himself grew up in Chicago, said that he hoped the museum could be a place where young Chicagoans could "learn more about what is happening in the community and educate themselves on the other important but unheralded figures in Chicago's history."

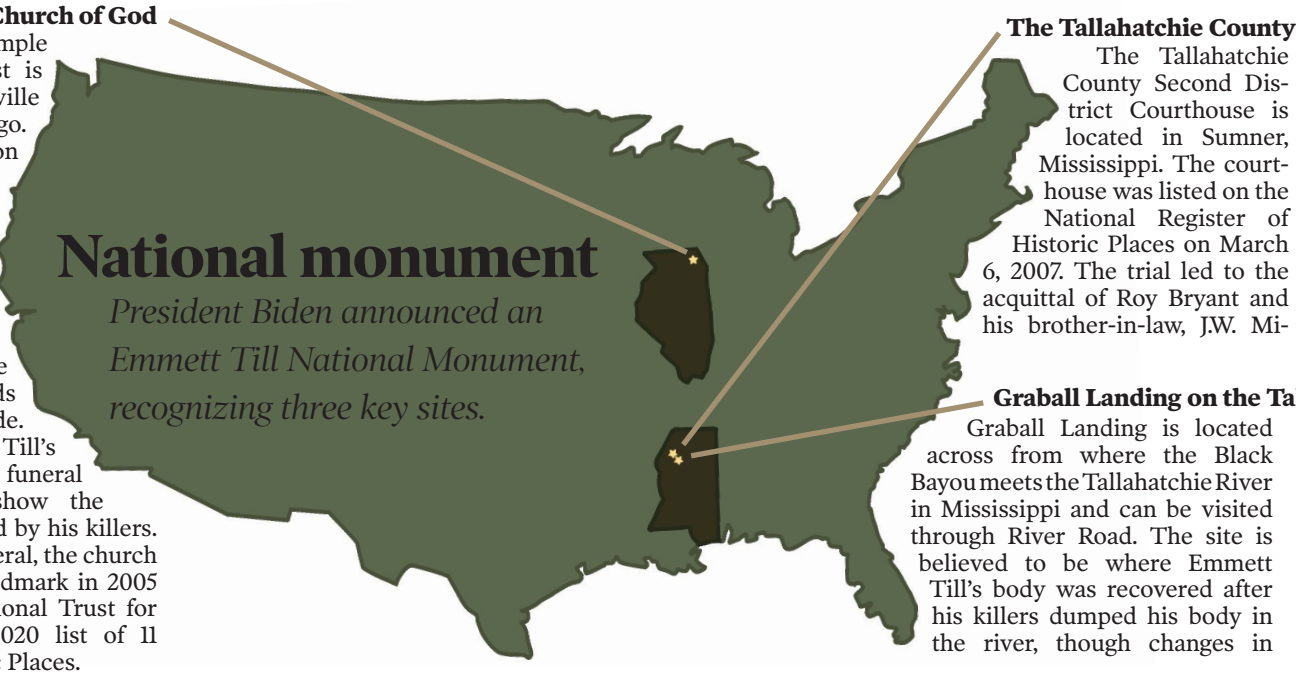
To the organizers of the project, the house helps preserve the memory not only of Emmett Till's tragic end but also of the journey to Chicago that his family had taken from the South in the first place, as so many other families had experienced during the Great Migration.

Still, Emmett's Till's final days must loom large in the house museum.

"We hope visitors will understand the innocence of a 14-year-old who assured his mother that he would be careful, without realizing the perils of the South at that time, and how the slightest misstep could endanger his life," Mr. Madina said. "We have to depict the horror he experienced, and the path that his mother Mamie took to transition her grief into forgiveness."



The Roberts Temple Church of God in Christ. Roberts Temple Church of God in Christ is located in the Bronzeville neighborhood of Chicago. The church was the location of the funeral of Emmett Till in September 1955 after being founded by Elder William Roberts in 1916. The funeral was held with roughly 2,000 attendees witnessing the service inside the church and thousands more attending outside. Mamie Till-Mobley, Till's mother, insisted on the funeral being open-casket to show the world Till's face, mutilated by his killers. Following the historic funeral, the church was named a Chicago landmark in 2005 and included on the National Trust for Historic Preservation's 2020 list of 11 Most Endangered Historic Places.



river flows and erosion since 1955 make it difficult to determine the site with precision. Since 2008, Graball Landing has served as a memorial to the 14-year-old boy and his mother, Mamie Till-Mobley. Now, the site is part of the federally protected national monument.

— compiled by Light Dohrn

Life Blood

Combination of factors leaves America short of blood donors

by **JAYA ALENGHAT**
Assistant Editor

Patients all around the world, suffering from diseases ranging from anemia to cancer, require blood transfusions to stay alive. But what happens when the blood runs out?

The American Red Cross announced a national blood shortage on Sept. 11 after years of an inconsistent blood supply. Since August, the supply level has decreased by 25%, causing pleas for more donors to keep patients alive.

This shortage is a result of a combination of regular seasonal variation and recovery from the pandemic.

Timothy Carll, an assistant professor of pathology at the University of Chicago, notes that there were fewer surgical cases that required blood transfusions during the pandemic, but this changed as the trend reversed.

“As we began to recover from the pandemic, elective surgical cases actually rose to above the pre-pandemic level,” Dr. Carll said, “and unfortunately, the amount of blood supply has not grown to match it.”

In Illinois, the minimum age to donate blood is 17, and with parental approval 16-year-olds can also donate. However, medical professionals like Dr. Carll and Geoffrey Wool, director of the University of Chicago blood bank, have noticed the lack of repeat donors in younger generations.

“Reliable donors are either dying or becoming ill or have deferrable medical conditions that make them no longer acceptable donors,” Dr. Wool said, “and we need to get younger donors more excited and interested in becoming repeat donors. Really the backbone of the U.S. blood supply is repeat donors.”

Like Dr. Wool, Dr. Carll also recognizes the scarcity of repeat donors and its effect on blood supply. He said that the rate of blood

“**Every day, there’s this huge need, and when people see an event on the news, and really want to help, that is absolutely fantastic. But we want that sense of urgency and that need every single day.**”
Geoffrey Wool, co-director of the University of Chicago blood bank

donation in younger generations such as millennials and Gen Z is actually higher.

“More people in our generation are apt to donate,” Dr. Carll said, “but the rate of repeat donation is much lower. There are fewer of us that will go and repeat donate. And as a result, the amount of the overall supply that is derived from these donors is relatively smaller.”

This inconsistency can be seen through the spikes of donors after major national disasters like the 2017 Las Vegas shooting and 9/11 terrorist attacks.

“Every day, there’s this huge need,” Dr. Wool said, “and when people see an event on the news, and really want to help, that is absolutely fantastic. But we want that sense of urgency and that need every single day.”

To help with this blood shortage, Dr. Wool believes that blood drives are an excellent way to gather support and awareness for all generations, but recognizes the difficulties that come along with it.

“Blood drives are fantastic, but there’s just a huge amount of effort and work to make sure that they’re worthwhile, that you’re collecting enough blood to make the costs balance,” Dr. Wool said. “And sometimes you’re spending more on movers and logistics than you actually are on saving blood products.”

But blood drives are not the only



Midway photo by Clare McRoberts

BLOOD SHORTAGE. At the Blood Donation Center at the University of Chicago, a worker prepares snacks for future donors. The center is open Monday through Friday from 8 a.m. to 3 p.m. year round.

way to help this cause. At the University of Chicago, the Blood Donation Center, DCAM Room 2E, is open Mondays through Fridays from 8 a.m. to 3 p.m. year round. Before arriving, donors should fill out the donor availability form online or call the Blood Donation Center at 773-702-6242.

Along with this opportunity, students can also donate at blood drives through Lab. U-High’s new

Heartbeat club will be sponsoring a blood drive at Lab for the Red Cross during a school day later this winter.

“People in different schools or colleges should help with the blood shortage more, rather than just adults,” junior Nutan Gani-gara, Heartbeat co-founder, said. “We’re educating the next generation about these things and telling them this is happening.”

Along with increasing availability to donate through blood drives, Dr. Carll believes that providing donors with more information about the process — and the ability to save lives — would increase the number of donors.

“It is helpful to know from a general standpoint, what the blood is being used for,” Dr. Carll said. “So they have a better sense of how their blood is helping people.”

