

## May Project rules enforced more strictly for seniors

BY EMMA TRONE  
ASSISTANT EDITOR

Rules dictating participation in the annual tradition of May Project, where seniors spend several weeks in May off campus creating experiential projects, have been streamlined among departments. Despite protests from seniors, existing rules also have been reinforced.

May Project has been a fixture of the U-High experience for over 40 years. Although few students opted to leave their classes to participate at May Project's inception, gradually it became an expectation that most, if not all seniors would participate and complete a project of their choosing.

On May 10, Principal Stephanie Weber posted a message on Schoology to deny rumors spread among the student body that May Project was being canceled.

However, seniors' ability to leave school for a month has also necessitated rules dictating policies about attendance and credits, especially credits needed to graduate, since the inception of May Project. These policies are created in tandem by the Curriculum Committee, the dean of students, the May Project coordinator, the principal and the chairs of each department.

According to Principal Weber, many of the rules regarding May Project have been clarified, not created, for this year's May Project.

"There seemed to be rules that were saying the same things for different academic disciplines, so we consolidated them," Ms. Weber said. The only official change made to the May Project rule book was a decision by the history and science departments to officially end AT class curricula for seniors by

the start of May Project, rather than letting individual teachers make the decision to continue the class or not, she said. These courses will still continue for juniors.

Previously, students who had a disciplinary infraction or were on academic probation were barred from participating in May Project. However, those rules have been loosened this year, according to Ms. Weber.

"If you were a student and you were struggling academically in the fall quarter, say, and you were placed on academic probation, clearly something was preventing you from doing your best," Ms. Weber said.



Dinah D'Antoni

A source of contention among students is the fulfillment of graduation requirements, including art, music and P.E. credits, which would necessitate attending those classes during May Project. According to senior Jonathan Lipman, many seniors were under the impression that arrangements could be made separately with the teachers of those classes, and so planned their high school schedules accordingly.

Brian Brady, who plans to build an amphibious car for his project, held off on taking an art class until senior year because he participated in Jazz Band as an underclassman.

Brian said he wasn't aware until winter quarter that he would be required to attend his Sculpture class during May Project.

"It used to be that it depended on the art teacher that you were as-

signed to. So most of them would make you do, say, a project worth as many hours as you would be missing, or some wouldn't make you do anything at all," Brian said. "So I had assumed going through freshman, sophomore and junior year that I wouldn't have to stay for May Project."

May Project Coordinator Dinah D'Antoni believes that despite the inconvenience of attending just one or two classes during May Project, May Project is still a choice, not a right.

"It's not a vacation. It's a lot of work. They don't have to go on May Project if they don't want to. That's life," Ms. D'Antoni said. "When they go to college, they'll be grumbling about things they have to do and when they work, there are still going to be deadlines they have to complete. They have to observe all of their deadlines. It is what it is."

### THE 'JAZZICAL' EXPERIENCE



MIDWAY PHOTO BY SAM FLEMING

**JAZZ IT UP.** Playing Kapustin's "Trio for Piano, Flute and Cello," Teresa Xie, Jenny Wang and Giacomo Glotzer participate in the Jazzical Experience in Gordon Parks Assembly Hall on May 10. This concert was the live version of an album recorded by Mia Waggoner, a senior.

## Nature museum will be Prom site

BY MICHAEL RUBIN  
ASSISTANT EDITOR

The Peggy Notebaert Nature Museum will come to life on June 3 for Prom.

As a way for seniors to have their last celebration before graduation, they will gather to dance, listen to speeches and make lasting memories together.

Prom tickets were sold in the cafeteria from May 1-5 for \$120 each. According to Dean of Students Ana Campos, prom tickets have ranged from \$101 to \$120 over the past four years.

While there is no official theme or unique decor, Prom Committee member Taylor Thompson is confident that the museum will provide an atmosphere that is perfect for Prom.

"If you've ever been to the Nature Museum, you'd know that there is a butterfly room, a garden filled with hundreds of butterflies. We will be able to take pictures in there as well as view all of the exhibits during the beginning of the night," Taylor said. "After dinner we will have dancing, and weather permitting, we can end the night with dessert on the terrace outside."

In preparation for the event, the Prom Committee, a group of students in the Senior Class, has been planning key pieces, including the venue and catering for more than a year.

"We went back and forth with about five places but ultimately ended up landing on the Nature Museum because we get access to the entire museum for the night and it stayed within our budget of about \$6,000," Taylor said.

With Prom in less than a month, Prom Committee is swamped with last-minute details and organizational tasks including royalty nominations.

"Right now, we're in the process of taking ticket orders, seating requests, royalty nominations and chaperone requests," Taylor said. "So we're camped out in the café for the next week with an excessive amount of forms for people attending Prom to fill out."

## Election brings more diverse leadership

BY TALIA GOERGE-KARRON  
NEWS EDITOR

For the first time in eight years, U-High students have elected a female all-school president. Junior Elizabeth Van Ha will lead the Student Council next year. Four of the other five all-school officers are female.

In the April 28 election, 136 freshmen voted, along with 103 sophomores and 110 juniors.

Elizabeth said that it is interesting that most of the incoming officers are female, but she didn't credit gender for the success of the Student Council.

Gender diversity is important for the Student Council to be successful, but the student body is capable of electing the best candidate, Elizabeth said. "Not that it changes what Student Council does because I really think that it just depends person by person how much Student Council accomplishes a year," Elizabeth said. Elizabeth has been on Student Council as the Class of 2018's president for three years. She views her experience as a positive.

"I also have familiarity with how the system works like what the best way to approach certain things is instead of going through buffers," Elizabeth said.

She also recognizes that she has a limited perspective. "One of the cons is that I have been in the same leadership position for so long that I am not familiar with the other student perspectives," Elizabeth said. "I know we can get X, Y, Z done, but what if we tried it this way? That may not be as apparent to me. One of the things that I can work on is keeping an open mind even though I know that things in the past have worked successfully, there's different routes that we can take."

Florence Almeda, a junior, won all-school Cultural Union president as a write-in candidate. No candidates filed by the April 20 deadline. For Cultural Union next year, Florence wants to implement a combined dance or carnival with another school and a fundraising dance marathon. "Being a write-in definitely motivated me to do a lot more campaigning and it made me scared that I would not win," Florence said. "Being a Cultural Union representative has always been a part of my life in high school, and it is super important to me."

### Election winners

**All-School President:**  
Elizabeth Van Ha  
**All-School Vice President:**  
Rachel Schonbaum  
**All-School Treasurer:**  
Otto Brown  
**All-School Secretary:**  
Teresa Xie  
**All-School Cultural Union President:** Florence Almeda  
**All-School Cultural Union Vice President:** Megan Moran  
**Senior Class President:**  
Ayaan Asthana  
**Senior Class Vice President:**  
Cole Summerfelt  
**Senior Class Cultural Union:**  
Nicole Horio and Michael Rubin  
**Junior Class President:**  
Shiva Menta  
**Junior Class Vice President:**  
Emma Trone  
**Junior Class Cultural Union:**  
Aly Latherow and Mitch Walker  
**Sophomore Class President:**  
Ben Cifu  
**Sophomore Class Vice President:**  
Nolan Issa  
**Sophomore Cultural Union:**  
Kepler Boonstra and Yuyu Katahira

### INSIDE

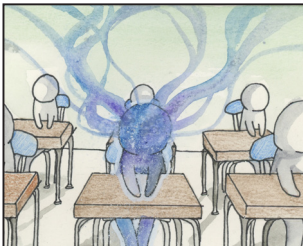
#### 5 • ARTS

With refugees at the forefront of news, "Objects in the Mirror," an original play, tells the story of one refugee's escape from Liberia.



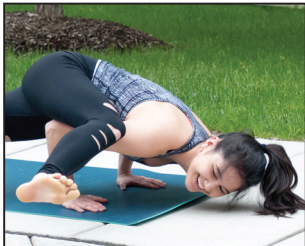
#### 6-7 • IN-DEPTH

Going against the status quo, members of the U-High community are able to break societal norms through their passions, classes or work.



#### 10 • SPORTS

Students turn to yoga to de-stress and exercise. Starting yoga last year, senior Genevieve Liu became a certified yoga instructor to alleviate her anxiety.





# Peer leading program will be limited to 24 students

BY DHEVEN UNNI  
SPORTS EDITOR

The number of students in the peer leadership program will be reduced to 24 beginning next year, and Meghan Janda will be the sole teacher. The change is due to the collective bargaining agreement with the teachers' union, which limits the number of students per teacher to 24.

There were 30 peer leaders this year. Last summer, new principal Stephanie Weber learned that peer leadership was overenrolled for the 2016-17 school year, but allowed Service Learning Coordinator Hannah Roche to act as a



Stephanie Weber

teacher in order to avoid cutting students who had already been accepted into the program.

But that was a one-year solution.

"Ms. Janda is the peer leading coordinator and Ms. Roche's job is to be the service learning coordinator," Ms. Weber said, "and it's important that they can dedicate themselves fully to their jobs."

Ms. Weber said Ms. Roche has done a lot of work for the middle and high schools as the service learning coordinator, and it's important for her to have the time to do that work.

"Doing more than the service learning job is more than we can ask her to do and continue to have that program thrive," Ms. Weber said.

According to peer leader Cole Summerfelt, a junior, many peer leaders feel discontented and do

not understand why the changes were made. One specific concern they cited was the one-to-one ratio between peer leaders and advisories.

"I feel that through the loss of this one-to-one ratio, we could almost go back in time and lose the sense of community the peer leaders have provided for freshmen and sophomores," Cole said.

This year's Freshman Class was divided to 13 advisories, and the same number of freshman students is expected next year. Ms. Weber said she does not know whether a one-to-one ratio will be possible.

"I think peer leadership has done a lot of work through the advisory program," Ms. Weber said. "I think the roles of peer leadership and advisory have changed over the course of the last few years. We're still looking to have a very strong

peer leadership program. I don't know how many advisories we'll have for next year, but we're trying to decide in order to maximize the potential of that program."

According to Cole, current junior peer leaders have been promised that none of them will be cut next year, though that would mean only eight new peer leaders. Ms. Weber noted that there is not an even split of juniors and seniors this year and said the decision on how many of each per grade in the future would be determined with Ms. Janda.

"The question will be what's best for the program," Ms. Weber said.

According to Ms. Janda, it could prove difficult to uphold the program's previous standards with fewer people.

"A challenge will be to restructure the program to make sure it's just as impactful as it has been,"

## Peer Leading Program

**2016-17 peer leaders:** 30 with Meghan Janda and Hannah Roche as teachers.

**Next year:** Service learning will require Ms. Roche's full attention.

**2017-18 peer leaders:** 24 with Ms. Janda as sole teacher, with at least 8 new peer leaders selected, fewer than in years past.

Ms. Janda said. "Previously, we had a one-to-one relationship between peer leaders and advisories, so with the new parameters we just want to make sure that peer leaders, advisers and students continue to have the same strong connection."

# Labbies inspired by Obama speech on political and social engagement

BY MICHAEL RUBIN  
ASSISTANT EDITOR

On April 24, five U-High students attended the first speech given by former President Barack Obama since he left office, which was at the Logan Center for the Arts on the U. of C. campus and intended to address the role young leaders have in civic engagement and community organization.

Principal Stephanie Weber selected freshman Franziska Wild, sophomores Mohammad Alausa and Jordyn Mahome, and juniors Olivia Issa and Elizabeth Van Ha based on their engagement and leadership within areas of social justice, cultural clubs, Student Council, athletics and community engagement.

"The hope was that they would share President Obama's message with their peers, gain inspiration to continue their work both at U-High and within the broader community and work with other student leaders and the administration to forward our commit-

ment to leadership, kindness and service," Ms. Weber wrote in an email.

Olivia said Obama's main focus was engaging young people in politics and current events.

"I really loved how he got all of these thoughtful young people to come together for his panel," she said, "and then really listened to them and how they and their peers engaged with politics and how we, as a society, can improve that engagement."

With the former president back on University of Chicago campus, the atmosphere at the speech was a culmination of excitement, nerves and passion from youth leaders.

"The environment was amazing. The room was buzzing with energy, and everyone seemed so excited and honored to see the former president," Mohammad said. "My main takeaways were the different views people had on why the youth choose not to vote and how having a public life can be

*"The room was buzzing with energy, and everyone seemed to excited and honored to see the former president."*

— Mohammed Alausa, sophomore

very difficult and how it is not for everyone."

