Mentorship program advocates collaboration

by Priyanka Shrijay

Lower, middle and high school students do not need to look far in Lab’s new chapter of Eye to Eye, an art based peer mentorship program. It brings together students, such as portraits and wooden blankets, which together form learning challenges, students learn to self-advocate.

Eye to Eye is a national mentoring organization that pairs college and high school mentors with lower and middle school mentees who have similar learning challenges. Challenges include Attention Deficit Hyperactivity Disorder (ADHD), reading disorders and expressive and receptive language disorders. Together, pairs work on art-based projects that help mentors understand the change way of learning. The goal of the program is to help students understand the differences to build self-esteem and self-advocacy, according to learning coordinator Leslie Scott.

“We talk to them during the activities so it is more immersive and fun,” sophomore Sammy Davis, a mentor, said. “We normally talk about learning disabilities and how to help with them, as well as be an all round friend and listen to things that have been happening in their lives.

Last spring, junior Bailey Litvin and sophomore Sammy Bodman applied to become chapter lead- ers for the program’s first year at Lab. Bailey noted that it is her job to manage the Eye to Eye chapter at Lab. Bailey explained that and Sammy attended a conference in Illinois in August to learn how to manage the program. After scheduling and communication with lower and middle school students and families, they were able to coordinate partnerships between mentors and mentees.

Learning coordinators Leslie Scott and Sammy Davis helped Bailey and Sammy to start and facilitate the program at Lab. Ms. Fal- ling explained that the Eye to peer mentorship program benefits mentees greatly.

“I’ve seen kids do really well when they have some self-aware- ness of how they learn, what their strengths are, what’s more chal- lenging, and then what accom- plements help them and what strategies help them learn best,” Ms. Faling said. “They can self-ad- vocate and say to a teacher, ‘This is what I need.’”

Ms. Scott explained that high school mentors benefit from the program as well.

“I think it’s extremely empower- ing for students to share in a pub- lic space their diagnosis and talk about their challenges,” she said.

“I feel like it could bring tears to my eyes — seeing the power with- in the students themselves.”

Junior Katie Steiner, an Eye to Eye mentor, finds that sharing experi- ences with younger kids who ben- efit from her advice contributes to this feeling of empowerment.

“I actually waited around with a girl after the class. She felt comfort- able enough to talk about some learning differences she thought she might have that she hasn’t even told her parents about,” she said.

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Euro students experience U.S. perspective from Lab

BY JACOB POSNER MIDWAY REPORTER

Lab students provided their German and French exchange partners with new experiences and cultural perspectives as they guided their foreign counterparts through Chicago last month. Forming friendships and bonding over shared adventures, Sophomore Nicholas Merchand met his exchange student, Maxim Hoffmann, for the first time in person on Oct. 15. Hosting Max was a bit awkward at first, Nicholas said. "Maxim did not seem to have any trouble interacting with him or his family."

"He understands what we're doing, and we understand him," Nicholas said.

Of the six group trips that the exchange offered, Maxim said he enjoyed the DuSable Museum of African American History the most because it displayed a side of American history that German museums usually do not.

Maxim compared Lab students and Germans in general, believing that Lab students are much friendlier than Germans.

"The Americans always come up to you and talk to you," Maxim said. "Germans are much more introverted.

Rebekka Lepek, a German exchange partner, had a similar observation about Americans.

"When someone bumps into me, they always say, "Oh my God, I'm so sorry'", in Germany, however, people would just ignore the collision and keep walking," Rebekka said.

Before coming to Chicago, Rebekka assumed Lab would be a little bit like a stereotypical American high school movie. After she arrived, she said the assumption was immediately proven wrong.

Upon her arrival, Rebekka found Chicago really exciting and interesting.

"I really like the huge buildings and also all the green — the parks," Rebekka said. "I don't think you can get something like that anywhere else." She said she found it somewhat hard to talk to people at first. After two days of getting to know other kids, however, Rebekka had a much easier time having normal conversations.

Both Rebekka and Maxim said they had more trouble understanding people than speaking. Whereas French exchange students Nohaila Medjane and Loane Beguda claimed that it was harder to speak than understand, Nohaila, who is shadowing Jesica Frank's house on Oct. 30, said she found it somewhat hard to talk to people at first. After two days of getting to know other kids, however, Rebekka had a much easier time having normal conversations.

"I'm so sorry.' In Germany, however, they always say, "Oh my God."

"Germans are much more introverted," Nicholas said. "I don't think you can keep that going and keep that momentum."

Maxim compared Lab students and French students. He found Chicago really exciting and interesting.