Later start time goal of more sleep creates mixed results

by **AUDREY PARK**
Editor-in-Chief

Summer Pinc, a sophomore who lives in Hyde Park, sleeps 30 minutes more than last year due to the new schedule, which pushes U-High’s start time to 8:30 a.m. She feels more refreshed throughout the day because of the extra time she can now use for sleep.

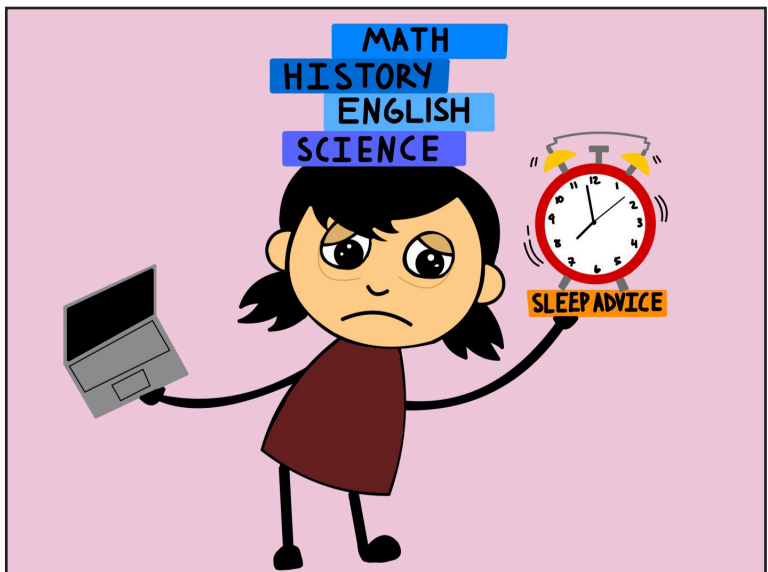
“I really like the extra sleep time,” Summer said. “It is really helpful. For a while, it felt like they did assemblies for mental health and encouraged us to sleep more. They never did anything about it until they gave us this extra time.”

The later start time was implemented in part to give students more time to sleep, following research showing that high schoolers should sleep 8-10 hours daily.

Students like Summer have utilized this time for sleep. For others, though, this is not the case, especially students with longer commutes or who engage in after-school activities.

Uma Malani, a junior on the girls swimming team, said the schedule gives her at most 15 minutes more sleep. She said the extra time does not change her schedule greatly, considering she leaves her house around the same as last year because of the increased traffic.

“One day, I will leave my house at 7:30 a.m., and I will get to school



Midway illustration by Audrey Park

IMBALANCED SLEEP. Some students use the later start time for more sleep. For others, the change does not have an impact. Sleep expert Alejandra Lastra at the University of Chicago shares her insight and advice.

at 8:10 a.m.,” said Uma, who lives in the Old Town neighborhood on Chicago’s North Side. “Another day, I might leave my house at the same time and get to school at 8:30. At that time, more people are going to work, so the traffic is heavier. It takes more time to get to school, which is frustrating, and as a result, the extra time doesn’t really do anything.”

For Adrija Chatterjee, who uses

public transportation, the schedule does not change when she leaves her house for school, since the transportation schedule remains the same.

Adrija said the 30 minutes gives her time to complete homework at school in the morning but does not give her time to sleep.

Alejandra Lastra, a pulmonologist and assistant professor of medicine at the University of Chi-

cago, said she is unsurprised that some students are not using the 30 minutes for sleep.

“Lab made a good decision to delay the start time, but it should be later,” Dr. Lastra said. “I think 30 minutes is in the right direction, but it is not enough to make a big difference.”

Dr. Lastra said puberty causes teenagers to face a two-hour natural delay in their sleep schedule and circadian rhythm, and the delay with the earlier start time does not give teenagers the recommended 8-10 hours.

“It is not that teenagers are fighting sleep. It is just that they are not biologically ready for sleep,” she said. “An earlier start essentially punishes teens for a biologically proven phenomenon.”

Dr. Lastra said she encourages teens to find a balance between academics and a healthy sleep schedule because the effects of sleep deprivation can be severe.

“It is also important to build resilience and prepare students for college, but at the same time, it is just as important to keep a balance so that you have enough time for leisure and mental health,” Dr. Lastra said. “By 11:30 p.m., you should be in bed, no negotiations. It should be a priority like you would prioritize going to school on time.”

sleeplessness

Effects of sleep deprivation, according to Dr. Alejandra Lastra:

- The velocity at which toxins are cleared from the human body is eight times faster when asleep than awake. They have been proven to be linked to Parkinson’s disease and Alzheimer’s disease, so sleep deprivation can cause a higher risk of disease.
- Sleep deprived people perceive the world as more threatening, and it can affect social behavior. When sleep deprived, people tend to be less empathic, have lower tolerance for social interactions and isolate more.
- It is proven that sleep deprived people will have slower response times and are less alert. Drivers increase their risk of motor vehicle accidents when they do not get enough sleep.
- Sleep deprived people tend to adopt less healthy diets and food choices.

PHOTO ADVISER .. Jayna Rumble, MJE

You & AI:

Your new reality

research tool
personal assistant
creative helper
companion

Focus on artificial intelligence has rapidly grown in the past year. From self-driving cars to online shopping, AI now impacts virtually every aspect of our modern world.

Generative AI technology now part of daily life

Students use the varied capacities of AI systems to complete personal tasks, solve problems

by SAHANA UNNI
Editor-in-Chief

Previously, when senior Asher Grossman wrote code for non-school-related projects, large amounts of his time were taken up with work he found simple but tedious. Now, the development of generative artificial intelligence, similar to Chat GPT, has granted Asher with new efficiency outside the classroom.

"It can't write everything for me," Asher said. "I still need to think about it and go through it, but it can help with a lot of the aspects of code that I just have to write but is annoying to write or tedious or simple."

Despite the many precautions educators are taking to restrict the use of generative AI in school, students are discovering new ways this technology can enhance their lives both in and out of school.

Sanjog Misra, the faculty co-director of the Center for Applied Artificial Intelligence at the University of Chicago Booth School of Business, said he is opposed to AI restrictions because of its capability to advance the way people learn. "What changes with generative AI-type tools is that each person can kind of personalize their experience," Dr. Misra said. "So I think that's going to be key, and it's going to accelerate the speed at which we learn, and it's going to broaden the set of things we learn."

With the use of AI, students have access to an easier way to learn subjects, like languages, in their free time. Instead of classes banning ChatGPT, Dr. Misra believes teachers—including himself—should change the way they teach.

"There's always some resistance because different people adopt new technologies at different rates," Mr. Misra said, "so that's true for teachers as well, but I think you have to change the way you think about assignments, you have to change the way you design curriculum or even think about topics that you should cover or shouldn't cover. All of those will change."

Asher has found ChatGPT to be helpful as a

starting point, likening the chatbot to Wikipedia in that it can provide a lot of information. However, responses generated by ChatGPT have been known to include misinformation.

"I think the aspect of explaining stuff simply, especially in an environment where you're learning, that's just something that can be applied," Asher said. "If there's, like, a topic you're having trouble understanding in class, in addition to all the other options—go to peers, go to teachers—one of the things you can do is ask Chat GPT, 'Hey, explain this topic simply.' And that's not the end of learning obviously, Chat GPT can be incorrect, but that can be a really good starting point."

When using ChatGPT, Dr. Misra warns students to not blindly trust the technology and instead verify all information the technology provides them.

"Think of Chat GPT as having a friend who's a know-it-all," Mr. Misra said. "If you ask that friend a question, 80, 90 percent of the time there going to give you a reliable answer, but once in a while they'll say crazy stuff. So you know enough not to blindly trust that friend."

However, generative AI is not solely a tool for learning. The efficiency of the technology allows students to have an easier time completing simple tasks like writing emails.

Senior Max Mathias said, "I think that using ChatGPT to write emails is probably gonna give a worse email than one you'd write but, I mean, if it gets the point across, isn't that the point of an email?"

As AI continues to evolve, Dr. Misra hopes students are further educated on the many benefits of artificial intelligence.

"I think there should be a little more thinking about how AI can be used for teaching but also for things like art," Dr. Misra said.

"There's so many different places this can be embedded in, and so there's this general purpose tool that can be used everywhere."