After attending the speech, students believed the lessons and topics that Mr. Obama addressed would have a lasting impact on their identities as community leaders.

"I believe my biggest takeaway from this is something that Obama said when he talked about one of the ways that social media is detrimental to the legislative process and how it divides people as a whole," Jordyn said. "And so for my takeaway, I'm going to start following both media outlets that agree with my opinions and media outlets that oppose my opinions."

## SENIOR PANEL



MIDWAY PHOTO BY SOPHIE HINERFELD

**ON THE ROAD TO COLLEGE.** Seniors share college application advice with the current juniors on May 4.

## NEWS IN BRIEF

### Rites of May returns after a one-year hiatus

To establish a sense of community between older and younger students, the Parents Association has brought back Rites of May, which is in its 48th year. Rites of May will be held on Kenwood Mall on Saturday, May 20, from 11:30 a.m. to 4 p.m. Students in all grades are invited.

The activities will include bouncy houses, sports games, water slides, human football, food trucks and other all-age activities.

"I'm excited that it's back because it was always so fun and it was also refreshing to know that summer was near," sophomore Aly Latherow said.

The event is a sign the school year is coming to a close, and it provides a chance to hang out with friends.

"We want to see all of the school reflected, we want to see everybody engaged in fun activities, connections made across the different grades. The whole thing is about one big Lab school community," Tracy Coe, Middle School Council co-chair, said.

The Parents Association especially encourages high school students to go to Rites of May.

"We feel that the richness of Lab is reflected in all of the students

here and not just the youngest children. It's also a way of celebrating the end of the year," Mrs. Coe said.

High school students are encouraged to volunteer to set a role model for younger kids. Mrs. Coe said that if older kids go, it will set an example and make younger kids want to follow their lead.

— KATERINA LOPEZ

### Howard-John Wesley will speak at graduation

Howard-John Wesley's captivating voice filled the Gordon Parks Auditorium at the October alumni assembly — his powerful words completely occupied the attention of U-High students. This is one of the most important reasons why the graduation committee chose Wesley to speak at this year's graduation ceremony on June 8 at Rockefeller Chapel.

A 1990 U-High graduate, Wesley is the pastor of the Alfred Street Baptist Church in Virginia, a church frequented by the Obama family. He has a doctorate in ministry from the Northern Baptist Theological Seminary.

He attended Duke University and double majored in biomedical and electrical engineering, but after his first year of medical school decided to pursue biblical studies

instead.

Wesley is most widely known for the sermon, "When the Verdict Hurts," which he delivered on the Sunday after George Zimmerman was found not guilty of murdering Trayvon Martin. Time Magazine called it, "The Best Sermon About Trayvon That You Will Hear."

According to Benji Wittenbrink, senior vice president and a member of the graduation committee, the group originally pitched Wesley to the Senior Class because the high school students enjoyed his speech at the October assembly.

Another member of the graduation committee, senior Taylor Thompson, said "for a lot of the student body, especially the seniors, Wesley had been the first alumni speaker that resonated with us."

— JACOB POSNER

### New secretary hired for dean of students office

Candy Howell has been hired as the secretary in Dean of Students Ana Campos' office. She takes over for temporary secretary Anya Drew, who had been in the position since November. Ms. Drew's last day was April 19.

Ms. Howell began working for the high school April 21, but has worked in the Lab Schools busi-

ness office for for 29 years. The change of jobs will be somewhat significant, but Ms. Howell said she is excited to take on this new role.

"I look forward to being a help to Ms. Campos and to the students," Ms. Howell said. "I think I will really enjoy working with the students."

— IVÁN BECK

### Renaissance hopes to publish at year's end

U-High's annual arts and literature magazine, Renaissance, is scheduled to be distributed to students at the beginning of the 2017-18 school year, but its board wants to make it available by the end of this school year.

"We finish the book at the end of the year, which means that we distribute it at the beginning of the next year, but this is something that we are looking to change, because similar to the yearbook, we want students who are leaving to have the book before they go to college," Rachel Schonbaum, a member of the Renaissance Arts Board, said.

The art that will be in the magazine is submitted, and the board is currently in the process of deciding what artwork is going to be featured.

The board is also looking into making a website where people can submit their music, poems and other non visual arts, according to Rachel. The website is not likely to come out this year, but they are planning on implementing it in the future.

— MAX GARFINKEL

### Midway editors selected

The new Midway editors have been chosen: Talia Goerge-Karron and Dheven Unni will lead the newspaper as editors-in-chief for 2017-18.

Natalie Glick and Sonny Lee will be deputy editors, and Michael Rubin will serve as managing editor.

Other editors include Samira Glaeser-Khan, news; Jacob Posner, features; Emma Trone, sports and recreation; Priyanka Shrijay, opinions; Leah Emanuel, arts; and Sam Fleming, Chicago Life.



Talia Goerge-Karron



Dheven Unni



# New café opens to foster social justice

## Sanctuary Café brings art to Hyde Park

BY SAMIRA GLAESER-KHAN  
ASSISTANT EDITOR

If you want your coffee and muffin with a side of social awareness, just head to the Sanctuary Café. In early April, a new café opened in the University Church, 5655 S. University Ave., with the mission to foster art, social justice and unity.

The café is sponsored by the nonprofit organizations Stories Connect and Blue Gargoyle, both of which promote art from people of color and LGBTQ people.

It took five weeks, from start to finish, for the café to open.

In accordance with the mission of these organizations, food artist and head chef Edward Cabral hired his kitchen staff mainly from the art industry.

“Coming from the art world as a queer Latinx person, I saw a lot of my brown and black brothers and sisters leave because they couldn’t afford to maintain their careers in these white-supremacist industries,” Mr. Cabral said. “So with this space we are trying to give them a chance to earn a living wage so they can continue their work.”

Currently, Mr. Cabral and his staff are planning and making food creations that deal with a political mantra.

They use all locally-sourced ingredients for their creations, with eggs and butter from Wisconsin and American-grown, vegan flour and sugar.

“Right now, we have a vanilla cake with whipped fresh strawberry buttercream saying ‘the future is female’ on top,” Mr. Cabral



MIDWAY PHOTO BY ELENA LIAO

**PROMOTING ARTS AND SOCIAL JUSTICE.** Artist Charlie Harris paints one of his installation paintings for the café. Mr. Harris’ installation is the first exhibit of many at the newly opened café.

*“I don’t want to shut anyone out or offend anyone, and I’m thinking that everyone can relate to this style of art with bright colors and bold shapes.”*

— Charlie Harris, artist

said. “For next month, we have a skull-shaped honey cake planned, which will represent the mass ex-

tingtion of honey-bees all over the world.”

Not only is the kitchen staff composed mainly of artists, but the café also displays the work of a featured artist each month. The artist receives a base salary from the café and also earns additional revenue from sales of their pieces. This month’s feature artist, wall-muralist Charlie Harris, hopes to unify people through his work.

“As you can see, I paint kind of

like a child,” Mr. Harris said. “I don’t want to shut anyone out or offend anyone, and I’m thinking that everyone can relate to this style of art with bright colors and bold shapes.”

In addition to having a permanent gallery, the café also hosts art and social justice-based events. They will be having an all-female illustrator show on May 12, and will host a photo shoot with Pilsen drag queens.

# Teachers share Lab’s philosophy in China

BY ABBY SLIMMON  
MIDWAY REPORTER

Science teacher Sharon Housinger and math teacher Shelby Lunte traveled to Jian Ping High School in Shanghai April 22-25 to give a presentation about education and Lab’s philosophy.

Representatives from Jian Ping High School were interested in Lab’s method of education. They invited Lab to send one science teacher and one math teacher to Shanghai, so Ms. Housinger and Ms. Lunte were selected. The trip involved a long flight each way, and the teachers spent two days at the forum.

“We toured the school, we had meetings with students and talked to them a little bit,” Ms. Housinger said.

Many of the students at the high school were interested in going to college in America so Ms. Lunte and Ms. Housinger answered a lot of their questions.

“Both Ms. Lunte and I gave speeches to principals from local schools about hands-on experiential education, basically the philosophy at Lab,” Ms. Housinger said. “Then, we gave a more detailed talk to just their teachers about what we do in our classes.”

The teachers observed and the students got to experience what a class would be like if they were a student at Lab.

“My biggest take away from the trip was seeing that their culture is completely different than ours,”

— Shelby Lunte, math teacher



Sharon Housinger



Shelby Lunte

# Model UN team victorious in year’s final contests

BY TALIA GOERGE-KARRON  
NEWS EDITOR

The Model UN team wrapped up the year with small delegation awards at the Cornell and Northwestern conferences.

Cornell was the most challenging conference of the year, but it was also a surprise to win best small delegation, according to board member Teresa Xie.

Teresa said U-High won the award due to a mixup in the delegation size guidelines.

At the Northwestern University Model UN conference, junior Nikki Han helped lead the Lab delegation to winning the best small delegation award there, too.

“Our success at NUMUN was the result of a combination of hard work and rigorous preparation,” Nikki said. “For many weeks, our team members worked hard to gather research and improve upon their skills in prep. Many of those who went to NUMUN were unfamiliar with the setting we put them in. For example, a General Assembly delegate was experiencing a crisis committee for the first time, and he was going in alone. In order to make up for the unfamiliarity of the situation, I know that our delegates worked extremely hard to gather additional information and reach out for help and advice from more seasoned members.”

The team elected a new board May 3.

Four rising seniors will share the secretary general role: Ayaan Asthana, Michael Rubin, Harrison Shapiro and Teresa Xie. Sopho-



Teresa Xie



Alexis Tyndall

mores elected to the board are Shiva Menta, Jamal Nimer and Alexis Tyndall.

Looking forward to next year, Alexis wants to improve on how preparation is run for freshmen.

“I want to move away from focusing mainly on speaking, and instead use more simulation activities to strengthen other skills such as caucusing, clause writing and Q&As,” Alexis said. “Also, in prep settings I want to teach more about reading the chair to see what they are looking for in a winner and the committee to see what they are looking for in a collaborator.”

The next plan for the MUN team is the annual banquet, which recognizes the achievements of the team, with special regard to the seniors.

“The new board plans an annual banquet, which is a time to honor the outgoing seniors, and our chaperones, and then we will proceed to the next year,” Alexander Azar, 2016-17 secretary general member, said.

ADDITIONAL REPORTING CONTRIBUTED BY MAX GARFINKEL

## CLUB NEWS

### Math Team takes third place at state contest

On May 6, the Math Team earned third place overall at the state contest at the University of Illinois Urbana-Champaign, exceeding expectations for this year’s competition.

Due to an increase in the school’s size, this year U-High’s math team has been competing in the 3AA division, which consists of schools with a student body from 500 to 2,000 students.

“We were up against some schools that because of their sheer size we didn’t have a realistic chance of beating as we are on the low end of our divisions size range,” Shaunak Puri, a senior leader, said.

According to Shaunak, the Math Team’s success at State is unparalleled to results in past years.

He said students at all grade levels performed well, but praised freshmen and juniors in particular. He also singled out oralists Emma Mueller and Jeremy Chizewer, who placed third.

The competition came down to only four points, leaving the Math Team in third place rather than second.

“Perhaps what I am most proud of is that the Junior-Senior eight person team placed first in the State,” Shaunak said. “The even more exciting thing is that John McKee actually resolved and corrected an incorrect answer that we had in the last 15 seconds of the contest, boosting our score to 19 out of 20. The second place team had 18.”

— MICHAEL RUBIN

### Science Team places first at state Envirothon

The Science Team kept up its strong work ethic to dominate recent competitions, earning high honors in several regional events and statewide competitions, including Envirothon.

The team took eighth in the state ISO Competition April 29 in Urbana-Champaign.

The team’s placement is better than several previous years, according to junior Aden Goolsbee, who competed in the event this year.

In this competition, a team of 15-20 students travels to the competition site, where each person competes in at least two partner events focused on a range of scientific topics.

The ISO competition has the greatest range of topics compared to other science competitions.

On April 26-27, the team won the Envirothon, where teams of five work together on five different tests, as well as create and format a 15-minute presentation.

It was the first time U-High won statewide in this competition and will represent Illinois this summer at the national Envirothon in Maryland.

The team placed first in its division at the State WYSE competition during the week of April 16-22 in Urbana-Champaign.