"Sometimes I get kind of embarrassed because it's not my house," she said. Sometimes she finds it hard to figure out what she should do and how to behave around them, how to treat them."

There are no extracurricular programs at Le Lycée Saint Eugépy, the school the French kids go to, according to Nohaila. She is intrigued by the theater program at Lab.

Maxim said that he also finds the arts at Lab interesting because his school does not have any art teachers who are real, genuine artists.

Maxim found photography teacher Benjamin Jaffe especially intriguing.

"Mr. Jaffe is a really interesting guy," Maxim said. "He's a real artist — he's always telling us stories about art projects he did."

Among the majority of these foreign exchange students, one thing holds true: going on an exchange like this is an amazing opportunity. Nohaila and Loane both agreed that "America is the dream."
New coffee shop opens in Judd

BY KATRINA LOPEZ MIDWAY REPORTER

The new coffee shop is located on the first floor of Judd Hall, serving Starbucks drinks as well as a few grab and go items and pre-wrapped sandwiches. All items are priced from $1.90 to $4.75. The shop opened Oct. 31, and is open from 7:30 a.m. until 3:30 p.m.

Although the coffee shop does not yet have a name, the idea for the students to help choose a name has been mentioned and discussed by Café Lab.

The idea for a coffee shop has been around since 2018, but was put into place when renovations were made. "I think Christopher Jones, associate director of finance and operations, had the idea that this small coffee shop was part of the concept of having a welcoming center for the administrative entrance," Mr. Jones said. "That entrance is used a lot for large group gatherings, and now has places where people can sit and talk. It made sense to have a place where people could grab a cup of coffee while they sit and relax."

After Ilana Emanuel and Taylor Thompson collabed on the idea, they solicited which the new shop had Starbucks drinks, but disliked the food options available at the cafe. "I'm surprised they didn't have as many options for food, but I loved how they had all the Starbucks drinks," Ilana said. "It's so much more convenient that there is a coffee shop now in the school."

The Hunt ignites spirit among Sophomore Class

BY KATRINA LOPEZ MIDWAY REPORTER

Dress up for spirit week. Take a picture with four freshmen. Have a pushup contest with a teacher. "I realize that AP French is the most important class," Ms. Weber said. "I'm so glad I'm going to be able to make field trips, club activities and more activities throughout the school year come to life."

We are 'Able' promote discussions about disabilities

BY TALIA GOEHRING-KARRON MIDWAY REPORTER

On Dec. 2, the first "We are Able at Lab" day will be held to increase awareness about physical disabilities. During the day, students will adopt a physical disability for half the day in an effort to study around physical disabilities. Seniors Ilana Emanuel and Taylor Thompson will coordinate "We are Able at Lab." Their friend, Griffin Mull, came up with the idea after his father died from multiple sclerosis.

"The idea has not traditionally been a space where dialogues about physical disabilities is possible," Ilana said. "I think there's going to be two days when they're going to be explained disability etiquette."

After students raised concerns about the event to Ilana and Taylor said. They hope to continue time this discussion by bringing in experts, teaching participants etiquette, and educating any students in Cafe Lab.

"There's going to be a day for people who participate in a week that'll be called 'We are Able at Lab,'" Ilana said. "I think there's going to be many, many events that are going to happen for the whole week."

The two leaders began working with the administration and Griffin Mull to make sure it fits at U-High while maintaining the integrity of the program.

"We're trying to accommodate the needs of our school, but at the same time we want to carry out the program as our friend has asked us to," Ilana said.

In addition, Taylor Thompson said that they do not want to take students from other Lab, but also want to include Griffin Mull in their final decision.

"A little bit of dialogue has been started within Lab, so we can play this on Facebook," Taylor said. "The way we ultimately implement this in the school will be with us. Griffin, and the school. We want to hear from the student perspective."

Diane Williams

"I am definitly most grateful for the culture," Diane Williams said. "Just from those cultures that I will miss most."

Though the payment, reimbursements and refunds, Mrs. Williams believes she has been highly involved in the development of students with physical disabilities. "Sometimes I feel like I've didn't contribute as fully as I could to our community," said Mrs. Williams. "But working with all that went on behind the scenes to make field trips, club events and more activities throughout the school year come to life."

"The easy way I ultimately implement this in the school will be with us," Griffin, and the school. We want to hear from the student perspective."

Students must adjust to strict new guidelines

By Clyde Schwab

Editor-in-Chief

The senior, students learned they could not take University of Chicago courses that conflicted with their U-High schedules. New administration enforcement of a scheduling policy prevented them from doing so.