Midway illustration
by Eliza Dearing

Teachers, students adopt new AI tools into coursework, school life

by SKYE FREEMAN

Audience Engagement Manager

In November 2022, ChatGPT took the world by storm. A generative AI software designed to refine writing and answer questions, ChatGPT was immediately put to the test with never-seen-before features, prompting students across the country to try to figure out how to use it to do their work. A March survey published by bestcolleges.com found that out of 1,000 college students nationwide, 43% have used an AI application like ChatGPT for school work.

While many educators and employers have viewed the use of generative AI as a shortcut to bypass the learning process, some are attempting to look at it from a more positive lens.

As institutions worldwide are testing the limits of AI software, it's beginning to find a place at Lab. A new AI Committee has been created, with faculty from the art and computer science departments and staff from information services. Eric Rizzi, a computer science teacher who teaches Machine Learning and Artificial Intelligence, has been working to integrate the software in his classes. He encourages his students to use generative AI software if they have questions but not to rely on it.

"I think that it's really good at computer science. Other ones, like in terms of creative writing class, it depends on how it's

used," Mr. Rizzi said. "To me, especially for high school students, it's all about making sure that they understand the fundamentals and don't take away from education by relying on this thing that gives them the answers."

Nana Abena Gyang-Akoto, a junior in the Web App Frameworks computer science course, has been using generative AI with her class to find pre-written code rather than starting from scratch. She feels AI can be handled more proactively, listing examples of how it could be used in libraries to help store information more efficiently, or in computer science-based fields for research assistance, but it may not fit well in English classrooms.

"I feel like AI is useful if maybe you're not being graded on, like, your cognition or being able to produce ideas yourself," she said. "But if it's used as, like, a research source, and it's gonna help improve your paper to see things that you haven't seen before, I feel like it improves the content."

She feels it doesn't have a place in all academic disciplines, sharing this concern with teachers of humanities. English teacher Ian Taylor often sees his students

using writing assistance applications like Grammarly.com on their schoolwork, which prompts him to use turnitin.com to scan his students' work for plagiarism. Despite their benefits, he still feels those programs and other generative AI take away from the creative thinking process.

"I think what most students are doing is using AI instead of their mind. All of these things can be helpful if it helps students to think better, but if students are substituting AI for thinking, then no AI is good," Mr. Taylor said. "All of that process work we do toward the paper, is to, you know, force kids to think through things so that they're creating ideas, they're supporting those ideas and they're connecting those ideas."

He cautions educators to consider the implications of generative AI and how they can use it more effectively rather than allowing their students to use it freely. "It does make things a lot easier. It's not improving my thinking to have a computer system check to see if [a paper is] plagiarized," he said. "I think each and every program or application really needs to be assessed to see, like, where is this cutting off the mind, and where is this encouraging kids to think and learn."

types of a.i.

reactive machines

are the oldest forms of AI systems, with limited capability and do not have memory-based functionality and can only be used for automatically responding to a set of limited inputs

self-aware

is a type of AI that has evolved to be nearly as akin as the human brain that it has developed self-awareness, which has the potential to both help and hinder human progress

limited memory

has the capabilities of reactive machines but can also learn from historical data to make decisions, such as chatbots, virtual assistants and self-driving vehicles

general intelligence

represents the ability of an AI system to potentially replicate the multi-functional capacities of a human being, which may be able to independently form connections

theory of mind

are the next level of AI systems researchers are working on innovating that is able to discern emotions, beliefs and thought processes of the entities with which it interacts

super-intelligence

pertains to AI currently being developed that will become the most capable forms of intelligence ever, with faster processing abilities and improved decision-making

— Source Forbes Magazine

AI poses risks for spread of false info

by VICTORIA WASHINGTON

Opinion Editor

Every time we open our phones we are confronted by a plethora of online media. Up until recent years, we could be assured a human was behind all of the content we're exposed to.

The rapid development of generative artificial intelligence and its widespread availability has impacted the public sector in numerous ways. Now, users are forced to decipher how much of their news articles, social media posts and spam emails are generated by AI.

University of Chicago Professor Chentao Tan's work includes research on human-centered machine learning and natural language processing, and he is concerned by the prevalence of misinformation and disinformation as the result of growing AI technology. Professor Tan most often sees AI used to target people who are more likely to be convinced by misinformation.

Professor Tan is exploring how AI can be used to combat current disinformation attempts, specifically by aiding humans sort through varying kinds of information and helping them consider what is actually truthful.

"In my work, I've been trying to think

about the more positive aspects of AI. I want to help people think critically about the kind of information they are getting," Prof. Tan said.

Citing the 2020 election and the aftermath of disinformation surrounding its outcome, Professor Tan is concerned by the ease at which AI can convince people to not believe any information they see despite significant evidence. He believes establishing a sense of truth requires both technical adoption and public acceptance.

"With the wide adoption of AI, even as it improves, it sometimes gives false information," Prof. Tan said. "It may change how people perceive truth. There can be a large group of people who don't believe anything no matter what evidence you show."

While Prof. Tan doesn't believe AI has the capability to generate large amounts of misinformation, it is most often used to aid humans in multiplying false information like campaign and social media posts.

"I'm not worried about AI actively creating misinformation on its own, but there are malicious people with agendas that will use AI to affect elections," Prof. Tan said.

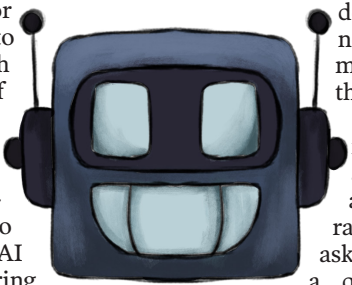
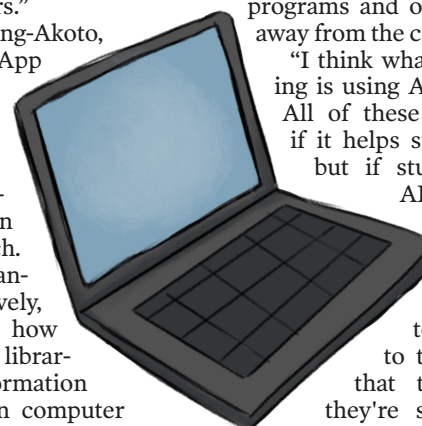
According to both Prof. Tan and Brian

"I'm not worried about AI actively creating misinformation on its own, but there are malicious people with agendas that will use AI to affect elections."
Chentao Tan, University of Chicago Professor

Hewlett, Laboratory Schools director of information systems, reading a diverse set of sources and maintaining a core base of information rooted in truth still remains one of the best practices to protect ourselves against disinformation, AI generated or not.

Mr. Hewlett is confident that reading more work written by humans will train us to spot work generated by AI. Just as AI will get better at eliminating inconsistencies, humans will get better at identifying obvious fabrication.

"Your mind is a muscle like anything else, the more that you use and have a healthy dose of what is foundational fact, and what is theory," Mr. Hewlett said. "For the longest time people have been trying to sell you something too good to be true or snake oil. I think this is just the next iteration of that."



“There’s so many different places this can be embedded in, and so there’s this general purpose tool that can be used everywhere.”

Sanjog Misra, Center for Applied Artificial Intelligence, University of Chicago Booth School of Business

”

vox pop.

The advent of generative artificial intelligence, commonly known as AI, has brought both issues and benefits to several fields of interest among U-High students.

MUSIC

As well as generating music, AI can provide artists with ideas and also create beats. As an AI-generated song that featured the fake audio tracks of artists Drake and The Weekend, "Heart on My Sleeve" by ghostwriter977 has recently gone viral as well. Based on AI's analysis of various artists' musics, AI can help artists find beats for their music and create remixes for certain content.



Jacob Liu, co-president, Beatmaking Club

"I feel like it's definitely like a tool that you can use, but it's not something that will completely substitute. Like writing, people use like Grammarly to fix their writing. It's, like, it's the same way for beats. You can use it to touch up on like mastering and leveling, fixing up, like, the way things sound, but right now is definitely not a good enough substitute completely for, like, actual production."

COMPUTER PROGRAMMING

Tasks like testing and debugging, which are important in the processes of software development and maintenance, can now be easily done by AI. As a result, the burden of manual coding for certain coders has decreased. They have utilized AI not only to check errors in their codes but sometimes even to program codes.