In early March the varsity team placed first in the TEAMS state competition and also took first place at the ISO regional competition, hosted by Nequah Valley High School.

— IVÁN BECK



MIDWAY PHOTO PROVIDED BY

**TEACHING SCIENCE ABROAD.** Science teacher Susan Housinger gives a presentation during her trip to China.



# SAY. IT. LOUD!

Music defines generations, encapsulating crucial moments in history and making them relevant to listeners anywhere at any time. As we experience a new political climate, a new wave of protest music is rising. Politically centered music is moving back into the mainstream and as a result artists have become more willing to make their voices heard.



Check out our Spotify playlist at [tinyurl.com/m6b3c9x](https://tinyurl.com/m6b3c9x)

**RAP.** Rappers like Tupac Shakur, Nas, Public Enemy, N.W.A. made politically conscious songs well into the late 1990s, often influenced by music from earlier movements in the '60s and '70s. While there was a shift in rap toward party content in the 2000s, artists continued to speak about political issues such as living in crime-infested neighborhoods, problems with violence and government failures. As the political climate changed, rappers began to produce more conscious music again.



**Mos Def**  
"Mathematics"  
Black on Both Sides, 1999



**Joey Bada\$\$**  
"Land of the Free"  
All-Amerikkkan Badass, 2017

**POP.** Pop is supposed to appeal to the greatest amount of people possible, which has given it a complicated history with protest music. Many pop musicians exist on the edges of popularity, but few artists like Beyoncé are popular enough to get away with saying whatever they want in their music. Pop music throughout the '90s strayed away from any poignant political messages, however, artists like Prince unashamedly challenged the norm with their music.



**Prince**  
"Song Title"  
Sign 'O' the Times, 1987



**ANOHNi**  
"Drone Bomb Me"  
Hopelessness, 2016

**ROCK.** Since the 1970s, punk and rock have been associated with anti-establishment sentiments, including left-wing viewpoints, socialism, and anarchism. While the authenticity of some punk rock music was debated (deciding whether it was for show or just provocative), punk rock lyrics contained criticisms of governments. Bands from the United States and the United Kingdom covered topics such as sexism, capitalism and colonialism.



**The Clash**  
"Straight to Hell"  
Combat Rock, 1982



**Radiohead**  
"Idioteque"  
Kid A, 2000

**JAZZ.** Jazz was birthed by black oppression. Jazz greats have always demanded freedom through their music, but it came to a head in the late '50s to early '60s; from Nina Simone, to John Coltrane to Ornette Coleman, jazz and protest went hand in hand. Songs like "Strange Fruit" by Billie Holiday and "Alabama" by John Coltrane have become relics of their time, reminding listeners how real the oppression they felt was. Artists like Vijay Iyer and Christian Scott continue this tradition today.



**Max Roach**  
"We Insist!"  
Studio Album, 1960



**Vijay Iyer**  
"Suite for Trayvon"  
Suite for Trayvon, 2014

**R&B.** The Civil Rights Movement of the 1960s and 70s lived through R&B. Artists like Aretha Franklin, Marvin Gaye, and James Brown spread support for the movement and actively participated in protests and rallies. So many R&B and gospel classics are rooted in the civil rights movement. Today, artists like D'Angelo, Solange and Janelle Monáe continue the tradition but have adopted their poignant message to fit today's themes. All three artists have found a way to slip messages of black acceptance into their catchy and soulful music.

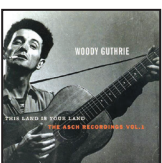


**Marvin Gaye**  
"What's Going On"  
What's Going On, 1971




**D'Angelo and The Vanguard**  
"The Charade"  
Black Messiah, 2014

**FOLK.** Folk music, an overlooked genre of music, plays a large role in social movements like the civil rights era or during the Vietnam War. Due to their association with working-class issues, folk music captured the need for political reform in terms of social status. The genre is characterized by artists who reinvented traditional folk songs and made them fit to contemporary issues, growing popular on college campuses and with younger generations.



**Woody Guthrie**  
"This Land Is Your Land"  
This Land Is Your Land, 1963



**Jill Sobule**  
"Monster Protest Jamz"  
Our America Back, 201

## Kendrick Lamar's DAMN shines light on childhood

**BY SAM FLEMING**  
MIDWAY REPORTER

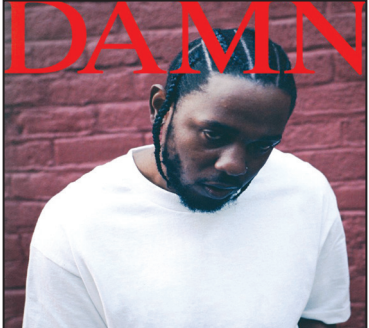
A good story usually has a clear beginning, middle and end. Kendrick Lamar's newest album "DAMN." has none of those, but it still manages to be one of his most enthralling projects yet. It cycles through emotions while Lamar desperately tries to get a grasp of himself through music. While popular hip-hop is continually moving away from lyricism, Lamar has become a shining example of the power of storytelling. On "DAMN." he weaves his most complex tale yet.

Kendrick Lamar has become a staple in hip-hop over the course of the last decade. He burst on to the scene with his debut "Section.80" in 2011, where he displayed intense lyrical ability and knack for concepts. Both 2012's

"Good Kid M.A.A.D. City" and 2015's "To Pimp A Butterfly," were meticulously constructed conceptual albums, which showed Lamar struggling to figure out his place in the world.

"DAMN." is a departure from this. On "DAMN.," Lamar looks inside himself and explores his own positive and destructive qualities. The album exists somewhere between pop and hip-hop, features unconventional guests, and has no clear-cut concept which all contributes to "DAMN." being Kendrick Lamar's most beautiful album yet.

Fan theories go on for days about what narrative runs through "DAMN.," but ultimately what makes the album incredible is that Lamar gives listeners a glimpse into his personal struggle with identity. On the 7-minute epic



BILLBOARD

**BLESS UP.** "DAMN is Kendrick Lamar's newest album that was released on April 14.

"FEAR," the listener follows Lamar's anxieties from the age of 7 through 27. He brings the listener into the growing complexity of his fears as he ages: at 7 only fearing the possibility of a beating, at 17 the fear of imminent death, and

finally at 27 fearing "losing it all." It is one of the best songs he has ever released and a clear standout on the album.

His thoughts are contradictory and disorganized, but the disorganization only makes the project more organic. Standout track "DNA" shows him struggling to reconcile the royalty he feels in his DNA with the violence that he is told lies there also.

"Got war and peace inside my DNA," he raps over a hard, head-knocking beat. Samples of Fox News hosts play throughout the song, saying "hip-hop has done more damage to black people than racism in recent years." It is an assault on the senses, a perfect song to dance to or to get lost trying to decode.

The contradictions on "DAMN." do not stop there. On "XXX," La-

mar chants, "If somebody kill my son, that mean somebody gettin' killed," before going to speak to a class of children about gun control. These contradictions are what make "DAMN." shine. They add a powerful human element to an album, playing perfectly into the theme of self-reflection.

Lamar has reached the point where he has no contemporaries. He spent years trying to claim the top spot in hip-hop, but in the process has dealt with a spiral of emotions, ranging from fear to love, bringing him back down to earth. He has begun to see past the façade of his own public image and "DAMN." is a daring and confusing self-reflection of his struggle with popularity. "DAMN." reaffirms why his voice is so essential in music and is the best hip-hop album of 2017, hands-down.



# Light heart, heavy topics

‘It’s All Absolutely Fine’ takes on mental illness with brutally honest essays and humorous cartoons

BY EMMA TRONE  
ASSISTANT EDITOR

The bright, sunny yellow cover of “It’s All Absolutely Fine” seems to both mock author and cartoonist Ruby Elliot’s volatile emotional state and to illuminate it with a

**Book Info**  
**Author:** Ruby Elliot  
**Tumblr:** rubyetc  
**Cost:** \$11.55 on amazon.com  
**Length:** 251 pages

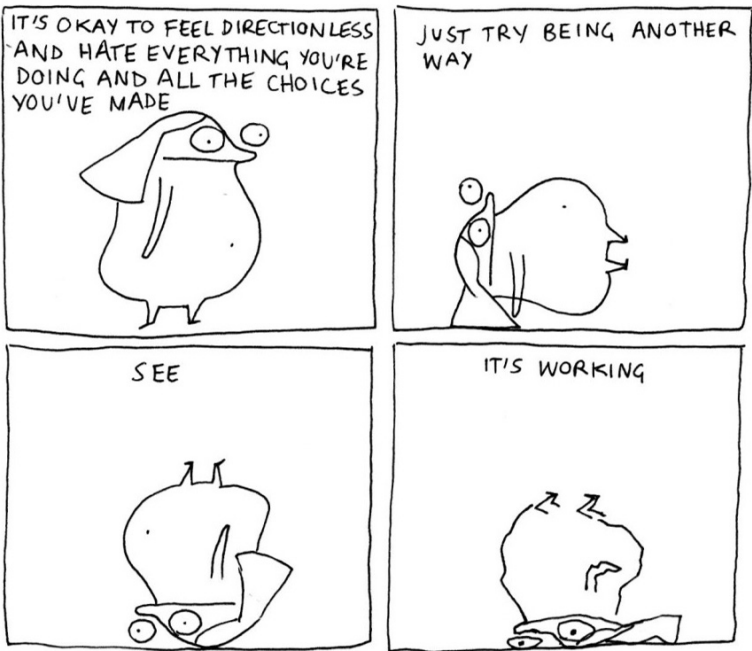
sense of hope. Although there is no color in between the covers, the looming mood of self-deprecation and the tiniest grain of happiness shines through the black and white words and drawings.

Not quite a graphic novel and not quite the typical memoir, “It’s All Absolutely Fine,” a collection of essays and cartoons by Ruby Elliot, dismantles preconceptions about mental illness with a light heart and a skilled hand.

Elliot, 22, is more commonly known under her Tumblr username rubyetc. Both on her Tumblr account and in this book she draws her struggle with depression, anxiety and bulimia with humorous simplicity, wisdom, and in her own words, “one very tiny tentative pinch of happiness and hope (or however much you can tolerate).”

And, in spite of her bleakest depictions of her illness, hope under the guise of self-deprecating but universal humor reigns over the darkness. The weight of Elliot’s experience would be unbearably somber in the hands of another author or artist, but her humor is one book’s greatest strengths, second only to her honesty.

The book is not a long one, and could easily be read cover-to-cover in one sitting, although that’s not necessarily recommended. Most of the 251 pages are filled with Elliot’s signature, simplistic renderings of herself and the occasional bird or “jazzy lizard.” Her drawings mostly feature her dealing with the darkest aspects of her mental illness in hilariously sad fashion, like making “emotional smoothies” out of “a good wok’s worth of fear and confusion” and “loneliness



USED WITH PERMISSION ‘IT’S ALL ABSOLUTELY FINE’

**TURN THAT FROWN UPSIDE DOWN.** Ruby Elliot depicts her often-frustrating mental state with her signature sarcasm and self-deprecation. Elliot writes and draws at length about her past struggles with bipolar disorder, eating disorders and self-harm.

*“The weight of Elliot’s experience would be unbearably somber in the hands of another author or artist, but her humor is one book’s greatest strengths, second only to her honesty.”*

measured out in that one weird spoon everyone has that doesn’t match the rest of the cutlery,” or alternative self-care that involves smashing a croissant into a wall. But Elliot also draws inspiration from more universal situations, from smudging your nails to the difficulties of bra shopping.

However, she refuses to mince words (or drawings) when it comes to the often taboo realities of therapy, self-harm and bipolar disorder, and makes a point to present her more structured feelings with essays, rather than drawings. In every situation, she quickly

endears herself to her audience with her sharp wit and admirable humility.

The pacing and distribution of cartoons and essays throughout the book occasionally makes for uneven reading, particularly in the first third. Many of the pages in this section are her cartoons, but very few of them have any connection to each other, which is probably better suited for the Tumblr format, where she has gained her modest following.

Overall, “It’s All Absolutely Fine” bursts with authenticity and the charm of the author. Elliot never attempts to make her book about much more than her own personal experience, and it fits her medium squarely. This book is probably best enjoyed by someone who has similarly experienced the crushing weight of mental illness, but anyone who both has a sense of humor and an open mind will likely enjoy flipping through this book as well, “taking jazzy lizard steps” right along with Elliot as she tells her story.