Students taking University courses were previously permitted to miss parts of U-High class with permission of the teacher of that class, but now students must choose between the two. According to Principal Stephanie Weber, the decision was a matter of adhering to pre-existing policy.

"We've never been officially allowed to skip part of their instructional time at Lab to take courses at the University," Ms. Weber said. "We went through all the forms and realized that there were several students who were looking to miss part of their Lab course to take courses at the University. I learned that some permission had been granted in the past, though not through official channels, for students to do this and this was in direct conflict with what we say at a Lab."

Mr. Weber pointed out that, according to the U-High Program of Studies, "the high school principal will attempt to resolve any schedule conflicts and that careful planning is essential for students wanting college level courses because of differing class schedules."

"Essentially, you can't be in two places at the same time," Ms. Weber said. "The thing is that instruction time and participation in class time is really important. If you choose to not go to class, I think University classes need to be an administrative decision."

Additionally, the Program of Studies states that for seniors to miss a University course, "requests must be made to the Principal, and will be considered on a case-by-case basis." Ms. Weber noted that "the school tried to be as flexible as possible," and make exceptions such as in the case of Advisory. "The new enforcement came as an unpleasant surprise to many students and teachers. Ms. Weber emphasized the importance of class time at U-High."

"Essentially, you can't be in two places at the same time," Ms. Weber said. "The thing is that instruction time and participation in class time is really important. Student's can't choose just to not go to class, for a University course that conflicts with your Lab class, you are essentially saying you are not going to be in class for part of what is vital instruction time."

Ms. Weber also said that pre-existing students from French class to take a University course under some circumstance created the potential for unfairness.

"If I let you miss class to take something at the University and another student came in and said I do a sport at a high level, can I miss class to do that too? I would do it."

I understand the good-naturedness of finely in waiting to allow students to take classes, but when comes to saying that students can't take classes, there could be a real problem of fairness, which is why they need to be an administrative decision."

For senior Jacob Mazzarella, who was a student in the University of Chicago French class, the decision left him in many ways ar.

"I realize that AP French is the culmination any school would expect from a high school student," Jacob said. "So it was a significant realization that I can't further my education in a field that I love - a field that has deep personal significance because of my time spent going to school France. I found way to continue with my French education, but I definitely won't be as able to continue at a college as I might have been."
Getting lost in the

With self-expression encouraged, students flock to art class and find a space where they are welcomed

BY ALEX LUND

In three short years, Lab's Mixed Media class has exploded. Sunny Neater — an artist and full-time teacher at Lab — began teaching the course two years ago, and the class's head count has gone from a modest nine students to three full sections.

"The Mixed Media class was already in place," Ms. Neater said. "I thought it was very different from the way I teach it now. At Lab all the teachers are really supported in developing and creating their own curriculum, and so I was given full reins to create my own curriculum for the Mixed Media course." With vast resources at their fingertips, students in the course have the opportunity to create just about anything and explore their creative curiosities. Perhaps the most significant change in the curriculum, though, is the philosophy behind it. "I am really interested in the idea that kind of John Dewey put forward," Ms. Neater said. "After working commercially as an artist, I have found a way to continue producing original art and experimenting with different materials just for the fun of it." Ms. Neater says that the idea of self-expression rather than producing a "brave space.

"What I want to encourage is the creation of a brave space," Ms. Neater said. "It is a very relaxing and not stressful place where we can just work on our projects and talk," Sophomore Alexis Eyndall said. "We have a meditative moment where we sit in silence for 60 seconds or so and breathe. (Ms. Neater) also offers tea, which is really great because it adds to the relaxing ambiance. Occasionally, Ms. Neater shows us inspiration from Pinterest or short movies for our projects. Right now we are working on an embroidery piece where we can sew on many different things such as paper, printed pictures on cloth or just the cloth itself." Ms. Neater says that the idea that her classroom will be a safe space is a "fallacy [she] can guarantee," because each class consists of a room of individuals. Instead, she works towards cultivating her classroom as a "brave space."

"I love to just, while we're working, have different conversations," Ms. Neater said. "And have a more communal vibe versus a competitive vibe. I think it's an amazing thing with the visual arts in particular — is you don't have to compete against each other. No one is going to try and make the exact same thing and be better or worse than one another."

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Arts department gets to show their creations

BY MICHAEL RUBIN

When the Fine Arts Faculty Exhibition opened on Oct. 4, teachers in the Fine Arts Department showed the Lab community that in addition to full time teaching, each teacher is devoted to creating work outside of class, learning new techniques and experimenting with different materials just like their students.