Asher Grossman, programmer, Robotics Team

"I think AI is a very helpful tool for programming. I mean, I use various AI tools, but I don't think that it's going to completely replace it anytime soon. Because there's always like, you can't be a self-sustaining cycle. Somebody needs to maintain the AI."

VISUAL ART

AI can help people create digital art faster and more efficiently, such as automating the repetitive tasks required in producing the art. AI may analyze an artist's past works to propose creative ideas, allowing artists to take a new creative path.

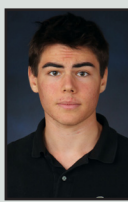


Isadora Glick, interested in visual arts

"I also don't think that it's going to replace visual art in the way that a lot of people think that it might, because I think there's always going to be some people that appreciate the genuineness of real human-made art. And so I think that it's going to definitely become an issue. But I don't think that it's going to be eradicated, like the success of the art market, I guess."

FINANCE

Given the large amount of past financial data current AI systems hold, AI has helped individuals in the financial field make decisions, predict market trends and detect fraud. AI has also simplified basic banking activities such as executing payments, deposits and transfers.



Nash McKeague, director of outreach, Finance Club

"AI is both a good tool and something that hurts the industry. AI when used to a limited capacity and as a tool for analysis or market conditions can be beneficial. However, if over-reliant on AI, many consequences can occur, such as the AI assessing all the outcomes and incorporating all the factors, so overall I believe that AI is great when used in tandem with humans."

WRITING

AI is not only used to correct grammatical errors throughout the writing process but also to propose new ideas for writers. While some experts believe AI limits the creative liberties of these writers, many people still find it helpful in completing certain kinds of work.

Sophomore Bayaan El-Bawab

"I think AI represents a very scary change for not just the humanities but the arts in general, especially when it comes to writing. People spend years honing a craft that already does not pay a lot, only for AI to be able to do the same in a minute. I do think, though, that people do need to accept that it's not an entirely negative tool. Sometimes it can be useful to bounce ideas off of, but we need to be careful that it doesn't become something that's replacing humans."

SCIENCE

AI is being used to analyze certain complex scientific tasks, including climate modeling and drug discoveries for the scientific community. AI repurposes some medications and helps scientists create new drugs for certain patients. It can also help scientists generate hypotheses and test theories.



Junior Marko Nagel

"Well, I think that science is inherently a very original and, you know, creative field. And I think that AI's inability to produce a truly original idea makes it that it can only ever be used as a very supplemental tool, and we'll never really be able to replace it anyway."

— compiled by Edward Park

Athletic Approach

New trainer establishes relationships with student athletes in her first year

by ZARA SIDDIQUE
Sports & Leisure Editor

The second school ends, a stream of student athletes is seen heading to the gym building and locker rooms. After getting into their sports uniforms, about half of these athletes stop by the training room. The loud beat of music bursts from speakers, weights clink as students slam them to the ground or place them back on the rack, the squeak of sneakers echo as students ride bikes, run on treadmills or climb the ellipticals.

But the great majority of athletes wait eagerly and sometimes anxiously in a line for the reassuring attention of Hannah McCarrell.

In her first year as U-High's new athletic trainer, Ms. McCarrell has already encouraged and inspired numerous student athletes with the positive and motivational style she brings to the fitness room.

Ms. McCarrell grew up in the training room. Her father was a football coach, and she said she spent every free moment either on the sidelines or in the weight and training rooms. As she got older she started spending more and more time in the training room as she found herself enjoying the atmosphere.

The moment Ms. McCarrell knew that she wanted to pursue being an athletic trainer was after she suffered a serious injury in high school.

"I played volleyball in high school and I got injured, I got a concussion and I didn't tell anyone," Ms. McCarrell said. "I played through it, and then I was told I

"I want them to view me as someone who's always in their corner. I think that's the most important to me is making sure they know that they're supported, and I'm here to support them in any way I can."

Hannah McCarrell,
athletic trainer

wasn't allowed to play sports anymore."

Ms. McCarrell then started working alongside her high school's athletic trainer. This work solidified her desire to pursue the career.

"You're around sports all the time, and you're helping people," Ms. McCarrell said. "I also enjoyed the competitive aspect of trying to get someone back out on the court or field."

Ms. McCarrell hopes that her relationship with students is more than just clinical. She wants to be a resource for students to come and talk to, not just about injuries, but about their day-to-day life. She believes that having a good relationship with students as an athletic trainer is getting to know them personally, rather than just by their injuries.

"I want them to view me as someone who's always in their corner," she said. "I think that's the most important to me is making sure they know that they're supported, and I'm here to support them in any way I can."



Midway photo by Eli Raikhel

BUILDING BONDS. Athletics trainer Hannah McCarrell wraps an athlete's hand with a bandage. Ms. McCarrell has made a positive impact on student athletes in her first year at U-High. She is always ready to support injured players when they come to her in need for medical assistance, or even just someone to talk to.

Sophomore Mo Iyi-Ojo has been working with Ms. McCarrell this soccer season while he is recovering from an injury. He appreciates the way she guides athletes through their recovery and believes her approach to be a significant part of the recovery process.

"When she's taping people up she's talking to them, guiding them through it," Mo explained.

Mo also appreciates how she holds him and other athletes accountable.

"She's been helping me work out, helping me keep my fitness up, even when I don't want to —

encouraging me, not just telling me, or leaving me to go do it," Mo said. "She makes sure I do it but also makes it fun."

Senior Sophia Shahul has had a similar experience to Mo while dealing with her own volleyball injuries.

"I feel like she's very personal. She creates bonds with every single one of the athletes," Sophia said. "She really has a personal stake in every one of our lives. She really is right there with us as we're recovering."

Sophia said Ms. McCarrell's positive attitude and bond with ev-

ery athlete makes it feel as though she's bringing a lot of the teams and athletes together.

"She builds this sense of solidarity in athletes that we're all in it together," Sophia said. "With me and a lot of athletes, she even has us do a lot of training together."

Ms. McCarrell has only been at U-High for a few months, but her effect on athletes is already noticeable and profound.

"I hope this athletic training room is a safe space for everyone," Ms. McCarrell said. "I love being here, and don't plan on leaving anytime soon."

Student athletes struggle to find balance amid new schedule

Athletes departing class early creates academic stress

by LIGHT DOHRN
Assistant Editor

The bleachers are packed, cheers echo through the air and bright sunlight shines on the team of student athletes. Sophomore Xia Nesbitt grips the handle of her tennis racquet, squinting against the sun. While her heart is caught up in the game, in the back of her mind sits the upcoming chemistry midterm and the textbook chapters that need to be read before it happens.

It can be tough to find a balance between academics and athletics when homework, assessments and lessons are dispersed throughout a student's days. Athletic programs can be a respite from academic stress — and for many students are among their favorite activities at U-High — but they can also cause anxiety about making up work or missing deadlines.

Xia is a member of the girls tennis team, which has away matches more than half of the season. For locations especially far from campus, the team has to leave early — thus, Xia misses class.

Additionally, student athletes have been missing more class than before due to the new schedule and later start time. Travel to away games combined with the already



Midway photo by Alex Diamond

EARLY DISMISSALS. The JV boys soccer team is dismissed early in order to travel to their game on time. Student athletes struggle with missing class when assessments and lessons are dispersed throughout their day. Rather than focusing on their athletic goals during games, student athletes can become stressed about their school work.

lost classroom hours can be difficult to account for.

"My mom hates it when I have to miss school," Xia said, laughing. "She's definitely one of those parents who says, in 'student-athlete,' 'student' comes first."

Xia said the stress of missing class time and the fear of falling behind can be managed through organization and notifying teachers

about when class will be missed — especially if the class period is missed frequently because of this year's later dismissal time.

"I think the key is really just having good communication with your teachers and being open about needing to catch up," Xia said. "It's sort of about finding your own balance, you know, and figuring out for yourself what

works best for you."

Laura Gill, deputy athletics director, said that even the most dedicated student athletes should prioritize their academic responsibilities.

"I think part of being a student athlete is being a student first, so we really put the responsibility on them to make sure that their classroom work is being taken care of,"

"There are so many elements of participating on a team where you kind of learn lessons that you can apply to your entire life."

Laura Gill,
deputy athletics director

Ms. Gill said.

Ms. Gill also believes that being a student athlete teaches students important lifelong lessons, in academics and life outside school.