MIDWAY PHOTO BY ALEC WYERS

**THE WORLD IS YOUR STAGE.** Acting Studio students Nikhil Patel, Jenna Dreixler, Zach Leslie and Henrik Nielsen perform for primary school students during Lab’s annual Lab-Arts event, a two-week celebration of performance and fine arts. Members of the Acting Studio class had spent several weeks preparing to present eight fairytales in small groups. Artwork created by Lab students across the schools was displayed from April 27-May 12 in Gordon Parks Arts Hall.

## Film fest offers diversity

BY DHEVEN UNNI  
SPORTS EDITOR

Last week the Gordon Parks Art Hall hosted the second annual Lab Film Festival, where students of all grades presented short films they created to parents, students and faculty. From comedies to documentaries to social commentaries, a diverse array of topics was covered at the festival.

The festival was organized by film teacher Benjamin Jaffe, as the films were mostly produced in his class.

“They made the movies, they chose which movies to share,” Mr. Jaffe said. “Some of them are group movies, because in the film class

we sometimes do group projects.”

He said each student selected what they enjoyed doing or thought was their best film.

Junior Oran Lazar presented a short film at the festival titled “Stain.”

Oran said. “I’m pretty excited to be in it because you just want people to see your work, and it’s a big accomplishment for the end of the year.”

Sophomore Derek de Jong was featured in a film made by sophomore Nick Merchant.

“It went very well, and a lot of the stuff I saw was very cool,” Derek said. “It was nice to see the work I did with Nick on the big screen.”

## New Goodman play explores a refugee’s resettlement



PHOTO PROVIDED BY THE GOODMAN THEATRE

**SHATTERING TST.** Allen Gilmore, who plays John Workolo and Lily Mojekwu, who plays Luopu Workolo, rehearse for the Goodman Theatre play, “Objects in the Mirror” by Charles Smith, directed by Chuck Smith. “Objects in the Mirror” follows the story of a Liberian refugee who settles in Australia with his uncle and cousin, while leaving his mother behind.

BY SONNY LEE  
FEATURES EDITOR

More than 65 million individuals were forced to leave their homes worldwide in 2015, according to the United Nations Refugee Agency. For many of these refugees, displacement and relocation is just the beginning of the story. The rest follows with sacrifices for assimilation and restarting lives, while they cope with leaving their past behind them. Some of those stories are told in “Objects in the Mirror,” a play which had its world premiere at Chicago’s Goodman Theatre April 29.

Inspired by a true story, the play follows the story of Shedrick Yarkpai (Daniel Kyri) as he sacrifices everything in the name of survival during his escape from war-torn Liberia, leaving everything he knows for the possibility of safety and refuge.

Though many news outlets cover the travels of refugees fleeing from countries ridden with violence, hunger and chaos, they rarely follow the refugees once they relocate and the many difficulties refugees face when assimilating to new cultures. “Objects in the Mirror” offers a rarely seen insight into one refugee’s experience

### Play Information

**Location:** The Goodman Theatre, 170 N. Dearborn St.  
**Cost:** Mezzanine Level tickets \$20-45; Main Floor tickets \$20-60  
**Runtime:** 2 hours and 15 minutes including one intermission  
**Open until:** June 4  
**Website:** www.goodmantheatre.org  
**Phone:** 312-443-3800  
**Written by:** Charles Smith  
**Directed by:** Chuck Smith

and battle with his identity as his new life is constantly haunted by a lie that carries from his escape from Liberia.

The play does an exceptional job of storytelling through flashbacks, including seamless set changes and incredible acting that creates sharp distinctions in character’s past and present as they move through multiple timelines while Shedrick recalls his travels to Australia, his new home.

From his initial decision to leave his mother, played by Lily Mojeku, in an attempt to flee with his cousin, played by Breon Arzell, and uncle, played by Allen Gilmore, from the violence and possibility of

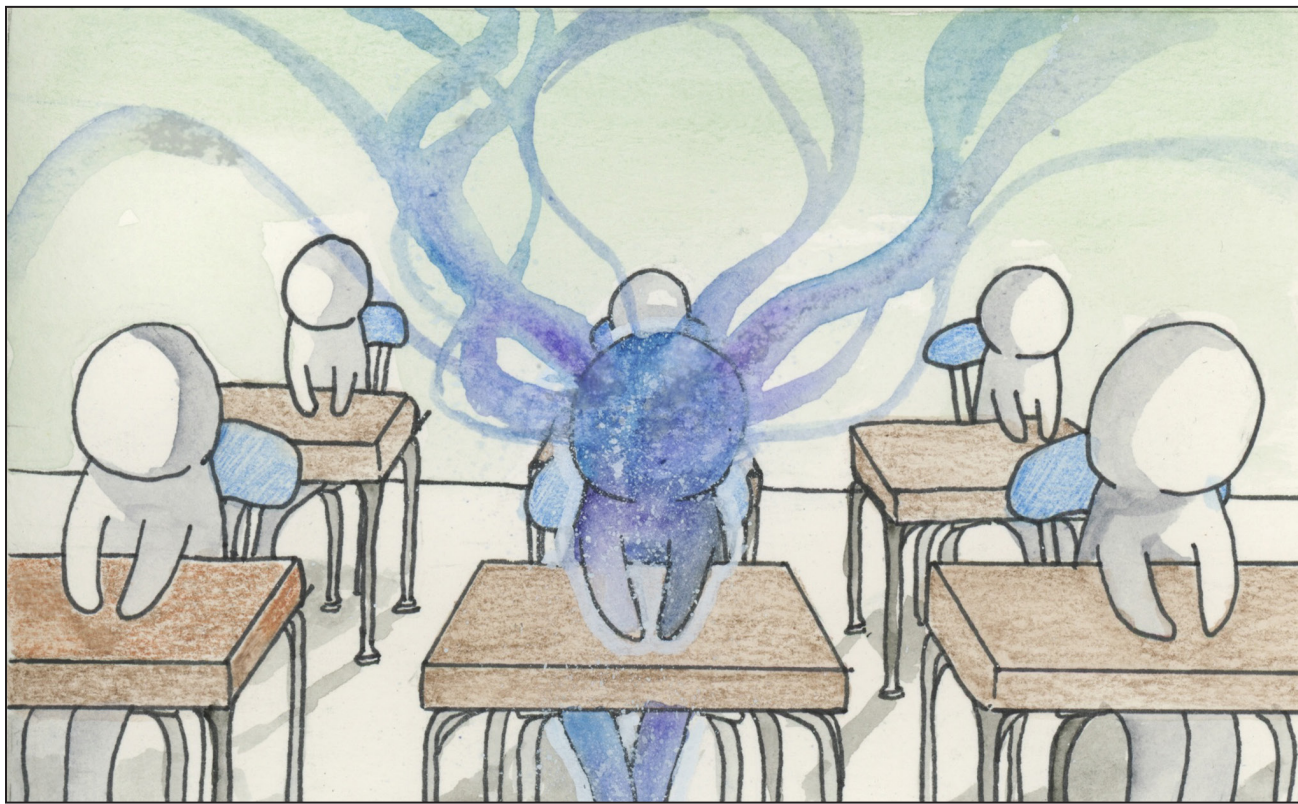
kidnapping, to the moment Shedrick recalls being called a racial slur by a bus driver in Australia, Mr. Kyri presents an astounding performance as he shifts through the multiple timelines, changing his emotions and easily keeping true to how his character should be portrayed in each specific timeline.

The almost unnoticeable changes from past to present demonstrate not only great acting and directing but also one of the play’s core messages: You cannot escape the past, and no matter how far you try to push it behind you, the past will always find a way to wedge itself in the present. This gives clarity to the title, “Objects in the Mirror,” a play on the words “objects in the mirror are closer than they appear.”

Long after the cameras and news crews pack up and leave each refugee’s story continues, but few are ever told in the live-action experience of a stage production. “Objects in the Mirror” tells a common story of identity, survival and sacrifice, and although the play runs until June 4, the stories of refugees struggling to find new homes will continue beyond the production’s last performance.



# EXCEPTIONS *to the* RULE



ARTWORK BY AMBER HUO

## Tomohiro Sawada finds passion in predominantly female art class

**Well you mentioned this is your second time taking the class, so what got you interested in art and in this course?**

This year, having taken the class last year, I already had a sense of how the whole year is structured, so I thought it would make it easier for me to plan out the whole year and be more productive. As the only male, it's really interesting because a lot of my peers are really expressive in both their art and their life in general, and I really feel like it's a good influence for me to be in this class because it's not the normal group of people I interact with. A lot of them are a part of the LGBTQ community or big in social justice issues, and while we're making art we usually talk about that sort of stuff, so it's really nice to hear their opinions.

**What's that environment like?**

I was also the only boy in my section last year. I know there was another boy in the other section, but that's only two boys out of the about 30 or so Advanced Drawing and Painting students, so we're always the minority.

**How has it influenced how you think?**

I guess it made me more aware of feminism because a lot of the people in my class are big into social justice, and that really influences their art. I am also taking Mixed Media with Ms. Neater. We talk a lot about putting a message into our art and trying to express mainly social justice issues but other issues, expressing that in our art. Having been influenced by Neater and them in mixed media and coming back to advanced drawing and painting where all my peers are oriented in that direction, it really makes me think about what I can put into my art. The works I have always made have always been more in the technical direction like I'm more into making more detailed stuff or making things that are more intricate. I'm more focused on the craft, but being in the advanced drawings and paintings class it makes me more aware of the messages behind the art. For instance like feminism. This class has let me appreciate that art and really think about it, so I think that's the biggest influence that this class has had on me.



Tomohiro Sawada

— LEAH EMANUEL

## Math teacher Shauna Anderson reflects on race, gender in career

**How did you get interested in math?**

When I was really young, I heard my kindergarten teacher tell her assistant that, "She's really smart and considering accelerating her." As a 5 year-old, it had a really big impact on me for the rest of my life. To have an adult believe in me gave me some self-confidence I might not have otherwise had. Later, when I started taking math classes, I was put into the gifted and talented program and always found the math to be very easy.

**What role does diversity play in your job as a teacher?**

Sometimes people's attitude when it comes to issues of diversity is, like, "Ugh, we have to do it again. Why are we talking about this? This isn't really important." It exhausts me to try to convince them that it's important. So first I'll have to convince you, then I'll have to educate you? So it's very rare that I bring up issues of diversity because I am sensitive to it, it is my life every day, and if there are people who aren't open to the possibility that I have a different experience because I'm black, then I will not spend my energy trying to convince them otherwise. I'm also very careful to not be a victim, which is another reason I don't talk about it a lot — I do my job, I teach my math, I think I get along with all students regardless of their race, ethnicity, gender. I will say that I have had black parents say to me, "We are happy our child gets to see someone who looks like them, and that it does a lot for them, for their belief that they can be successful in math." I can really appreciate and understand that. If everybody who is successful in a particular subject looks different than you, then you may not see yourself in them.

**What does your identity as a woman of color mean to you?**

Because of [various societal issues], a lot of black women have to be strong. They have to provide for their families, some of them are single mothers ... Moreover, because I grew up on welfare, I saw the only way out as going to college and getting my degree. And there's this thing of a strong black woman, and a lot of my friends would call themselves that. We just have to do it, because if we don't do it, our culture, our race and our community is gonna fall by the wayside if we don't step up.



Shauna Anderson

— CLYDE SCHWAB

What role does a school have in steering students of different genders and races to subjects and classes that defy stereotypes? What it is like for students and teachers who pursue their passion while being exceptions to the rule? Across the country and at U-High, whether it's women in STEM or being the only black student in an advanced English course, sticking out isn't always easy.

## Helena Abney-McPeck pursues STEM studies despite gender disparities in field

**How did you initially get interested in math and computer science?**

My mom said I was good at it for a long time, but I really noticed it in fourth grade when we did these timed tests that were two minutes of basic multiplication on a piece of paper, and you just had to do as many as you could in two minutes. I was always really really good at those, and I would finish them then just sit there the rest of the time. That's what I thought math was at the time. I remember I came home and I told my mom, "Mommy I want to be a mathematician when I grow up." In fourth grade my mom started teaching me math outside of school. Interesting, new types of math that you don't learn in school, or at least not for a long time. Then in fifth grade I learned pre-algebra and algebra at home, so I could go into geometry in sixth grade.