Gina Alicea, Fine Arts Department chair, developed the idea for the Fine Arts Faculty Exhibition, open through Dec. 16, and proposed her plan to the Gallery and Arts Committee, stressing the importance of showcasing teachers’ art.

“We are practicing artists and we are teachers, but we spend most of our time teaching,” Ms. Alicea said. “I thought it would be a wonderful opportunity for the faculty to share what they do in their own art practice and how they create their artwork.”

After working commercially as an artist throughout the 1980s and 1990s, Ms. Alicea transitioned into teaching, which means often having to prioritize student’s work over her own.

PHILIP MATSIKAS

“Martha and George”

“Students’ work comes first September through June,” Ms. Alicea said. “July and August is all about me.”

Ms. Alicea sends her summers attending workshops and artist residencies, as well as traveling to destinations that inspire her. She said these endeavours prepare her to share her inspiration with her students during the school year while keeping her creative spark alive.

After transitioning from working as a commercial photographer to a full-time teacher, Sunny Neater, a visual arts teacher, has found a way to continue producing original art while balancing the busy schedule of teaching and parenting.

“I have developed a program on my phone and iPad that replicates the aesthetic of antiquated processes,” Ms. Neater said about her art. “I can make it while I am doing other things such as standing in line at the post office.”

PHILIP MATSIKAS

“The Rake”

Ms. Neater believes it is important to show her students that she can utilize her skills and techniques to produce art outside of class, recognizing the unique opportunity of showcasing her work in the gallery.

“I love to show that we are artists as well as teachers,” Ms. Neater said. “I am really honored to have my work in the gallery, and I love seeing my work in a space with my colleagues’ work. It’s a really fantastic opportunity.”
Students find stress relief through ballet

BY NATALE Glick

The Windy City is home to a diverse ballet community, with options ranging from Academy of Chicago Ballet to Chicago Dance Project. But at one studio, a focus on community and inclusivity has made it a haven for dancers of all ages and backgrounds.

At the U-High School, where students are encouraged to pursue their passions, the ballet program has flourished. "It really just makes me happy," said senior Naadia Owens, who has been dancing for five years. "I find that fulfillment in performing, and I find that there's a lot of stress relief in it as well."

"Moonlight," a beautifully written and directed film, is a tale of a young black boy named Chiron. As he grows up, he faces many challenges, including poverty, racism, and drug abuse. But through it all, he finds a way to be true to himself and to live a fulfilling life.

"There's a lot of stress relief in performing," said Owens. "I find that there's a lot of stress relief in performing. I find that there's a lot of stress relief in dancing."
Creating (DIS)COMFORT

A lot of time has been spent this year talking about what about safe spaces mean to us. Members of our community are working to ensure meaningful discussion that pushes boundaries while allowing for respectful disagreement. But where do these efforts improve?

According to Ken García-González, director of diversity, equity and inclusion, “Our school community is somewhere disanimating about the school’s climate for diversity, equity, and inclusion. There are many narratives that contribute to the feeling of other similar school communities.”

High priority concerns include: students lack of respect for those who learn differently, diversity in faculty and staff, and integration of multiculturalism into every aspect of learning. Although many of the previous topics are within the school’s curriculum, the survey results show that the school is taking pride in being associated with integration and beliefs that moving toward integrating changes will be welcomed.

More than 50 percent of students, faculty, administration, and staff said they were interested to learn more about safe spaces for all groups. Only 22 percent of parents reported taking the survey.

The survey also showed that the community is not as interested in the opinions of other students on the school as they are with their own opinions. This is likely due to the fact that the school’s climate for diversity, equity, and inclusion is not as positive as other schools in the district. The students surveyed were generally more positive than negative when asked if they felt comfortable during the school term. The results of the survey show that the community is somewhere disanimating about the school’s climate for diversity, equity, and inclusion. There are many narratives that contribute to the feeling of other similar school communities.

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W hile multiculturalism and inclusion have become part of the U-High, the results of a recent survey reveal many weaknesses. Lab school administrators took a step in the right direction last year when they conducted the Assessment of Inclusivity and Multiculturalism (AIM). With these results, members of the lab community have the responsibility to move toward a more inclusive, respectful environment for all students.

Since the release of the AIM results, Principal Stephanie Weber has hosted a series of student discussions about diversity and inclusion — a positive first step toward navigating these issues around the school. Giving students and administrators the opportunity to listen to each other, as well as the platform to share their thoughts, can help move forward, will add insight and different perspectives.