"There are so many elements of participating on a team where you kind of learn lessons that you can apply to your entire life," Ms. Gill said. "I think students that participate in athletics learn time management skills, and I think they learn accountability and responsibility, and those are just key things that you can carry with you throughout the rest of your life."

The whack of racquets fills the court as the players focus their eyes on the ball.

Chemistry exams and homework anxiety fade away, replaced by the thrill of the game.

The work and tests won't go away and this balance must still be worked hard to maintain, but for now, the athletes bathe in sunlight and adrenaline as they grin and fight to bring their team to victory.

Fantasy Fans

Community bonds through fantasy football leagues

by KATIE SASAMOTO-KURISU
Editor-in-Chief

Three years ago, during the 2020 NFL championship game between the Kansas City Chiefs and San Francisco 49ers, Adam Tang, then a ninth grader, was focused, closely following each play. He was down many points, banking on his only hope: number 87 on the Chiefs, tight end Travis Kelce. Eyes glued on the hotel room television, Adam and his family waited, watching. By the end of the game, the final score read 49ers 20, Chiefs 31.

Adam's enthusiasm in the game was fueled by both a love of watching football and an interest in engaging with his team through an alternate platform — a fantasy football league.

This activity, a skill-based form of entertainment for superfans and casual spectators alike, is a form of connection among Lab students and even faculty.

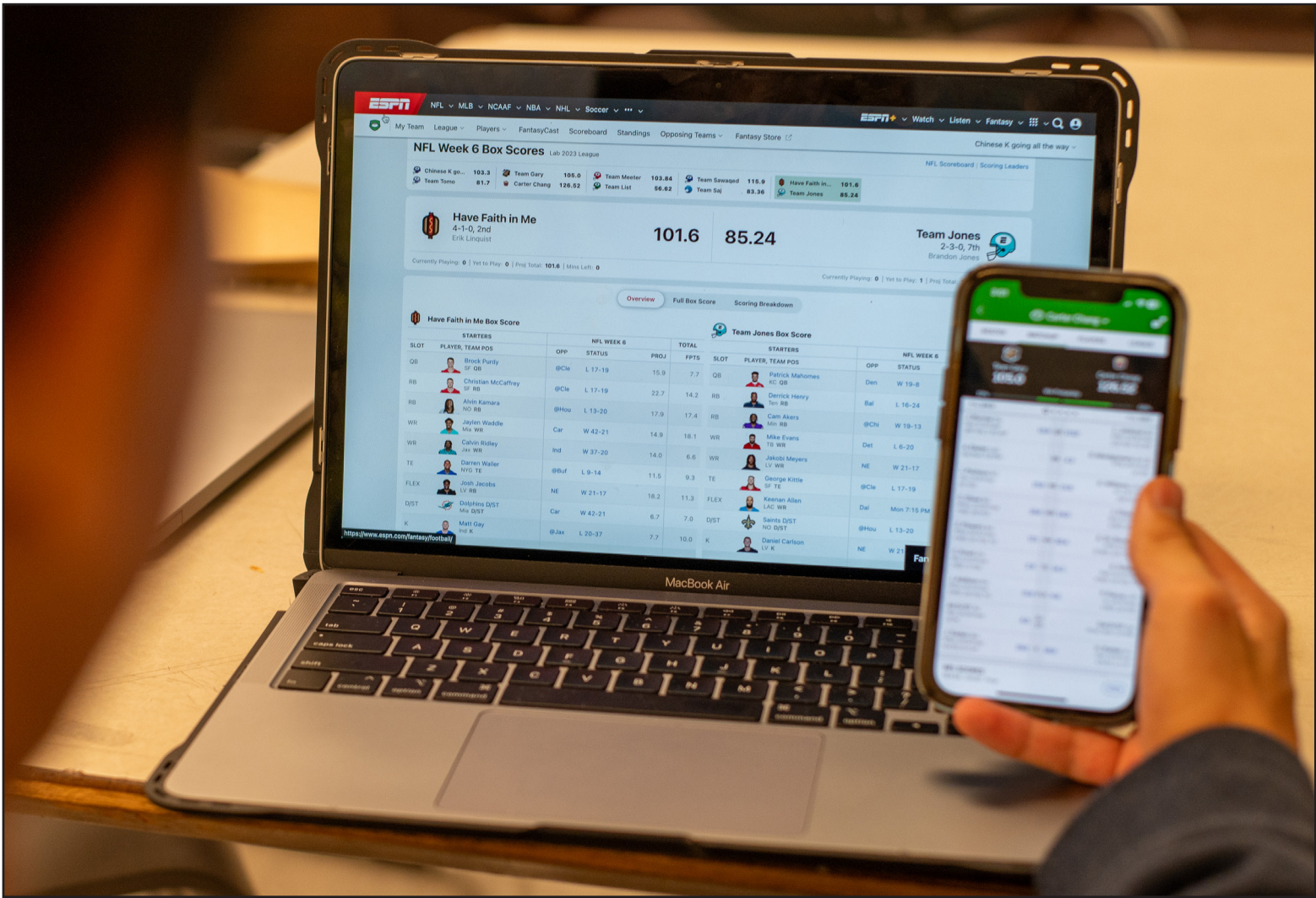
"I've always loved watching football, but it's sort of just an added thrill," Adam, now a senior, said. "It creates a reason to watch other teams and I think it just adds to the experience of watching football and playing with your friends — it combines everything."

Popular platforms include ESPN Fantasy Football, Yahoo Fantasy Sports and NFL Fantasy.

While the sites vary in their specific layouts, the premise of the activity is the same: draft players to a virtual team and manage it throughout the season with the hope of securing a win at the championship playoff, the final game at the end of the roughly 12-week season.

"You keep your players each week, but you're allowed to drop them and pick up a new player or trade with each other," Adam said. "It's pretty interactive and less just sitting back and watching."

Punishments add an additional level of stakes to the leagues, with lower-level ones given to players scoring the least points each week and a final one for the player who ranks the lowest of the whole season.



Midway photo by Kaden Moubayed

TUNED IN. During the The NFL season, members of the Lab community participate in fantasy football leagues, designed to build competition and camaraderie between among users.

Myles Cobb, a senior who has played in numerous leagues, said they add a degree of fun to playing with friends.

Outside of Lab, in more serious leagues, some punishments extend far beyond monetary penalties.

"Basically the loser of the league, so the guy who has the worst fantasy team, has to do a punishment. The punishments can range anywhere from asking out your crush all the way up to joining the military," he said. "They can get very intense."

The competitive nature makes playing fantasy football appealing for participants, in leagues both in and outside of Lab. Betting is a large part of the game for some, increasing the risk, and interest, in the experience.

"It can foster connection and can also destroy friendships," Myles said. "There's a certain amount of competitiveness you want. It starts to waver when money gets brought into it. It can range anywhere from \$20 to \$5,000."

Math teacher Julia Maguire, who can often be seen talking to

students about the fantasy season, has been playing for around 14 years. She got involved simply because of her love for sports and enjoys playing in a league with her family.

"I was always interested in sports, not necessarily even football but just being active and interested in sports, talking to people about it," she said. "A friend and I shared a team that year, and we ended up doing really well, which of course annoyed everybody. We were new on the scene. It was just something fun to engage in."

For football fans everywhere, fantasy leagues have served as vessels for social connection and engagement with the sport. The sense of community the platforms maintain continuously unites and motivates players.

"Yes, this is a competitive thing, but it's also completely out of the person's control. It's not like I'm competing for my own ability versus someone else," Ms. Maguire said. "It just makes it fun and fosters a sense of camaraderie. That isn't personal, which I think is positive all around."

Four fun fall activities to celebrate the new season

by SAHANA UNNI & ZARA SIDDIQUE

As the leaves turn different shades of red and the air becomes crisp, it's clear that autumn has finally arrived. The colorful and cozy season is often cherished through fall traditions, whether enjoying pumpkin-flavored everything or getting lost in a corn maze. Before the snow starts falling, here are five things you can do to celebrate fall.

- fall outings
- In addition to the four activities featured, here are some fall destinations in Chicago or a short drive away to check out!
 - Kuiper's Family Farm** is the perfect place to pick apples while they're still in season or select the perfect pumpkin to carve.
 - Chicago Ghost Tour** is a great way to learn about the spooky history of Chicago. Tour options range from on foot to cruising down the Chicago River all the way into November.
 - The National Museum of Mexican Art** has an exhibit honoring Day of the Dead, up until December 12 in Pilsen.