**What math course are you in right now?**

Now I'm the Calculus 160 at the University of Chicago. It's a three-quarter series. Most of it is the same material as BC calculus except proving everything and basically building it all from the ground up the foundations. It's like a totally different approach, so it doesn't really feel like the same thing at all.

**Do you notice that you are in the minority within your classes?**

I took a robotics class at a summer camp this summer. There were 18 kids in the class and there was only one other girl. It didn't bother me too much but I know the other girl just felt really isolated. She said she wanted to do robotics as a career, but she wasn't sure she actually would because she didn't like being the only woman, and she didn't want to be the only in her field ... I guess in the courses I'm less strong in I'm not the only girl. I don't think there's much of a difference except for some girls if it is a discussion course it might affect their willingness to participate in discussion. Even if it were a discussion class I don't think it would stop me. I don't pay a lot of attention, and if I have something to say I'll say it.

My experience consistently being one of the only girls in these STEM classes inspired me to start a Lab school chapter of Codergals, a national organization started by a girl I went to summer camp with. It's a program where high school female mentors teach interested third to fifth grade girls to code through free afterschool workshops.



Asra Ahmed



Colin Rennert-May

*"Much of it has to do with the way people deliver their information and engage students, but we of course take into account many other aspects of a person's background and experiences."*

— Asra Ahmed, assistant principal

the importance of the capability of a potential candidate to work with students from diverse backgrounds in terms of race, ethnicity, sexual orientation, learning ability, class, language and nationality is also of concern to the Lab community.

When looking to attract diverse candidates for positions at Lab, one of the school's methods is for representatives to attend diversity hiring fairs. According to Ms. Ahmed, those who attend the fairs learn about the potential employment opportunities that may exist in the future.

A survey U-High students took during the 2015-16 school year regarding diversity, equity and inclusion showed the student body would like to see a greater representation of their diverse backgrounds in faculty and staff. Priority concerns were for diversity in faculty and staff as well as the integration of multiculturalism into all aspects of the curriculum.

The Lab administration has begun to take steps toward bridging this gap by starting to discuss it in

# Faculty take on challenge of class diversity

Students need to be able to identify with curriculum, teachers say

BY CLYDE SCHWAB  
EDITOR-IN-CHIEF

"It is unfortunately the case that the picture of the computer scientist is this nerdy white guy who's never played sports in his life, antisocial, and that's not attractive to a lot of people," computer science teacher Daniel Wheadon said.

In computer science, a field that has historically struggled with diversity, Mr. Wheadon ascribed a significant portion of the problem to what people picture as a computer scientist. And computer science is hardly the exception to the rule — as the issue of women and people of color in advanced academic and career fields have come to the forefront of discussions surrounding diversity, such issues have also become essential to the experience of U-High students and faculty.

Several department heads described the importance of creating a balanced, diverse group at the highest level.

According to history teacher Christy Gerst, who worked as a lawyer and then a teacher in the Chicago Public School system before teaching at U-High, much of the issue has to do with making students feel like their experiences count in the classroom.

"An educational experience needs to be multifaceted and brings in multiple perspectives," Ms. Gerst said. "My mother is from Iran, she's Assyrian. When I was growing up, we discussed a lot about whether the Assyrians worked with the British during World War I ... so that when I was a student, I would expect to be able to participate in a larger conversation about my origins ... If it's not in the book, I'm going to go out and find it."

Ms. Gerst also described her experience teaching in CPS, where broader social issues such as the stability of a child's family and living situation or their socioeconomic status played a larger part

in their educational experience.

While computer science has historically dealt with gender disparity, the computer science department has progressed in terms of diversity according to Mr. Wheadon.

"When I was in college at University of Illinois, we had a standard lecture course, a requirement for the major, with 300 people in the lecture hall and only two girls," Mr. Wheadon said. "It's hard to say if there was an achievement gap because there weren't any girls to compare. It's generally been a problem in the industry for whatever reason."

While the computer science field still suffers in terms of diversity, Mr. Wheadon said that U-High's required introductory course helps make the school's advanced courses more diverse. According to him, much of the problem has to do with getting girls exposed to computer science earlier, where boys might take up interest earlier.

CPS recently added an introductory computer science requirement. This, alongside computer science initiatives geared towards girls, has solidified diversity as a

*"We're not doing that well in regards to getting faculty of color in math and science, just flat out. If you don't see yourself, if you're not identified, it's a tougher thing to get into."*

— Sandra Bixby,  
middle school principal

top concern for a field continually in need of more talent. Mr. Wheadon said the image of a typical computer scientist is part of the reason few women go into the field. He said part of the solution simply was time.

"There are a lot of things that need to change to destroy that image, and it takes time," Mr. Wheadon said. "By changing these other things, by exposing girls to computer science earlier, that will eventually go away."

Middle School Principal Sandy Bixby describes her job as trying to bring in a diverse group of students that enrich the community, a group which sets the foundation for U-High. According to Ms. Bix-

by, the biggest challenge she faces was making sure students were able to see themselves in "each other and in their teachers," a conversation she said was addressed less frequently in terms of race and ethnicity at Lab.

"We're not doing that well in regards to getting faculty of color in math and science, just flat out," Ms. Bixby said. "If you don't see yourself, if you're not identified, it's a tougher thing to get into. I also think that we don't have enough students of color, particularly African-American, in the middle school."

Mr. Bixby continued, saying that at Lab, people are far more comfortable discussing issues of gender diversity than racial diversity.

"There's a traditional push of 'are girls involved in math and science,' and in middle school we can feel pretty successful and say, 'Yes we are.' ... we don't have something comparable that says, 'Here's a science fair for African-American kids,'" Ms. Bixby said. "That gets you into a different realm where I don't think we're that comfortable talking about things openly."

## Teachers need to reach out to students of color

BY MARISSA MARTINEZ  
EDITOR-IN-CHIEF

Excellent writer. Leader in group discussions. Has a good sense of humor.

These are all descriptors I've received on my midterm reports throughout high school. The one phrase I never saw? "Good at math."

I arrived here in sixth grade and started taking eighth grade geometry, two grade levels ahead of the Lab norm, yet no teachers specifically reached out to me and encouraged me to pursue math after, or even during, high school. Some even wanted me to go back to learning with students in my grade.

Despite my capabilities, they may have assumed I wasn't interested because I wasn't a straight-A student, or simply because teachers thought I didn't fit the stereotype of a potential math genius. By sophomore year, I had completely given up on math and told myself I couldn't succeed in it, even if I tried harder, because I wasn't "good enough."

While I'm happy with my decision to study journalism and political science in college, I wonder if the lack of direct encouragement from my teachers pushed me away from STEM fields — most of which are dominated by white men — and toward writing instead. Could I have gone into mathematics? How much did my teacher's comments end up affecting me?

Adults should actively try to overcome their inherent biases about what an ideal student in their field looks or acts like. Unconsciously, they may talk to and recruit more "stereotypical students," which leads to an uneven ratio of women in English fields or white and Asian students in STEM. Black and Latino students are half as likely to be included in gifted student programs, according to the American Educational Research Association.

This becomes a problem later

### Analysis



Marissa Martinez

on: in 2015, black doctoral students only made up 4.1 percent of all American Ph.D. candidates, according to the National Science Foundation. Only 2 percent of physical science, engineering and mathematics doctorates were earned by African-Americans. 23 scientific doctoral fields had no black scholars that year at all.

By not proactively reaching out to all types of students, high school teachers potentially miss dozens of capable kids every year who could pursue a subject in college or later in life, and eventually contributing amazing innovations to the STEM community from different perspectives. They may not be noticed for a variety of reasons, such as grades or difficulties with the technical aspects of a class.

Faculty members should approach anyone who shows merit in their class about future options, instead of speaking to only students who demonstrate immense interest.

As high schoolers, we may not realize our own talent or potentials in certain areas, and getting a recommendation from an experienced teacher or administrator could change everything.

Reaching out doesn't stop at an individual level. Inviting class and school-wide speakers from a variety of backgrounds accomplishes two things: we gain valuable insight from professionals, but we also see a wide range of people who look like us doing important things in their field. At the time, it may not seem significant to hear black chemists or female political scientists speak about their work, but it subconsciously helps us fix our biases and undergo essential paradigm shifts.

It's hard to predict an individual's future — I could have been a math major, or I might have ended up a writer anyway. There will be more people like me who sit in a classroom every year, unaware of their options because they haven't been offered different opportunities.

Whether spoken in passing or during a long conversation, a few encouraging words from a faculty member or speaker may have lasting effects on a student's future.

## Faculty hiring process includes qualifications, diversity

BY PRIYANKA SHRIYAY  
ASSISTANT EDITOR

Diversity has always been at the forefront of what the Lab community holds as important, and a survey a year ago showed current students would like to see a more diverse faculty and staff. This can be a challenge with only a few new hires each year.

According to Assistant Principal Asra Ahmed, the ability to connect with students is of utmost importance after meeting the qualifications for the position.

She said it is important that students see themselves reflected in the adult community in the school. "Much of it has to do with the way people deliver their information and engage students, but we of course take into account many

other aspects of a person's background and experiences," Ms. Ahmed said.

Experience and qualitative criteria for the department in which one applies to is the first priority, according to English Department Head Colin Rennert-May.

"Obviously we're looking for people who are passionate about teaching who like to collaborate with other people," he said. "Again, we're an English department — we're looking for people who are passionate about reading and writing and really invested in that."

In addition to the ability to engage students, Ms. Ahmed noted that diversity carries impact with relation to the student body.

Teaching job postings for the University of Chicago suggest

various committees throughout the high school, according to Ms. Ahmed.

Ms. Ahmed also explicated her opinion on students speaking out about topics such as diversity in faculty and staff, saying that she encourages students to productively engage in discussions and express themselves.

## At a glance: National AP course participation shows trend of women in art, men in STEM

Five Advanced Placement subjects with the **lowest female** participation:

23.3%	COMPUTER SCIENCE A
24.6%	PHYSICS C — ELECTRICITY AND MAGNETISM
27.8%	PHYSICS C — MECHANICS
28.8%	PHYSICS 2
42%	CALCULUS BC

Five Advanced Placement subjects with the **lowest male** participation:

21.2%	STUDIO ART — DRAWING
25.3%	STUDIO ART — 2D DESIGN
26.3%	STUDIO ART — 3D DESIGN
31.8%	FRENCH LANGUAGE AND CULTURE
33.4%	ART HISTORY

— SOURCE: COLLEGE BOARD, COMPILED BY SAMIRA GLAESER-KHAN





ARTWORK BY AMBER HUO

*As the seniors see it...*

# Be genuine in high school: colleges notice

BY ALEX ABBEY, OPINION EDITOR  
MARISSA MARTINEZ, EDITOR-IN-CHIEF  
CLYDE SCHWAB, EDITOR-IN-CHIEF

Do what you love. You've heard it from your administrators and college counselors — now it's time to take this advice to heart. With increasingly competitive college admission standards and more students applying to selective schools in recent years than ever before, students may feel pressure to overload their schedules with as many clubs and activities as they can even without genuine interest. This is a shallow effort to appear more attractive to college admissions committees as a well-rounded candidate. It may seem impressive to have an extensive, hearty résumé, but it is more essential and far more impactful to be genuine.

Having realized the importance of staying true to ourselves and pursuing our genuine interests throughout the course of our high school careers, each of us has respectively earned admission to and plan on attending New York University, Northwestern University and the University of Chicago next fall. Our commitment to investing ourselves in a select amount of activities in high school,

rather, than trying to pack our resumes without true intentions helped us find amazing success. For this reason, we hope to pass on this lesson to future generations of Lab. We are confident in saying that this path does in fact reap the benefits we all desired as underclassmen. If you don't believe the adults in your life when they say that you don't need to be superficial to reach your ultimate goals in high school, then maybe you'll believe us.

Each of us started high school excited for new adventures — eager to try activities that pushed us to new heights, searching for friend groups and vying to find the right path to get into the colleges of our dreams. What we found on this journey, eventually, was ourselves.

Colleges look for talented, capable students who excel in unique, specific ways. Even more, they look for students who are confident in who they are and what they bring to the table. Each of us went through high school and experienced a range of clubs and



activities, but ultimately, our success, or lack thereof, rested in one thing: focus. It is more powerful to have a few consistent things on your résumé at which you have excelled to your fullest potential than to engage in an abundance of activities with shallow intentions. It is more fulfilling to feel ownership over a few activities than thinly spread over many. We focused on journalism, sports and music. These things served us well.