While these discussions have broad to include as many student perspectives as possible and give them the space to吃完 anything that’s breaded or glazed. I have since had to navigate what’s safe to eat. For example, Ladyfingers from Cali, Pizza Kitchen’s Mac & Cheese and Cali, Pizza Kitchen’s Mac & Cheese were all fair game — primarily in the form of doughy, Whenever I go out I always have to interrogate the waiter with my diet. It’s become largely associated with health fanatics and hipsters, so when I asked this question it made clear that it’s not just by choice. I have been eating gluten-free for years, but I’ve been gluten-free since 2011 — when it wasn’t quite as popular. Luckily though, a lot of gluten-free options are easy to find at the stores and get the foods I normally wouldn’t have been so eager to have before. After five years of this lifestyle, however, I would definitely choose Medici bakery over dry, crumbly, gluten-free bread any day.

As the Midway sees it...
Get your Greek on
West Loop neighborhood offers rich history, exposure to Greek culture

by Samira Ghassemi-Khan
Midway reporter

A family of five waits beside the silky fabric flowers adorning the entrance to the Greek Islands restaurant, excitedly chatting with one another in a mixture of Greek and English. They inhale the scent of freshly seasoned gyros and salty spanakopita while their children chase each other with squeals of delight. As Kostas, a waiter, leads them to their table, they admire the mosaic of rustic stones lining the doorway.

You can enjoy an evening in Chicago’s lively Greektown, too. Try visiting the National Hellenic Museum’s special exhibition on the history of Greek-owned sweet shops before eating the Greek Islands’ hot gyros or flaky spanakopita for dinner.

The National Hellenic Museum’s exhibition on sweet shops will be open through Dec. 31. It features black-and-white photographs that illustrate Greek sweet-shop owners’ contributions to the emergence of famous candy brands such as Dove Bars, Frango Mints and Tootsie Rolls. You can also enjoy a short documentary and additional audio-visual programs.

The National Hellenic Museum preserves Greektown’s founding history. The first Greeks arrived in Chicago as ship captains during the 1840s. They earned their living by operating small food stands, which eventually led them to open restaurants serving traditional Greek dishes. These restaurants were originally located around the Harrison, Blue Island and Halsted area. However, when the University of Illinois at Chicago and the Elmhurst Expressway were built, the Greeks had to move their businesses for a short while until they resettled in Greektown’s current location.

After visiting the museum, the Greek Islands restaurant offers delectable Greek food in a charming atmosphere of traditional themes such as layered stones and rustic stone flooring. Gyros, seasoned beef and lamb in warm pita bread, are a delicious choice for a more filling dinner. Spanakopita, spinach and feta cheese wrapped in flaky phyllo dough, make for another flavorful dinner choice.

Besides enjoying the restaurants and museum in the area, visitors will also likely hear many people speaking Greek with one another. “Most of the people living here are from Greece,” Kostas says. “My favorite part of working here is the liveliness.” He advises visitors to look at the modern statues recently added to the pavilions and temples peppered throughout the neighborhood.

He leads the family of five to the entrance. Kostas chats with them as if he were already their old friend. Their spirited conversation is barely audible with all the noise of the restaurant, but their theatrical hand gestures and facial expressions are enough to express the emotion behind their words. “Yeah, I definitely like the live lines,” Kostas says as he waves goodbye.
Boys volleyball planned to start spring quarter

Originally planned for winter; addition delayed to include more participants

By Clyde Schwan
Editor-in-Chief

This spring, boys volleyball is coming to U-High.

Started by senior Danny Rubin, boys volleyball was added to Lab’s roster as a club sport. Ryan Saukis will serve as the team’s coach. He is currently an assistant coach for the girls volleyball team.

The idea emerged after Danny and a group of seniors on the boys basketball team began playing volleyball with the girls team during the summer after their senior college workshop.

“What while watching the Olympics this summer with some other kids on the basketball team, and after playing with the girls team, a lot, we saw the possibility of a boys team,” Danny said. “We started playing during the team’s getting workshop, and we were pretty good, and we realized that we could actually do it.”

After researching what it would take to start a team and talking to Athletic Director Dave Ribbens, Danny filled out the necessary paperwork, including an expressed interest form with it people agreeing to participate and 35 people who thought it was a good idea.

After completing the forms, their idea became a reality. Danny noted that because it would be a spring sport, the basketball players that make up much of the team will have significantly more free time, which is important for the team.

“If I can get some of the basketball kids over,” Mr. Saukis said, “that would be huge because their recognition from another sport, saying this is a really good thing and can help our basketball or soccer skills. My expectation is to get people from all areas and all skill levels.”

About five months after the Ribbens, Danny asked Mr. Saukis if he would coach the team. Mr. Saukis began playing volleyball in high school but only played a few times a week. There was a bunch of talent, and I never realized how significant the players were, he said.