Image provided by Oliva Adams

Corn Mazes
Corn mazes are a great way to maximize the autumn weather while having a good — although sometimes challenging — experience with family and friends.

Where: While you can find corn mazes across Illinois, the intricate mazes at County Line Orchard in Hobart, Indiana, are worth the short trek across the state line.

Must-do: After navigating your way through the maze, reward yourself with some tasty doughnuts and refreshing apple cider.



Image provided by Cassia Colins

Pumpkin Carving
Pumpkin carving is one of the most classic ways to welcome the new season. With just a spoon, knife and candle, you can transform an average pumpkin into a jack-o-lantern or carve out an original design.

Where: This activity can be done solo or with friends. No need to travel or make a trek this can be done indoors or outdoors, just make sure you clean up afterwards!

Must-do: To take your pumpkin creation to the next level by printing out a pumpkin carving stencil. From witches to classic grins, the Pumpkin Lady's online website has them all.



Image provided by Zara Siddique

Scary Movies
Watching scary movies can help you get into the Halloween spirit. From mild to horror. There are plenty of options for every level of fear tolerance.

Where: This activity can be done alone or with friends. Whether it's cozed up on the couch or at the nearest movie theater, there's no shortage of spooky movies.

Must-do: If you're willing to be frightened in theaters, "The Exorcist: Believer" and "Saw X" are sequels to classic horror movies releasing this month.



Image provided by Charlotte Satalic

Baking Fall Treats
Baking fall treats is a great way to celebrate fall and express your creativity. From a classic pumpkin pie, to the popular Taylor Swift chai sugar cookies, there are endless ways you can create delicious masterpieces while improving your baking skills.

Where: This activity is best done in your very own home. With friends or by yourself all you need is a fun fall recipe, and a good chunk of free time.

Must-do: Taylor Swift chai sugar cookies are perfect for the fall season. With easily accessed ingredients and not too long of a cook time, this recipe is perfect for bakers of all skill levels.

Juggling Act: Senior Emma Ciesla works to explore passions with numerous roles in the fall play, 'Our Town'

by TAARIQ AHMED
Digital Editor

Donning a pink tulle dress, playing the Disney princess Cinderella, 6-year-old Emma Ciesla whirled onto the stage of the Blaine Hall theater, announcing her lines in French to the Summer Lab crowd. Observing the audience beam at her performance, a deep connection with theater was made.

Now, as a senior, Emma continues her passion through acting, directing and crew leadership roles in the upcoming play, "Our Town."

After that first performance at Summer Lab, Emma started uncovering theater opportunities both at school and within her community. Providing a platform to express herself, acting has always been special to her.

"I have a lot of anxiety and I can be very self-conscious," Emma said, "but when you're on stage, you don't have to be worried about yourself. There's nothing like stepping on stage and being able to become someone else."

As her knowledge of theater expanded, Emma also found sanctuary in directing, especially as it relates to helping less-experienced students assimilate into the theater world.

Emma is also a dynamic artist specializing in a variety of mediums, from sketching to painting. Being a part of and leading behind the scenes crew has allowed Emma to exhibit her creative side in new ways.

"It's really an amazing feeling to be able to come together as a group and create something magical," Emma said. "Like during 'Something Rotten' when I designed some panels for the backdrop, and then I got to see them all come together — it was one of the best feelings."

Although Emma assumes a significant amount of responsibility for productions, she has learned to balance being a friend to her crew members while also being a leader.

"There are moments when you have to take a step back, and say we all want this to happen, and we're all very excited about it," Emma said. "But in order to do that, we need to take things a bit more seriously. I feel like at the end, I just want everyone to be proud of their contributions."

Theater teacher Liucija Am-



Midway photo by Alex Diamond

BALANCING ABILITY. Playing the stage manager in "Our Town," senior Emma Ciesla balances multiple roles — main character, and props and makeup master. The ability to juggle these tasks stems from Emma's love of theater.

broisini said that she has witnessed Emma's growth over the past four years.

"The generosity of working with others is encouraged in this space," Mrs. Ambrosini said, "so those who pick it up and run with it learn an awful lot about how to build your own character, but also how to build leadership skills."

An actor and makeup crew member, sophomore Bayaan El-Bawab said Emma always seeks harmony between the work and play of theater.

"She keeps everyone organized," Bayaan said, "but I think, at the same time, she doesn't behave like she's above anyone else.

Like during rehearsal, she'll be just making jokes with you and it'll just make you feel a lot more welcome."

Both during and after the COVID-19 pandemic, when challenging moments for the program often arose, Mrs. Ambrosini said Emma was a guiding figure for the team.

"I recognized her as a person who could really contribute right there when we were doing shows online," Mrs. Ambrosini said, "and so that was an indication that she was somebody who was willing to develop things."

Overseeing the several moving parts of a production can be chal-

lenging, according to Emma, but the community she has discovered within the theater program gives her support.

"It's hard for productions where I'm trying to do everything at once," Emma said. "I'll be running across the stage and I'll miss a cue line because I was in the set shop building something, or I'll have to stop when I'm directing so I can run over and try to clean a prop up that broke. However, everyone in the theater carries the burden for me when I need it."

Having closely participated in theater alongside Emma since middle school, theater manager Sienna Yamini cherishes Emma's

thespian trivia

The play...

- was first performed in 1938.
- uses minimal props making it ideal for high schools.
- covers themes present in everyone's life, such as life, love, marriage and death.
- takes place in Grover's Corners, New Hampshire, from 1901-1913.
- has three acts, which are supposed to be the three stages of life: Daily Life, Love and Marriage, and Death.
- had success on Broadway and won a Pulitzer Prize for drama.

Thornton Wilder...

- translated and adapted plays in three other languages: French, German and Spanish.
- was the first American to win a Pulitzer for both fiction and drama writing.
- suffered writer's block while writing the last act of "Our Town."

Fun Fact!

- In her newspaper column, First Lady Eleanor Roosevelt said she found the play to be depressing.
- the main character in the play addresses the audience, breaking the fourth wall.

The fall play runs Oct. 26-28.
— Complied by Kabir Joshi

considerate nature.

"Emma is always there for others," Sienna, a senior, said, "and she will put other people in front of herself. I have been doing theater with her for so long that it feels weird without her being there, and when she is there, I notice her welcoming and warm presence."

Running through her last year at Lab, Emma wishes for her legacy of contributions to live within the program.

"I want the theater program to remember that I was able to do all of these things," Emma said. "When I first started doing multiple jobs, I thought it would be too much on my plate. But I have been proud of myself for everything I have done, and I feel like people notice that I have pushed myself to succeed."

Hyde Park provides fun, accessible fall art experiences

by KABIR JOSHI
Assistant Editor

This fall, museums near the Laboratory Schools campus will host various artists and their exhibitions. Here is a guide to five museums that might interest you.

Smart Museum, 5550 S. Greenwood Ave.

Opening this fall, the Smart Museum, the fine arts museum of the University of Chicago, is featuring five exhibitions, three of which will last until mid-February 2024. The five exhibitions are "Ruth Duckworth: Life as a Unity," "Smart to the Core: Poetry is Everything," "Calling on the Past: Selections from the Collection," "Haegue Yang: Quasi-Legit," and "Sculpture Garden." The exhibitions have no distinct theme and are open to the public free of charge. The museum also has multiple events throughout October such as Family Days, which will allow families and children to connect through art and crafts.

The DuSable Black History Museum and Education Center, 740 East 56th Pl.