Padding your résumé with meaningless positions and titles is a transparent and insincere exploit. Invest yourself in what you enjoy. Your commitment will shine through your essays and application if you are honest with yourself and others. Colleges notice.

Figuring out what you enjoy and finding your passions may take longer than expected. It's important to keep in mind that you don't need to know exactly what your plans are, even as you approach

senior year. As academic and social identities shift throughout four years of high school, interests will change as well. But being consistent with a few things — whether it's your involvement in a specific organization, a sport, an instrument, an after-school job or even an obscure hobby — demonstrates character. This process is not one that needs to be forced. Recognize your interests naturally: allow yourself to try new things, allow yourself to drop others and keep a thing or two that you continue to develop in your back pocket.

While it's important to do what you can to stand out to the colleges you think you might or are applying to, it's even more important to leave high school with a strong sense of self and a developing idea of what you like and dislike. There is no clear path for getting into the college of your dreams, but we hope that you'll keep these things in mind throughout your own high school careers.

Be dynamic for colleges by being genuine. More importantly, be that for yourself. You will turn out ok in the end.

*This editorial represents the opinion of the senior members of the Midway's Editorial Board.*

# Privilege must be recognized and used for good

BY TALIA GOERGE-KARRON  
NEWS EDITOR

In summer 2016, I went to Maine as part of the Chicago Delegation to Seeds of Peace. The camp split the delegations from Chicago, Los Angeles, New York City and Syracuse into two dialogue groups. Through Seeds of Peace, I am trying to understand consequences and benefits of having privilege and how identities affect privilege. Going to school in the Lab community, I am sheltered from the economic and educational disparities that occur on the South Side of Chicago every day.



Of my eight-person delegation from Chicago, I was the only white person. While I live just outside the city's border, racially, geo-

graphically and socioeconomically the distance felt much greater. In my dialogue group's sessions, we talked mainly about race. It was clear that I have had very different experiences than many of my less privileged peers.

In one particular dialogue session, Sarah (not her real name), an African-American girl from Chicago, talked about an experience she had a few days before camp, where she had to call 911 for a man who ran into her house after having been shot. As she struggled dealing with a gunshot-wounded man in her home, she said she could not get an ambulance to come to Bronzeville. She presumed that emergency medical services did not want to come to the South Side. I talked about my own experiences with ambulances, as I had once had to call one for a close family member who became unconscious. Although I was not trying to com-

pare our experiences, Sarah got upset and cursed me out.

After a few days, the situation with Sarah resolved itself and the dialogue group grew closer, but the white people in the room, including me, shared that they still felt guilty about the lack of awareness they previously had about their privileges. The people of color in the room responded to the white people in the room by saying, "Use your privilege. Don't be ashamed of it." So that's what I am trying to do.

When I returned home from camp, I went to a gunshot wound first aid training at UMedics, a community organization Sarah organized. Looking around, I noticed that I was, again, one of only three white people in the room. One of the guidelines of the training was to ask the victim for consent to call 911. I was shocked: How could I not call 911 immediately in a dangerous situation it

has been ingrained in me?

I have long understood that people have a right to consent to their own bodies, but I learned that this also manifests itself in the decision to call 911. People may be undocumented immigrants, have prior infractions or just not want emergency help (due to expenses or other reasons), and it is their choice to determine their own fate.

My privilege protects me from having to worry about whether an ambulance will come to my neighborhood or whether calling 911 will lead to repercussions. For now, I am trying to understand the disparities with privilege in communities around me. Privileges differ from person to person. My friends from Seeds of Peace have greater resilience than I do. Every person's identities will likely experience privilege in some context. What matters is using privilege for good.

# U-HIGH MIDWAY

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CORRECTIONS • ISSUE 8, APRIL 25, 2017:

- Page 4: Derek De Jong's name was misspelled.
- Page 6: Sahar Siddiqui's name was misspelled.

# QUICK Q

*What advice do you have for Lab's underclassmen?*

DANIELA GARCIA, SENIOR:



"I would say stay focused and don't freak out. Junior and senior year appear to be hectic years, but life goes on, and you will realize that there are more important things than freaking out about grades."

NIKKI KUPER, SENIOR:



"Don't get caught up in seeing where other people are going to college. Also, don't get obsessed with going somewhere prestigious — find the best fit for you."

NIGEL TELMAN, SENIOR:



"I'd say always start early. Always. Time management is an extremely crucial skill in all aspects of life."

JANINE LIU, SENIOR:



"Whatever passions you have, pursue them wholeheartedly! Even if you don't think you have passions, don't be afraid to explore and find them."



# Tackling life transitions

As seniors close their final year of high school, students discuss how they handle major transitions

BY PRIYANKA SHRIJAY  
ASSISTANT EDITOR

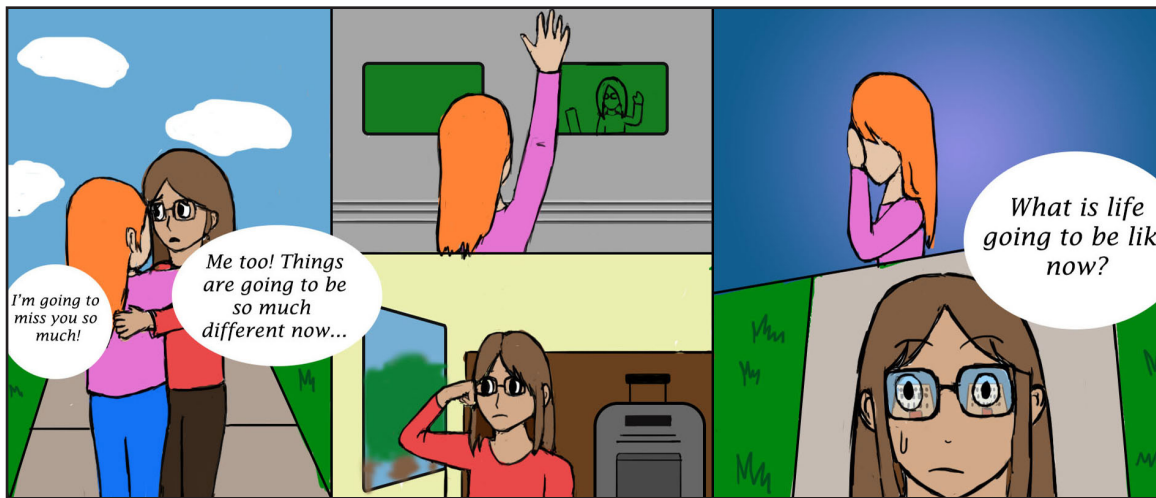
Flipping over a test score. Worrying about college. Grappling with impending adulthood. High school students face anxiety on a daily basis from a number of different sources, one of which is facing unfamiliar territory.

As the school year comes to a close, seniors prepare to transition from high school to post-graduation life. Looking to the future, seniors, their friends and their family get ready for a significant adjustment.

For senior Shaunak Puri, beginning college in Michigan is going to be a drastic change.

"I have been at the same school since I was three. I have been to the same gymnastics gym since I was five. I've been with the same piano teacher since I was five. My family unit has been the same six people since I was five. Everything has been exactly the same," he said. "So in September, everything is going to stop and change at the exact same time, which is kind of terrifying. There's a lot to be excited about with college, but not being able to see my family whenever I want to, disconnecting a little bit from the friends that I've had for four years — that's what's kind of scary."

Shaunak also noted that leaving high school is not equivalent to entirely losing his current sense of normalcy.



ARTWORK BY NEENA DHANOA

*"So in September, everything is going to stop and change at the exact same time, which is kind of terrifying. There's a lot to be excited about with college, but not being able to see my family whenever I want to, disconnecting a little bit from the friends that I've had for four years — that's what's kind of scary."*

— Shaunak Puri, senior

"I figured out ways I can come home. I plan on staying in contact with a couple of my friends at least. I've already planned to go to a movie with my best friend in December when 'The Last Jedi' comes out," he said.

Families of seniors also experience substantial adjustments as their loved ones take their next steps after high school.

Sophomore Alyssa Russell has spent this school year living away from her sister for the first time in her life. Alyssa considered how her life has changed since her sister,

who graduated from U-High in 2016, moved to California for college.

"It was really sad when she left because it was right when we were getting really close," she said. "There were some things that I would normally talk to her about and she would be there for me, and now that she wasn't there, I didn't necessarily have someone to talk to. Normally we would be talking all the time, but when she left, it was just me and my parents. But we make sure to call every once in a while and we text whenever something happens, so we keep in contact that way."

To handle anxiety, Alyssa mulls over the rationality behind her stress.

"If you're really worried about something, if you're really worried about someone leaving for example, you just kind of have to think through the situation. Is what you're worrying about worth your time to worry about? If you worry about someone leaving, that's inevitably going to happen, and you're just going to end up being sad when you're spending time with them. You need to think 'Is this worth my time to worry about?' Most of the time, the an-

swer is no," she said. "If you are really worried, just focus on your breathing."

Saige Porter, a sophomore, has developed lasting friendships with upperclassmen. She recalled a memory of one particular friend: Alex du Buclet.

"I was new freshman year and I was walking down the hallway with Lauren (Williams), and (Alex) just hollered at us, but she didn't know our names, we hadn't met yet," she said. "And she just came over and started talking to us, and she said 'If you ever need anything, I'm here for you,' and she has been. She's always a friendly face."

Saige, who saw senior friends leave school last June, emphasized the importance of keeping in contact with them. She noted that if a friend who was supportive or close is gone, communication can keep one from feeling disconnected and uneasy.

Anxiety in high school is not uncommon, but it is manageable. Realistically assessing a stressful situation, keeping in contact with friends and family and speaking with a counselor, family member or someone who has gone through similar experiences can help ease anxiety.

## COUNSELORS GIVE ADVICE ON STRESS MANAGEMENT

"Find someone to talk to about it, and have a sense of 'well, how am I going to manage it?' Have an idea of 'how am I going to reach out to people? How am I going to put myself in a position for people to reach out to me?'"

— CAMILLE BAUGHN-CUNNINGHAM, COUNSELOR



"I'm thinking about the communication that can happen within a family and I guess the healing that can come from just talking about one's concerns and feelings. Just identifying what their own individual concerns and fears might be, and then just talking through those with someone."

— ABIGALE WAGNER, COLLEGE COUNSELOR

"Mostly what we try to do is help people put things in perspective. Helping them to take stock of strengths and areas of skills that they've mastered and realize that those have gotten them this far and certainly they will be great foundations to start their college experience."

— KEVIN VAN ERON, LEARNING COORDINATOR



## == MEDITATION AND PRODUCTIVITY APPS REDUCE STRESS ==



Headspace  
Free trial

Headspace offers personalized guided meditation and mindfulness sessions that combat anxiety and manage stress. It also teaches meditation techniques for self-guided meditation and mindfulness techniques.



Pacifica  
Free

Pacifica provides audio lessons and activities related to cognitive behavioral therapy and mindfulness. It also has a feature to set daily goal-reaching challenges and track progress over time as well as relaxation techniques.



iStudiez Pro  
\$2.99

Feeling organized and thorough with scheduling can significantly ease stress. iStudiez Pro offers a dashboard with an overview of the day's assignments and schedule, a grade tracker and planner for each class and a GPA tracker.

## TIPS FOR DEALING WITH ANXIETY

**Speak** with a counselor, parent, trusted adult, friend, sibling, or physician.

**Strictly** set aside time to unwind and take a break from stressors.

**Push** yourself to socialize  
**Indulge** in hobbies and outlets (sports, music, etc.)

— CAMILLE BAUGHN-CUNNINGHAM

# Michael Autrey teaches, writes, encourages hard work

BY LIZA EDWARDS-LEVIN  
MIDWAY REPORTER

College essays, English papers, creative writing portfolios...you name it. For four years, Michael Autrey has helped students grow as writers through individual conferences in the Writer's Center, located in Judd C307. Currently pursuing a master of fine arts degree in poetry, Mr. Autrey spends 25 hours a week at U-High and will be working full time in the Writer's Center next year.

Previously, Mr. Autrey worked as an English and history teacher. Over the past five years, Mr. Autrey has also written more than 150 freelance literature reviews, and a book of his poems entitled "Our Fear" was published in 2013.