“Mr. Saukis began playing volleyball in high school but only played a few times a week. There was a bunch of talent, and I never realized how significant the players were, he said.”

Saukis jumped at the chance to coach a boys team when Danny asked.

“In the middle of the girls season, we had plenty of boys come up to the games,” Mr. Saukis said, “but one of the girls, Avery Ertwine, was interested in starting a boys team. When Danny came to me with the idea, I said absolutely.”

He expressed excitement for the team and described a few of his goals, most important of which is making sure there will be a team in the future. In order to make sure that the team lasts for years to come, he wants to make sure that his team lasts for years to come, he wants to make sure that his.

“Gotta have reality,” Mr. Saukis said. “When I asked some of the boys about their experience, and they had little to none, just some PE experience. I do this with all my teams and run with the girls this year – the very fundamental skills. But one, we set the expectations low and just start working. My only expectation is that when you come out, you need to be prepared to work.”

Mr. Saukis also said that while he recognized many viewed volleyball as a traditionally female sport, many boys would actually enjoy it if they gave the activity a chance, especially as it’s extremely intense.

“When you teach PE, even in fifth grade, you get boys huffing and puffing about how it’s a girl’s sport,” Mr. Saukis said. “All I ask is that you come to a practice and I’ll show you how fast paced it is. It’s bang-bang-bang. If you don’t have your head on a swivel I’ll get taken off. I encourage people to come out and see the effort it takes.”

Danny’s goals for the team are very much in alignment with Mr. Saukis, as he wants to expand the range of sports that Lab has.

“I’m really interested in seeing what the environment of different sports is like since I’ve only played basketball,” Danny said. “Our goal isn’t just for us to have fun, it’s to set up a boys volleyball team so people can keep playing in the future.”

In the meantime, the team will begin by playing varsity and junior varsity teams from around the city. According to Danny, there are 61 varsity boys volleyball teams in the city.

“There won’t be a varsity team, it will be a club team,” Danny said. “We will play JV schools from around the city. I hope there will be a strong level of commitment but I’m not really sure yet. I know a lot of people are really interested in doing this.”

As athletic teams expand, students aim for success

As athletic teams expand, students aim for success

By Leah Emanuel

As they prepare for the upcoming winter season, student athletes are getting excited. Ready to work hard as a team, the athletes are setting the best results.

With almost every team seeing an expansion of some sort, one challenge that captains and coaches will face is how to best manage a larger group.

Despite this, the athletes are planning on overcoming any challenge that comes their way and are setting goals for themselves.

FENCING, CLEMENTE FIGUEROA: “It’s a new season, a new fresh class, and we want to improve individually and as a team.”

SQUASH, JOHN GRISOM: “We have 35 kids playing now from Lab, which is awesome. It kind of imposes a new set of challenges this year as well where we don’t really have enough courts for everyone, so I’ve been talking with Dave Ribbens and our coach trying just to brainstorm some different things, like have some people practice Monday, Wednesday, Friday, and have another group practice Tuesday, Thursday, Saturday, something like that.”

Despite the added athletes, the fencing team is looking forward to expanding their program.

The team has changed this year. There are five new freshmen and two sophomores that joined. A lot of the kids competing for different schools last year left, so it’s a whole new group, but every weekend is a tournament in the season. Every Saturday we all take a three-hour bus ride, so there’s a lot of bonding time.

SQUASH, TIA POLITE: “This year our team is working hard to change the image of girls basketball at Lab. In the past the team has not been taken very seriously, and our coaches, as well as the team, are trying to change that. We have two new co-teams this year who are intent on us working as hard as possible to improve individually and as a team.”

BOYS BASKETBALL, JAMEEL ALUSA: “We’re looking forward to winning a lot of games. We have a pretty competitive schedule, so just trying to win as soon as possible, and just getting as a team, and, you know, getting ready for playoffs. I feel like all the guys like each other. Everybody wants to work hard. We run on the beach on Saturday for team bonding, and conditioning too.”

While working on overcoming any challenge that comes their way and are setting goals for themselves, the athletes are looking forward to making their mark on Lab.

“I think the thing that I’m looking forward to is really pushing the younger guys, like the freshman and sophomore classes. The junior class is already stepping up big time to kind of fill those roles and keep our spot up in the placings in terms of sections and state.”

DANCE TROUPE, ALEXIS PORTER: “This season we’re really looking forward to expanding the program. One thing we’re really trying to do is get more girls. There’s a lot of freshmen this year, and we’re hoping to really utilize them as well as getting more involved, and getting more combinations. We’re also really interested in making our role more involved with the basketball team by being active in the JV game, hopefully, and being more active in the varsity games — not just sitting on the sidelines.”

