\* How does the University of Chicago, as you know it now, satisfy your desire for a particular kind of learning, community, and future? Please address with some specificity your own wishes and how they relate to UChicago.

In my room, on my cluttered desk, filled with papers containing scribbles of this and that, is a little blue book. Every once in a while, whenever interested, I will open this book up and treat myself to some new, interesting mathematical knowledge or problems that I have never seen before. Yes, I know you are thinking what has any of this to do with why I want to get into the University of Chicago Quidditch team -- sorry, I mean how the University of Chicago will satisfy my desire for learning, but don't worry I'll get there.

The story starts with my totally-sane self inquisitively searching up what the most difficult undergraduate mathematics class in the world (I mean who does that, seriously?), a decision I most deeply regret. My searching led me to the University of Chicago's Math 207/208/209, Honors Real Analysis. Intrigued, I dug up more and found about this 'Honors Analysis'. The class had a sort of lore around it: only the best were allowed to take it and homework was rumored to take nearly 40 hours a week. I immediately was infatuated. I found some course materials and problem sets online. While I could do some of the problems from my preexisting knowledge, I realized that there was still so much for me to learn. I desired to learn Analysis, I yearned to learn it, I /needed/ to learn it. I searched everywhere for a book to learn it until I found the acclaimed 'Principles of Mathematical Analysis' by Walter Rudin. I begged my father to buy it for me, and when he finally did, it was an incredible fixation. I have been spending every available spare minute of my time quenching my thirst to learn more.

UChicago is truly unique. What other college can inspire a student to learn more and further their knowledge without even having that student enrolled in the university much less the class in which they were inspired! (And what student is inspired to learn about a topic by a class that he isn't even in). Even from a young age, I'd always wanted to become a mathematician and go into mathematical research. Mathematics, however, having existed for thousands of years (thereby meaning that most trivial concepts have already been discovered and thoroughly investigated), lacks many research opportunities at the undergraduate level let alone at the high school level. That being said, UChicago contains not only one of the best mathematics programs in the country, but it also has the best opportunities to experience an introduction to future graduate research.

Not only are many undergraduate classes like Honors Real Analysis at a semi-Graduate level, but Undergraduate students are also given the opportunity to take other, real graduate level courses provided that students fill the prerequisites. The Research Experience for Undergraduates allows students to intensively study and research a particular area of mathematics and serves as a possible introduction to graduate level research. Most of mathematics I have studied through both my school work and my independent studying has dealt with solving problems that have already been solved. To solve problems that have a known answer is much different than to approach the unknown. The REU would be the best way for me to experience an introduction to this unknown. UChicago's Directed Reading Program allows undergraduates to be paired with grad students and undertake projects that they may be interested in. In addition to gaining knowledge on a topic of interest, this program will allow me to develop relationships with students and faculty -- relationships which are vital for a future in academia.

I want to be able to share and relate my experiences to other peers, whether in my own field of mathematics, but also in other areas of interest. One thing I've become quite acquainted with over my years of study is loneliness. Most of my friends actively discourage me from pursuing a career in pure mathematics, and of my friends that do, in fact, understand my appreciation for math, I cannot converse with them in topics like Field Theory, the Construction of Real Numbers, of anything else that I may be interested in. I am by myself: my ideas are kept to myself; elegant problems that I find are shared with no one other than myself; and my appreciation of mathematics is more-or-less unique. I want to be an in environment where I can academically converse with the rest of my peers with an ultimately shared appreciation for knowledge.

I have an intrinsic desire -- a need -- to be the best mathematician that I can. My passion for mathematics will force me to achieve this innate desire regardless of my education, but, that being said, an education at UChicago will allow me to surpass my goals and reach beyond into the unknown.