**What do you wish people knew about your position?**

That it's not remedial. Writing is hard for everybody, even professionals. Everybody can use the help. The people who use the Writer's Center the most are motivated students who realize that getting help is a good and useful thing.

## Behind the scenes

*"We're trying to make ourselves understood and to understand others, and we need words to do that."*

**What's your favorite part of the job?**

Working with the students, trying to figure out what they are trying to say with language. We're trying to make ourselves understood and to understand others, and we need words to do that. People reveal a little more individually. I can ask different questions of a person than I can of a group.

**How do you like to spend your free time?**

Bird-watching, cooking, and a lot of reading and writing. I'm reading all kinds of different things,

and they're always talking to each other: "Paradise Lost," Nathaniel Mackey's poetry, Christopher Ricks' criticism. "Sleepless Nights," a novel by Elizabeth Hardwick, is blowing my mind right now. I live with my Post-It notes — my computer at home is just covered with phrases for stuff I'm working on, page numbers, etc.

I think about words so much of the time, but you cook with all your senses, not words. When I cook I'm doing something with my hands, for somebody else.

**What advice do you have for students our age?**

Learn to write with no distractions. My computer at home cannot connect to the internet: It's what they call a vintage machine even though it's from like 2009. No phone calls, internet, text messaging. The easiest way to stop writing is to distract oneself.

If a paper is assigned for the fourth week of the quarter, write a first draft the second week. Writing is rewriting. Get it drafted early so that you can write it again! Distance is essential.



MIDWAY PHOTO BY ELENA LIAO

**WORDS OF WISDOM.** Writing specialist Michael Autrey edits and talks through a paper with sophomore Mia Palmer. Mr. Autrey helps students refine their writings skills and inspires them to express themselves.



# Yoga provides outlet for stressed students

Enthusiasts combine intense workouts with meditative yoga

BY SAMIRA GLAESER-KHAN  
ASSISTANT EDITOR

Senior Genevieve Liu settles down on her rubber yoga mat. She crosses her legs, closes her eyes and begins to breathe.

It seems that with each exhale, she releases some of her anxiety. Outside of the yoga studio, she is tenacious and ambitious, but right now the only thing that exists is her breathing.

"My yoga mat is my rubber lane of control," Genevieve said.

The yoga community provides a safe and accepting environment where Genevieve, as well as junior Amanda Levitt, can release their school stress.

Genevieve and Amanda both practice yoga at CorePower in Hyde Park, where Genevieve recently received certification as a yoga instructor.

During her senior year, Genevieve said she spent over 10 hours in the yoga studio each week in order to complete the 200 hours necessary to get certified. She says that while getting her license, she became very connected with the yoga community.

"The yoga community is just very non-judgmental," Genevieve said. "I think that comes from yoga itself being a very personal and individual journey. It's not defined by benchmarks or metrics of success."

Genevieve says that the sup-



Amanda Levitt



MIDWAY PHOTO BY JANIE INGRASSIA

**STRIKE A POSE.** Senior Genevieve Liu practices the side crow yoga pose on her mat in front of Gordon Parks Art Hall. Although Genevieve started yoga less than two years ago, she became a certified yoga instructor over the course of her senior year, which helped her deal with college concerns. While yoga is often practiced for health benefits, Genevieve prefers calm-oriented Vinyasa yoga.

portive atmosphere of the yoga community motivated her to continue training and finish her hours.

"The cohort that I trained with was the most anti-competitive and supportive environment I've ever been in," Genevieve said. "Every moment I felt welcomed, every moment I felt challenged."

Amanda also appreciates how caring her yoga instructors are.

"In class, I really like how they talk about themselves and relate yoga to their lives," Amanda said. "They really make an effort to calm us down and care about us."

The accepting nature of the yoga community has spilled over into a newfound spirituality for Genevieve. While she isn't strictly religious, Genevieve says that she can relate to many aspects of Bud-

dism, the religion from which yoga originated.

"There are a lot of aspects of the yoga philosophy which are about being a good person and instilling kindness and respect for other people," Genevieve said. "There's is this idea of the eight-limbed yoga path, and each path is a moral observance."

Genevieve likes to use the eight-limbed yoga path as a foundation for morality, but she says that finding her own interpretation of yoga philosophy is the most important thing.

"The idea is that there are niyamas and yama, moral wrongdoings and moral observances. Some are rudimentary and some are more sophisticated. It's all really interpretive, so beyond the objec-

tive, for example non-stealing, it's also important to find your own meaning."

Genevieve hopes to share not only what she has learned about the physical aspect of yoga, but also her interpretation of yoga philosophy through teaching.

"A lot of religions are very definitive, but in Buddhism, I'm able to draw my own conclusions about yoga and life and hopefully pass that on through teaching," she said.

In this atmosphere of kindness, Amanda has been able to find a mental release through yoga.

"It gives me an escape from all the pressures that I have around me. I like that it's a mix between exercising and relaxing," Amanda said. "Yoga allows me to take a

break and forget what's going on."

For Genevieve, yoga not only offered a release from external pressures, but it helped her put less pressure on herself. While she started by taking high-intensity yoga classes, Genevieve ultimately focused on Vinyasa yoga for its mental release. This style focuses on breath, flowing movement, and meditation as opposed to providing a cardiovascular workout.

"When I do yoga, I just breathe through the space and am focused on my mind," Genevieve said. "I think I just really needed that junior year because I was just so in my own head with the college process. It wasn't even familial pressure or peer pressure for me, but thoughts about college were just constantly in my head."

# Equestrians learn discipline, responsibility in saddle



MIDWAY PHOTO BY JANIE INGRASSIA

**NOT JUST HORSEING AROUND.** Junior Alicia Haydon sits atop her horse, McLain, at her barn, Littlewood Farm. Alicia has been riding horses competitively for over 10 years and feels a special connection to both her horse and equestrianism as a whole.

## Horses offer both calming influence and thrill of winning the race

BY SONNY LEE  
FEATURES EDITOR

Alicia Haydon grips the reins on her horse. As she recalls the moments before entering the arena, Alicia describes the anticipation, yet burden of the possibility of messing up. She patiently waits for the bell to indicate the start of her routine.

As she waits, Alicia's head clears on many of the specifics of the course — the jumps, the strides in between, the flow of the course. Relying on muscle memory and practice, she focuses her attention to the first jump and the last jump, the jumps in between blurring before her eyes.

Alicia, a junior who has been riding horses competitively for 10 years, finds the process of building a relationship with the horse to be one of her favorite parts of equestrianism.

"For me, it's different that any other sport. Obviously, with soccer you have a soccer ball, but with riding it's an animal, and they have emotions too," Alicia said. "For me, I really like the process of learning how to communicate to the animal what you want it to do."

Senior Jackie Walker, who rode competitively from ages 9 to 13, explained the trust needed from not only the horse, but also the

rider in order for the work to get done.

"Horses are giant dogs that don't judge you," Jackie said. "You learn to trust them, they learn to trust you and you create a relationship with them, especially once you work with them a lot. And that was something that I really enjoyed doing. It was just having a giant dog who was always there for you and would always listen to you vent. You could relax and it was just really soothing."

With horses being able to move rhythmically at a slow gait, shifting rider's hips and mimicking a normal walk, horses have also proven to be useful in therapy for people with mobility disorders, cerebral palsy and other neurological diseases.

Alicia explained that her barn, Littlewood Farm, offers programs promoting equine therapy and helping children with autism through horseback riding, which calls for skills like coordination and focus.

However, these aren't the only

*"With riding it's an animal, and they have emotions too. For me, I really like the process of learning how to communicate to the animal what you want it to do."*

— Alicia Haydon, junior

benefits of riding and caring for horses. Jackie explained that from her riding experience, she gained self-control as well as other important skills.

"Discipline, responsibility and a sense of good form," Jackie said. "With discipline, you have to do things on time because the horse relies on you when you're actually riding and you have to follow the rhythm. With responsibility, you're caring for this animal that is relying on you to do that. This animal will help you get over the jump or get what you need done, but you also need to care for it in the same way."

As Alicia described the movements of the horse and rider, she noted the feeling of weightlessness, the feeling of flying. This feeling of weightlessness and brief flight, along with the relationship built between rider and horse, discipline and responsibility are only some of the benefits of equestrianism that riders have been able to experience.



Jackie Walker



# Talent. Devotion. Community.

## Three freshman athletes stand out among other varsity teammates

BY NATALIE GLICK  
ARTS EDITOR

Whether it's moving toward home plate to take a swing at a pitch, hitting a ball across the tennis courts, or getting ready for a race on the field, varsity athletics can be a challenge.

As hard as it is for any athlete, however, freshmen often have their own unique challenges when joining high-performance teams.

Daunting as it may seem, freshmen Zach Leslie, Arjun Asokumar and Ismael Figueroa all handle the many obstacles with ease.

On or off the field, the boys don't let the game's pressure get to them. Each of the boys bring their own sense of intense knowledge and greatness within each of their sports.

Playing tennis since he was four, Arjun is well versed in his sport. This experience helps him get rid of the pressure many feel and face his challenges.

"Being on varsity has been a lot of fun. We have a great group of guys and they were extremely inclusive when I joined the team," Arjun said. "It also helped that I was friends with many of them prior to season. We are a solid group of tennis players and we strive to make each other better every day."

Even though Zach hit the first homerun of the season for the varsity baseball team, he just wants to work harder, and didn't change the

### Arjun Asokumar

**Achievements:** Undeclared in all singles and doubles matches

### Ismael Figueroa

**Achievements:** 100-meter: 11.75 sec.  
200-meter: 23.24 sec.  
400-meter: 52.40 sec.

### Zach Leslie

**Achievements:** .401 batting average;  
14 hits, 6 doubles, 1 triple, 1 homerun,  
13 runs batted in.

pressure he feels.

"The homer was great. I'm hoping that as a team we can just keep hitting the ball hard and maybe someone else can hit one as well," Zach said. "I have to play well to get in games no matter what. So I don't feel any more pressure than I would in any other situation."

Ismael has run for the track team since middle school and is part of an independent competitive track team.

Being a part of these teams and their communal nature has helped him during his transition to his first year of high school competition.

"The Lab high school team is a really friendly group of people," Ismael said. "They did a really job of welcoming me. I've been able to become good friends with all of the team because of the tight com-



MIDWAY PHOTO BY ALEC WYERS

**REPPIN' U-HIGH.** Freshmen Ismael Figueroa, Arjun Asokumar and Zach Leslie are on varsity sports teams — Ismael on track, Arjun on tennis and Zach on baseball. They all excel in their respective sports, bringing U-High teams to another level of talent and expertise while contributing to and expanding the strong bonds between teammates.

munity with the group."

While in some cases freshmen may not see value in speaking up within the complex team dynamic and contributing their ideas to help solve the many problems that could arise on team sports, Arjun feels comfortable within the team dynamic and sharing his own ideas to solve team issues.

"We all help each other out. If anyone has problems, we work together to come up with a solution,"

Arjun said. "And we do have tons of problems. But working together to fix problems helps us in the long run. It makes us better teammates and better friends."

While his personal goals remain unclear, Ismael hopes that he can improve his performance in the coming years.

"Some of the practices are tough, but that's how track is, which is causing me to have to deal with the frustration of not doing as well

as I'd hoped at some of my meets," Ismael said. "But my main goal is to try and get as fast as I physically can and hopefully get a record before I graduate."

Zach felt the same sense of community during his transition to being the catcher on both varsity and junior varsity baseball.

"Being in Florida as a team during spring break really helped," Zach said. "All the freshmen got at least a few plays with varsity."

# Teams gain players, requiring expanded coaching and resources

BY LEAH EMANUEL  
MIDWAY REPORTER

With the expansion of the school as well as the continuation of the no-cut policy, the number of students participating in Lab's sports teams is growing. To accommodate for the increase in numbers, Lab is hiring more coaches and adding more contests when needed. The athletic department is hiring 8 new coaches, six for high teams and two for middle school teams. Specific sports teams that have grown substantially include the girls' swim team, which increased from 19 girls last school year to 25 this school year, and the coed squash team, which grew



David Ribbens

from 20 students to 33 students. Regardless of the growth in student participation, Lab's no-cut policy remains strong and in place.

Athletic Director David Ribbens said the no-cut policy is a philosophical approach, and it is really at the base of Lab's athletic department.

"I firmly believes it's a very positive thing to encourage all kids to participate, and at the end of the day the reality of that is just more

uniforms, more coaches, more buses," Mr. Ribbens said.