— Compiled by Leah Emanuel
School teams cheered on by core student fans

**Student group attends games to support friends, relieve stress**

**BY KATRINA LOPEZ**

Cheering in the crowd during every sports game, a select group of super fans always shows up to support the Maroons. For this core group, games are a way not only to watch their teams, but also to get away from the stress of school.

Usually, super fans choose to go to games that they know other students will attend, which are usually games of teams with the highest winning rates. It also lets them have fun with their class-mates and support their team.

By doing this, they've witnessed this firsthand, expressing support for the fans.

"Many students cannot make it to the game for transportation reasons," Mr. Ribbens said, "but I've definitely noticed a group of students who are core fans. They show up at almost every game."

One such student is junior James Woodruff, who often can be found cheering on the Maroons after school.

"I'm always going to games consistently since freshman year, just because the vibe and excitement of the games relieves lots of the stress from school," James said. "Going to the games helps me temporarily take my mind off of my school work and spend time with my friends. It's one of my favorite ways to spend my time after school when I'm not busy with homework."

Junior Tia Polite attends games to give the team motivation and support. Speaking from personal experience, Tia believes bringing her friends can help the team make good plays and score goals.

"Most importantly, my friends and I go to games to give the players motivation," Tia said. "I know what it is to have nobody watching your games and sometimes it is really hard to keep energy up in that situation, which is why I try to go to as many games as I can. In the fall I have a lot of free time since I am not in season, so ever since high school started I have been going to a lot of the fall games to support my team mates and have fun with my friends."

James also prefers to bring friends to the events, as he believes it can help boost morale for the team in general.

"My favorite games to attend have to be soccer games or basketball games, simply because they have really high attendance rates and it's super fun to get hyped up with the crowd and my boys," James said. "I go to basketball games to support my friends on the team as well as those who attend as spectators."

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**RECENT RESULTS**

**BOYS CROSS COUNTRY**


**GRILLS CROSS COUNTRY**


**GOLF**

Recent Results: Competed at IHSA Golf State Championships Oct. 14, score unavailable.

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**EYES ON THE PRIZE.**

Junior James Woodruff lifts weights in Upper Sunny. While James runs track in the winter and spring, he trains year-round to make sure that he stays fit for the season. As well as general fitness, exercising can also help stave off injuries. Students generally go to both lift weights and run on the treadmill for cardio exercise.

"It can help boost morale for the team in general," James said. "I go to basketball games to support my friends on the team as well as those who attend as spectators."
Projected popular vote as of Nov. 14:

- 290 votes for Trump
- 228 votes for Clinton

Projected popular vote as of Nov. 14:

- 60.37 votes for Trump
- 61.04 votes for Clinton

What was your reaction to Donald Trump’s election?

BRIANA GARCIA, JUNIOR

I think not just for me, but for many people in this country, it’s devastating. I personally thought that the majority of Americans had better judgment of right and wrong. The fact that Donald Trump is now president is scary, but I think we shouldn’t really be scared. He hasn’t done anything yet, we don’t know what he’ll do, but I do feel that he will do something good for every American citizen.

WILL CURRY, SENIOR

I was not really surprised. I think that in the world we live in we don’t tend to see other parts of America. I think that Chicago is one of the only cities that has a real concept of diversity and race. While it is hard to wake up the next day and not feel like someone has died, the more I think about it the less surprising I am.

Thomas Smith, Sophomore

“With Trump’s political policies, I’m not sure how going to affect me over the next four years, but my main concern is that Donald Trump is our president, with the things that’s he’s said and done, it’s scary to have a president that has that past. That’s why it’s frightening to me, that America will elect a president such as that.”

COMPILATION BY MICHAEL BIBIAN AND EMMA TRONE

Fighting Back

Poster-carrying protestors outside the Trump Tower in downtown Chicago on Nov. 9 voice their anger regarding the election of Donald J. Trump and a range of his controversial views, including those regarding immigration and reproductive rights, as well as his often divisive opinions.

Here’s How America reacted to Trump's victory

By Clyde Scheer

New York Times: 15 percent. Huffington Post: 2 percent. Pinacle: 17 percent. FiveThirtyEight: < 1 percent. Famous statistician and analyst Nate Silver’s FiveThirtyEight: < 1 percent. Projected outcomes of Trump’s victory over Hillary Clinton on the eve of the Nov. 8 election, a win which defied polls, multiple scandals and the generally accepted political norms in American American election history.