The DuSable, now known as the DuSable Black History Museum and Education Center, is featuring

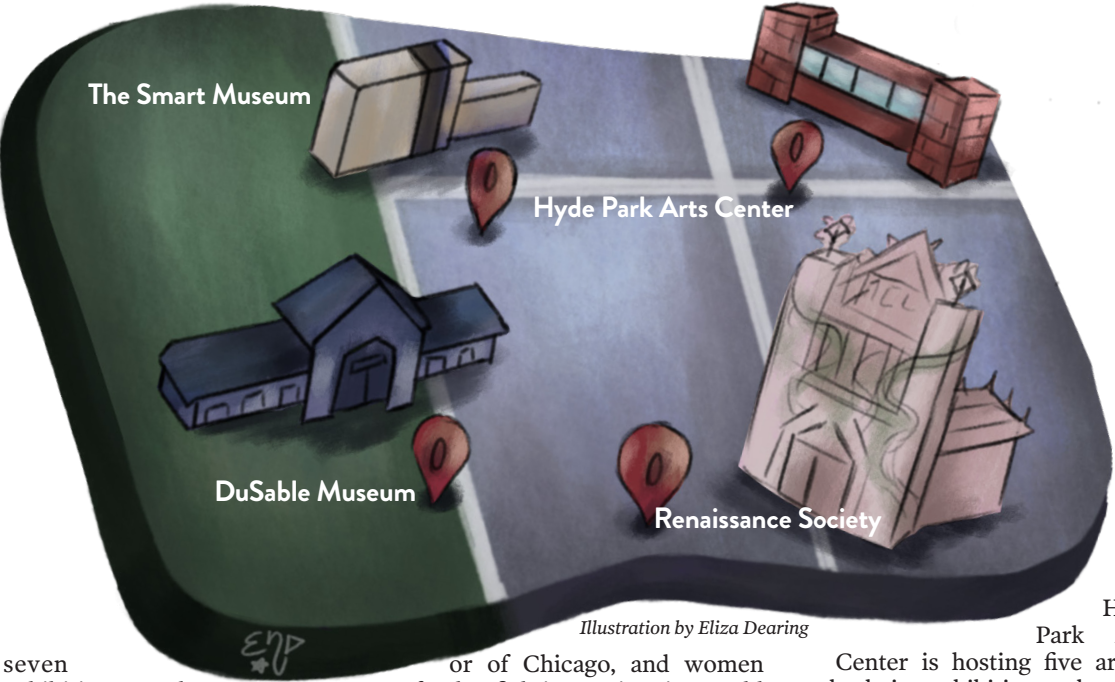


Illustration by Eliza Dearing

seven exhibitions and artists respectively focusing on African American History around the world and more specifically in Illinois and Chicagoland. These exhibitions tell the story of African American individuals such as Harold Washington, the first elected African American May-

or of Chicago, and women of color fighting racism in World War I. These exhibitions hope to serve as an artistic form to educate people on African American history. Tickets are available 11 a.m. to 4 p.m. Wednesday through Sunday on the museum's website.

Hyde Park Arts Center, 5020 S. Cornell Ave.

Center is hosting five artists and their exhibitions throughout the fall. The exhibitions "A Universe of Self Experience" and "William Estrada: Multiples and Multitudes" are coming to a close later this month as they opened in the summer. The rest of the exhibits "Not Just A Pretty Face 2023," "Bad at Sports: Bad @ Reality," and

"Kay Rosen: Don't Look Back" will be featured throughout the rest of fall. These exhibitions focus on women of color artists. The Hyde Park Arts Center website reads, "Our exhibitions help artists through the entire process of making bold work that enrich their careers and spur public discourse on important subjects." Hyde Park Arts Center is free and open to the public Monday through Sunday with varying hours.

Renaissance Society, 5811 South Ellis Ave., Cobb Hall, 4th Floor.

The Renaissance Society is showcasing one exhibition which is titled "Dala Nasser Adonis River," where artist Dala Nasser celebrates the Adonis River. The river is located in Lebanon and is known as the Nahr Ibrahim or Abraham River. Her art focuses on the myth where Adonis, the mortal lover of the Greek goddess Aphrodite, was killed by a wild boar. The myths surrounding this river are commemorated in pilgrimages of mourning and grief, and the artwork hopes to celebrate that. Admissions to the Renaissance Society are free to the general public Monday through Sunday.

Parent-Teacher

U-High teachers with children new to high school navigate two different worlds, develop newfound empathy

by **CHLOË ALEXANDER**
Arts Editor

Walking up the stairs, English teacher Ian Taylor sees a female student approaching. Not thinking anything of it, he keeps on moving on the stairs, until the student comes into view, and the realization hits him: “Oh! That’s my daughter.”

Being a U-High faculty member and a parent of a ninth grade student at the same school causes unique challenges. But those who are filling two roles at once — parent and teacher — say the awkward moments are outweighed by the advantages: a newfound sense of compassion and understanding for students.

Before his kids began their U-High experience, English teacher Ian Taylor was worried about his children coming into the high school, concerned about how the transition would be.

“A couple years ago, I was kind of not looking forward to it,” Mr. Taylor said. “I was sort of dreading this.”

Mr. Taylor is a parent to twin ninth graders — a boy and a girl — and he noted that their friendships are mostly of the same sex.

“So that’s a lot of people in one grade that I already know,” he said, “and I was like, this is a big wave coming at me where my worlds of personal life and professional life are about to collide.”

But as this anticipated change approached, he started to look forward to it.

“I was like, this is a big wave coming at me where my worlds of personal life and professional life are about to collide.”
Ian Taylor, English teacher

“It’s so great to see them in the hall, as students,” he said. “But they’re still my kids.”

Mr. Taylor has found that having his kids in the high school has given him a greater understanding of the student experience and student mind. It’s an additional element of empathy for students, as they relate more to his own kids.

It has even informed what he teaches. While revising the English 2 curriculum last year, Mr. Taylor faced a dilemma: keep Toni Morrison’s novel “Sula” in the curriculum or take it out?

“I wasn’t sure, like, how some of that more adult stuff would hit students,” Mr. Taylor said. “And so I remember thinking — they were in eighth grade at the time — I can’t imagine in two years they’re going to really be ready for this. So I remembered sort of thinking about them as sort of a litmus test for ‘Sula.’”

Science teacher Sharon Housinger, parent of a ninth grader, feels she now has deeper understanding of students’ lives, allowing her to become a better adviser with her personal knowledge of classes.



Midway photo by Clare McRoberts

PARENTAL AND PROFESSIONAL. Science teacher Sharon Housinger chats with her son, ninth grader Thomas Housinger. U-High teachers who double as parents said it gives them more empathy for students.

viser with her personal knowledge of classes.

“It’s less vague, more specific, like, ‘Oh, I understand how this class works because my kid was in the class,’” Ms. Housinger said. “If your actual kids have been through the class, you have more of: ‘I know what it looks like when they’re at home doing their homework.’ So you kind of feel like you become a better adviser, in addition to that kind of empathy, having more of a direct knowledge of

what the students are doing.”

High school librarian Susan Augustine says she enjoys seeing her ninth grade son and his friends in the halls and the library.

“I love it, and I love seeing all his friends, and I love seeing his fellow soccer players. It’s such a joy,” Ms. Augustine said. “It’s like a whole different level of joy of seeing those kids excited. I mean, not that I’m not excited to see other kids, too. I am, but it’s a little more personal. It feels really positive. I

feel so fortunate.”

Ms. Augustine has noticed little things that have been made easier by having her child at her workplace.

“It’s just a little bit easier to manage all of the ways that he needs things done,” Ms. Augustine said, “or he’s come by before and been, like, ‘Oh, I forgot to get this form signed by you,’ and been able to do it in school hours and stuff. So there’s a lot of conveniences about being here with your child.”

New vegan eatery offers haven, health



Midway photo by Eli Raikhel

VEGAN VALUES. In the Sundrip café, a vegan restaurant new to Hyde Park, an employee works at the cashier.

by **ZARA SIDDIQUE**
Sports & Leisure Editor

When Jeremy Jones’ family found out that his father’s colon cancer was terminal, his mother, Carole Jones, turned to an alternative form of treatment: food as medicine. Mr. Jones’ father died from the disease, but the family took that personal journey and turned it into a business.

Last month, the Jones family — Carole, Jeremy and his wife, Kaitlyn — opened a new location of their vegan eatery, Sundrip, which serves healthy fare like noodle bowls, smoothies and salads. The Hyde Park location, at 1109 E. 55th St., beside the University of Chicago campus, is the second of the family’s permanent locations; the first opened in 2020 in Fulton Market.

Since his father’s illness, Mr. Jones said he found himself following a path of health and wellness, keeping the memory of his father alive while also connecting with the community, through food and drink.

Sundrip café, he said, offers a place for people on any step of their personal journey through health and wellness to immediately feel welcomed and accepted.

“It’s just a place where people feel joy,” Mr. Jones said. “There’s a really good vibrational space here, and it’s a space that people can recognize themselves in.”