One of the biggest growths in a sports team was the increase in number of students on the girls' tennis team. Coach Dawuad Talib said that with more students the pool of talent is bigger which leads to a better team.

"We have so many good girls that make the team work cohesively," Mr. Talib said. "On the whole we have some fantastic leadership among them which forms great camaraderie."

Though there are many more students participating, Mr. Ribbens said he can't specify how this has affected the success of the

*"If you win that's just the gravy, and if you lose then we learn from that and we move forward. So that's success for me, getting better day by day, match by match. Not necessarily winning every match."*

—Dawuad Talib, tennis coach

team because that depends on how you define success.

"When you have kids that want to compete and want to be on a team I think that's always a positive thing," Mr. Ribbens said. "Col-

lectively for the school, when 65% of our students play a sport, I think that's just great for the school environment."

Coach Talib stressed that that he doesn't care if the team wins or loses. His central focus is the effort the team puts in.

Talib always tells the team, "smarter is better than better." He wants the girls to always think first then apply what they is correct.

He said, "If you win that's just the gravy, and if you lose then we learn from that and we move forward. So that's success for me, getting better day by day, match by match. Not necessarily winning every match."

## TEAM RESULTS



MIDWAY PHOTO BY JANIE INGRASSIA

**RELAYING TO VICTORY.** Junior Nathan Blevins and Taylor Bogert practice relays at Jackson Park on May 3.

### BASEBALL, VARSITY

**Notable:** Zach Leslie hit a homerun to take the lead in extra innings against North Shore College Prep on April 15, and Owen Lasko hit four RBIs against Jones College Prep on April 18.

**Recent Results:** Beat Latin School of Chicago May 13, 15-0; beat Latin School of Chicago May 13, 12-0; beat St. Ignatius College Prep May 12, 7-2; lost to Elgin Academy May 6, 4-8; beat Elgin Academy May 6, 2-0; lost to Northridge College Prep May 3, 1-2; beat F.W. Parker April 24, 5-3; beat Leo High School April 21, 11-1; beat Jones College Prep April 18, 7-3.

### BASEBALL, JUNIOR VARSITY

**Recent Results:** Lost to Chicago Christian High School May 10, 5-9; beat F.W. Parker April 24, 6-4; beat Leo High School April 21, 16-2.

### GIRLS SOCCER, VARSITY

**Notable:** At the 1A Regional Championship May 12, Anna Kenig-Ziesler and Tia Polite each scored two goals, and Grace Watson recorded a shutout.

**Recent Results:** Beat Marine Leadership Academy May 12, 8-0; beat Phoenix Military Academy May 10, 4-0; beat Woodlands Academy May 3, 4-1; tied Latin School of Chicago

May 2, 1-1; tied Grayslake Central High April 29, 0-0; tied Regina Dominican High April 29, 0-0; lost to Glenbrook North April 28, 0-6; lost to Willows Academy April 25, 0-1; beat DePaul College Prep April 22, 6-0; lost to Walter Payton College Prep April 21, 0-1; lost to St. Ignatius College Prep April 18, 0-1.

### GIRLS SOCCER, JUNIOR VARSITY

**Recent Results:** Beat Morgan Park Academy May 5, 2-1; lost to Latin School of Chicago May 2, 0-2; beat DeLaSalle Institute April 27, 4-1; lost to UNO Charter April 25, 0-1; lost to Willows Academy April 19, 0-4.

### BOYS TENNIS, VARSITY

**Notable:** Sam Fleming and Arjun Asokumar placed first in doubles at the ISL Championship May 13. They have also been sponsored by Ming Wah Chinese Restaurant.

**Recent Results:** placed 2nd at ISL Conference Championship; placed 2nd at Moline High School Invitational May 5-6; lost to Latin School of Chicago May 2, 2-3; beat St. Ignatius College Prep April 28, 4-1; beat Whitney Young April 24, 5-0; beat Fenwick High School April 20, 3-2; beat North Shore Country Day School April 18, 5-0.

### BOYS TENNIS, JUNIOR VARSITY

**Notable:** Lab doubles team featuring Tiantang Huang and Seamus Flannery won their game with a thrilling tie break, according to junior varsity coach Asa Townsend.

**Recent Results:** Lost to Latin School of Chicago May 2, 0-5; lost to St. Ignatius College Prep April 28, 2-3; lost to Whitney Young April 24, 2-3; lost to Fenwick High School April 20, 1-4; beat North Shore Country Day School April 18, 3-2.

### TRACK AND FIELD

**Notable:** Seven girls qualified for the state meet May 18-20 at Eastern Illinois University: 4x400 relay team of Sophie Hood, Chavon Hussey, Taylor Thompson, Adria Wilson; Chavon Hussey, long jump, high jump; Elsa Erling, 3,200m and 1,600m; Franzie Wild, 3,200m; and Lilia Wilson, 200m.

**Recent Results:** placed 2nd at IHSA 2A Girls Sectional May 11; boys and girls placed 2nd at ISL Track and Field Championship May 6; competed at Chicago Christian Track and Field Invitational April 28; boys placed 3rd and girls placed 1st at Ray Kroc "Friday Under The Lights" April 21.

*Scores complete through May 13.*

— COMPILED BY JACOB POSNER AND MICHAEL RUBIN



# Mangia! Mangia!

Little Italy offers culture, food, history

**BY GRACE ZHANG**  
MIDWAY REPORTER

A waitress masterfully balances four plates of pizza and pasta as she weaves through pillars, setting them down in front of a family. Terra cotta, parchment and olive green-colored walls covered in photos of the Pompei restaurant's extraordinary history replicate Italian architecture. The smell of marinara sauce wafts through the restaurant as customers gaze at a display of 20 pizzas and sandwiches.

Pompei is just one of the wonders in Chicago's Little Italy neighborhood. Little Italy, today surrounded by University Village, is bordered by scattered University of Illinois at Chicago facilities just west of the downtown and the Chicago River.

Pompei, an Italian restaurant, holds a lot of history in its food and its connection to Little Italy. Established by the Davino Family in 1909, Pompei is still a family business, now owned by one of the sons, Ralph Davino. They have a variety of handmade pastas, salads, "pizza strudels," and sandwiches. You can enjoy popular selections such as the baked mostaccioli pasta, all-veggie pizza and chicken-parmesan strudel.

"There's definitely a lot of families and regulars who've lived in the area for years and still come," Tony, a worker at Pompei, said. "I grew up eating the food, as well. It's sort of been a staple for the neighborhood."

After a fill on Italian cuisine, walk six blocks southwest to arrive at Our Lady of Pompeii Church. A big circular window graces the church exterior over heavy bronze doors carved with biblical depictions. Inside the church, murals adorn the ceilings and signature

**Pompei**  
1531 W. Taylor St.  
**Hours:** Mon.-Sat.: 10 a.m.-10 p.m.  
Sun: 10 a.m.-9 p.m.

**Shrine of Our Lady Pompei**  
1224 W. Lexington St.  
**Hours:** Mon.-Fri.: 9 a.m.-4:30 p.m.  
Sunday mass: 8:30 and 11 a.m.  
Wednesday mass: 6 p.m.

**Mario's Italian Lemonade**  
1066 W. Taylor St.  
**Hours:** Mon.-Sun.: 10 a.m.-12 a.m.

Italian architecture is present, with arches standing on gilded pillars.

After eating at Pompei, stop at Mario's Italian Lemonade and get a punch of fruity Italian ice in different flavors, such as lime, chocolate, watermelon and more. A sign reading "Mario's Italian Lemonade" in green and red stretches across a small white stand while decorated bottles and string lights hang above. Established in 1954, Mario's Italian Lemonade offers soft, snow-like shaved ice, blended with tiny pieces of lemon. You can even combine two or three flavors in a medium size or larger. Mario's is open now until September.

Little Italy has been home to many Italian family businesses, many of which still stand on Taylor Street, Little Italy's downtown.

"I think that there's been a pretty specific attitude or feeling, like it's sort of a community feeling," Tony said of the neighborhood. "Especially with all the owners, it's like you're at a family-owned place. A lot of the businesses on Taylor Street have known each other for years. It feels very close."



MIDWAY PHOTOS BY GRACE ZHANG

**PIZZA PIZZAZZ.** From pizza and pasta to ornate shrines, Little Italy offers culture and cuisine, with a little history as well. Pictured above is all-veggie pizza, with a chicken-parmesan pizza strudel from Pompei. On the right is a cold cup of shaved ice from Mario's Italian Lemonade, quick and easy for a warm summer day. Whether in search of food or history, Little Italy has a variety of activities and sites to visit.



Cast votes for Chicago's best food, festivals, desserts, more



With only a few school weeks left, it's time to start planning all the date-nights, walks, shopping, festival-going and more for this year's epic summer. Chicago summers are filled with beautiful, long warm days and in the words of the Disney Channel show "Phineas and Ferb," "The annual problem for our generation is finding a good way to spend it."

With categories in burgers, ice cream, coffee, barbecue, food trucks, recreational spots, festivals, museums, tourist sites and best date spots, there is a broad range of options to nominate your favorite sites of Chicago. Tomorrow, a Google form will be posted on the Midway's Facebook page for voting, where you can help decide the "Best of Chicago." Staff members will also be walking around during lunch May 22 and 23, to conduct voting which will close May 24.

— SONNY LEE

## 'Tasty' cooking videos don't quite live up to the hype

**BY EMMA TRONE**  
ASSISTANT EDITOR

Tasty, BuzzFeed's cooking series, shares comfort-food recipes and short, aesthetically-pleasing instructional videos to match. From pancakes to cookies and cream ice cream cones, Tasty's videos cover all palates, cultures and cravings. But are Tasty's videos just pretty production, or do the recipes match up to the hype? In honor of the warm weather, here are three recipes for a perfect brunch to accompany a beautiful day.

### BACON LATTICE BREAKFAST PIE

- 5 eggs
- 1 cup whole milk
- 1 tsp salt
- ¼ tsp pepper
- ¼ cup green onions, chopped
- ½ cup cheddar cheese
- 1 pie crust
- 10 slices bacon

### LEMON RICOTTA PANCAKES

- Pancakes**
- 1 cup ricotta cheese
  - 2 egg yolks
  - ¾ cup milk
  - ½ tsp vanilla extract
  - 2 Tbsp lemon zest
  - 1 cup flour
  - 1½ tsp baking powder
  - 2 Tbsp

### Blueberry Compote

- 2 cups blueberries
- ½ cup sugar
- ½ cup water
- 1 Tbsp lemon juice

### CINNAMON ROLL FRENCH TOAST BAKE

- 2 tubes refrigerated cinnamon rolls with icing
- 4 Tbsp butter, melted
- 6 eggs
- ½ cup milk
- 2 tsp cinnamon
- 2 tsp vanilla
- 1 cup maple syrup

### EXPECTATION



BUZZFEED, USED WITH PERMISSION



### REALITY



MIDWAY PHOTOS BY EMMA TRONE



This is basically a quiche. Despite how long it took to make, it's still pretty hands-off, and more waiting for the eggs to set in the crust. However, after the hour in total that it took to cook, it was really delicious. The crust was flaky, the eggs were fluffy and flavorful, and the bacon provided a nice crunch and richness on the top, not to mention looking pretty impressive with the lattice top. This is the type of recipe that could easily be adapted to one's particular tastes, so the cheese, onions and amounts of salt and pepper could be altered without much of an effect on how the quiche cooks.

Separating eggs and whipping the whites separately made these pancakes super fluffy. But the ricotta also made the pancakes a little more hearty, and the centers were almost custard-like after cooking. The pancakes were also well flavored with the lemon but not particularly sweet. The blueberry compote is a necessary complement to the pancakes, adding sweetness and texture to the dish. Like most pancakes, there is some difficulty in keeping them warm. While the video depicts making the compote after the pancakes, it makes more sense to make them simultaneously.

This was easy and quick to make, and it was easy to clean up afterward. It smells incredible, and overall it's not bad. One big deduction, however, is the egginess of the dish. The eggs ended up pooling underneath and seeping through the cinnamon roll dough, which created two separate layers — one, of what tasted like sweet scrambled eggs, and the top layer, which was slightly dried out, cinnamon bread. Instead, the number of eggs could probably be halved, and to soak the egg mixture better, it probably makes sense to let the pan sit for about 10 minutes before putting it in the oven.