According to Silver’s analysis, “Why Trump’s FiveThirtyEight Gave Trump A Better Chance Than Almost Anyone Else,” the predictions that heavily favored Clinton were more likely to reflect the uncertainty implicit in election polling.

Historically, since 1972, national polling averages in the final week of the campaign have missed the actual outcome by 2 percent, making this year’s 2 percent miss in polling reasonable.

However, the polls that did miss the election results are often raised for similar reasons or in similar demographics, meaning that the large amount of polling data in favor of Clinton didn’t eliminate uncertainty.

According to election data and expert analysis from The New York Times, and Political Analyst Nate Silver, Trump won based on enormous support from white, working class voters.

Another election result that reconfigured the country’s decision to elect Donald Trump to the presidency.

Here’s how America reacted to Trump’s victory.

Trump’s victory sends powerful and problematic message to girls

BY TALIA GORZEL-KARRON

Weeks after a presidential election that sent shudders throughout the nation’s heartland, young women feel the weight of the nation’s choice as they walk to school, doctors’ offices or religious centers.

When I was young, I was told women could do anything. I knew that I wanted to be a woman in the White House. I imagined how much I could do for American women, how I could help shape policies if they marginalize any person in the United States. I envisioned being president.

I was little. I was barely conscious of the fact that American policy could mean anything. As a woman and a feminist, I was completely appalled by the election of the first candidate with no political or military experience, alongside his racist and homophobic rhetoric. Statistically, Trump also defied the predictions of news networks, major media outlets and political analysts alike.

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For POC, election a matter of survival

BY MARISKA MARTINEZ

Last Tuesday at 9:30 p.m., I sat in shock in my home office, video chatting with my black friends from a summer journalist program. The four of us had The New York Times “Chance of winning” meter open on our screens. We watched in collective horror as the dial for Donald Trump’s chance of winning moved from 62 percent to an eventual 95 percent likelihood within an hour.

Because of the anxiety I faced, Tuesday night will go down as the worst eight hours of my life. That night, I was literally in pain. After my mother encouraged me to hang on for another 24 hours, I am now alive.

My household is made up of descendants of immigrants from all over the world. My dad has direct Mexican and enslaved African heritage. My dad is 22%. An additional ten Illinois counties, out of 102, also choose Clinton over Trump.

Since the 2016 election, we’ve been taught to be wary of my surroundings in order to live in this country. Now that people of color have been put into a drastic survival mode, it will be that much harder (and important) to thrive.

Other election results

Democrats celebrate

Tammy Duckworth (Democrat), a Thai-American Iraq war veteran, unseated Mark Kirk (Republican) in the race for Illinois Senate.

We(?) the People

Clinton, Nevada, Massachusetts, and Maine legalized the cultivation, possession, sale and recreational use of Marijuana on Tuesday. Of California voters, 57 percent favored medical marijuana, 64 percent supported legalization, 53 percent, and Maine, 51 percent.

California, Nebraska, Oklahoma vote “yes” on capital punishment.

Nebraska voters reinstalled the death penalty, as five Midwest death row inmates abolished it last summer. Oklahoma citizens, approved a bill that upheld capital punishment and specifically guaranteed the state government the right to determine its execution methods. California also approved amendments to make the process of capital punishment faster.

Cook County chooses Clinton

At 4:10 a.m. Wednesday, elected Hillary Clinton over Donald Trump 78% to 22%. An additional ten Illinois counties, out of 102, also choose Clinton over Trump.

Since I was young, I have been taught to put my country first. It is in my DNA to love and support every political candidate that has a history of doing something good for every American citizen. But as president, he has the ability to use his power to limit my rights. As an American, I know that the right to determine its execution is an increasing to know as an 18-year-old.

Just as terrifying is the level of intense bigotry that has resided from his ascension to power. Friends across the country have shared how they’ve been verbally and physically attacked by Trump supporters. A high school near me was closed Friday because of racist violence. I have people who said to walk on the street in a neighborhood that we’ve lived in for 35 years. These people were always existing, but as Tuesday, they have a new empowerment to spew their hatred. By electing Trump, the so-called things America has stopped are now acceptable in our society.

As a result, I know I fear my safety more than ever before. People may not realize the danger of saying, ‘We’ve survived presidential election after presidential election, which is why these elections are important and urgent to communities of color. They are a part of a long-term and a part of a longer past two hundred years.

We are telling young girls that, for the time being, the red is now the new black. We are telling young girls that, for the time being, the color blue is now a color of pain. We are telling young girls that, for the time being, the color orange is now a color of fear.

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