“People love it. I think they’re enthusiastically receptive, which we can only hope for but we weren’t really banking on.”
Jeremy Jones, co-founder of Sundrip

The restaurant, he said, is not meant to exclude anyone. Customers should not feel as though they need to or should be vegan. Rather, he said, that aspect should merely be viewed as another part of the restaurant’s commitment to health and wellness.

Health experts say that eating a plant-based diet has many health benefits, including lowering the risk of diabetes and improving life expectancy.

Sundrip’s Hyde Park location seats up to 20 people, but the owners are still in the process of purchasing furniture.

Mr. Jones said that he viewed Hyde Park as an ideal place to open up a new Sundrip location.

“We really wanted to reroot in the mission of being intentional of where we show up in spaces,” Mr. Jones said.

Colon cancer is among the leading causes for death among Black men in America, Mr. Jones said. Providing healthy options in a di-

verse community is something Sundrip always viewed as core value, he said. That was one reason opening in this neighborhood felt essential, he said.

“Hyde Park, especially, is this really cool intersection of a bunch of different folks,” Mr. Jones said, “a bunch of different communities, and that was really attractive to us.”

Mr. Jones said he hopes the restaurant can connect to many different communities through Hyde Park, the university and surrounding neighborhoods. The restaurant has exceeded the Jones’ expectations in Hyde Park.

“People love it,” Mr. Jones said. “I think they’re enthusiastically receptive, which we can only hope for but we weren’t really banking on. People have been over-the-top excited about what we’re doing. People really like the product, the environment, the space. It’s all been positive.”

Ultimately, he said, his long-term hope for the restaurant is to help overcome some of the socio-economic divide of the city with affordable options for a healthy lifestyle. He acknowledged that the goal was no simple task.

“We try to really be smart about our product offering,” Mr. Jones said, “where we can obviously be profitable but also do it in a way that doesn’t unnecessarily alienate a lot of folks.”

Snacks around the globe

International snack stores have seen a boom in popularity in the United States, Chicago especially, giving many people the option to purchase their own favorite cultural treats that come from thousands of miles away. From old classics of non-American cultures to new twists on American snacks, these six treats reflect the range of flavors now available in the U.S.

by SKYE FREEMAN, Audience Engagement Manager



INDIA Almond and cardamom dairy beverage

Price: **\$3.99**
Where to buy:
Lincoln Park’s “Exotic Snack Guys” international snack store

Founded as a restaurant in Bangalore, India, in 1924, and later as a global convenience product manufacturer, MTR foods has been a staple for efficient and heritage-rich meals in India. The company’s goal to be a world-class brand supplying ready-to-eat meals has brought their products to stores in the United States. Their badam (almond) and cardamom dairy beverage is sweet and refreshing, a healthy drink for those looking to expand their fla-

vor profile. The flavor of badam, also known as almond kernel, is subtle yet sweet. Mixed with bits of almond and spiced with cardamom, the drink is reminiscent of ginger, tangy and earthy, with a slightly sweet kick. The almond pieces in the drink weren’t my favorite. They added a unique yet off-putting texture. Priced at \$3.99 at Lincoln Park’s “Exotic Snack Guys” international snack store, the drink is a bit expensive but worth a try.



POLAND Bacon Chips

Price: **\$4.99**
Where to buy:
Lincoln Park’s “Exotic Snack Guys” international snack store

Bacon wheat puffs, from the Polish Lapsy Company, are a part of their selection of natural puff chips. The company has spent 30 years in the market, selling snacks that are free of artificial additives. Many chip varieties and corn puff snacks can be found in Polish grocery stores. The chips’ subtle bacon flavor and smooth-yet-puffy

texture make them almost addictive. Their products are popular in most of Europe, and while they are not well known in the United States, they are truly game changing. They’re located in international stores around the country and are relatively inexpensive, a 4-ounce bag selling for roughly \$4.99.



TAIWAN Cheesecake pejoy candy

Price: **\$3.00**
Where to buy:
Amazon

Pejoy cheesecake cookie biscuit sticks, a product from Glico, is a scrumptious Taiwanese snack. The makers wanted to create the cookie, known as the “inside-out pocky,” with the filling on the inside, in hopes that they wouldn’t melt as easily as Pocky does. The cookie definitely tastes like pocky, a deliciously sweet cookie with filling. Yet the cheesecake filling felt more neutral and vanil-

la-like than I had imagined. While these cookie sticks lack the strong cheesecake flavor as I had hoped, countless other flavors provide an array of versions of the treat. The packaging is a cute vibrant yellow, and the sticks are perfectly shaped and tasty. Classic chocolate Pejoy can be purchased on Amazon for roughly \$3 a pack or in smaller international stores if you seek a wider range of flavors.



EGYPT Sweet chili puffs

Price: **\$9.00**
Where to buy:
Lincoln Park’s “Exotic Snack Guys” international snack store

Sweet chili puffs, from the Flamenco Snack Manufacturing Co., are a staple in Egyptian stores. The company, founded in 1977, focuses on creating preservative and trans fat-free vegan corn puffs that still reflect the popular Egyptian snack. This snack has a really nice kick of spice, while remaining sweet and tangy, creating a perfect

balance of flavor. They are pleasantly puffy with a crisp crunch. Flamenco Snack Manufacturing Co. has countless other flavors for their puffs – cheese, peanut and meaty grill. Still, perfection comes at a cost: the chips go for roughly \$9 in snack stores, which is a bit too pricey for me.



MEXICO De la rosa pulparindots watermelon candy

Price: **\$7.20**
Where to buy:
Amazon/many Mexican candy stores

Dulces de la Rosa, a handmade candy brand founded in 1942, has turned into a major manufacturer of iconic Mexican artisanal sweets. Known for their mazapán and pulparindots candies, the brand can be found in many Mexican family-owned stores. Pulparindots, a candy made from the pulp of the tamarind fruit, flavored with sugar, salt and chili peppers, is a sweet, tangy and spicy treat. The water-

melon-flavored pulparindots lacked a distinctive watermelon flavor. Nevertheless, the green candies, with a gummy interior, were delicious and slightly spicy. The treat offers a unique flavor to switch up your sweet cravings. You can purchase them on Amazon, a 12-pack for \$7.20, or in stores around Chicago. The price point is reasonable, and I definitely recommend it if you want a unique candy.



RUSSIA Alenka chocolate with hazelnuts

Price: **\$4.50**
Where to buy:
Amazon/international snack stores

Alenka chocolate, an iconic Russian chocolate known for a child’s picture on the wrapper, has been a staple since 1966. First made in the Soviet Union in 1965, the treat is described by some as the symbol of a happy Russian childhood. Unlike American chocolate, which is meant to be eaten relatively quickly, this rich and sweet chocolate

is meant to be savored. It is richer than most other milk chocolate, and the chunks of hazelnut inside offer a nice and surprising texture. Priced at \$4.50 on Amazon for 100-gram chocolate bars, and available in smaller international stores, these treats will please any chocolate lover.

vox pop.

What is your favorite snack from your culture that you can get in the United States? How is that important to you?

“My favorite snack from the Mexico that is available in the U.S. is definitely, I think, either **mazapan** or **duvalin**. It’s a very sweet candy. It’s from Mexico, and it’s very available over here in the U.S., and it’s very sweet, you know, tons of different flavors here that are so available. It’s definitely something I used to eat for my childhood a lot when I was in Mexico.”
— **Adrian Chaides**, sophomore



“One cultural snack from my Ghanaian culture is called **‘Bofrot,’** pronounced ‘buff-root’; it’s made out of yeast dough, and it’s typically sweet. I usually eat these at parties or family gatherings. The importance of them to me is just the reminder of my family. Every time I eat these, I’m reminded of the good times I have with those I care about.”
— **George Ofori-Mante**, junior



“My favorite snack is **thattai**. It’s a south Indian crunchy snack that’s made with rice flour, ‘urad dal’ and spices. I don’t speak an Indian language so food is really the thing that has helped me feel most connected to my culture.”
— **Kaavya Shriram**, senior



“My family is Russian, and my favorite snack would probably be **Sushki** (also called boubliki) and anything with tea. They’re kind of like crackers and we dip them in tea. I usually buy them at Ann’s Bakery in Ukrainian Village, that’s where we get all of our food. We don’t have snacks like this in the U.S. and it’s important for me to stay connected to the culture.”
— **Ilana Umanskiy**, junior



— compiled by Taariq Ahmed, Edward Park and Victoria Washington

for more



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