LABLIFE

the magazine for alumni, parents, and friends of the University of Chicago Laboratory Schools

fall 2013

LABLIFE

fall 2013

from the director

Dear Friends,

As a child, my first day at school meant new shoes, a new lunch box packed by my mother, finding out who was in my class, a few sharpened pencils, and a notebook. As a teacher it meant preparing my classroom to welcome the students, and planning the activities that would occur during that first week of school.

And for the past 32 years, it has meant preparing what I would say to my school community to share my excitement and to emphasize the importance of our work.

The opening day of school symbolizes a new beginning filled with unbridled energy, an opportunity to do better than last year, a fresh page with opportunity written all over it, and an attitude infused with positive anticipation.

We may be one of the largest independent schools in the country (and still growing) but pervading this place is a formidable, if not commanding, spirit of community.

Last year, we revised and simplified our mission statement so that, hopefully, everyone would be able to easily remember what it is that we promise to do at Lab:

We ignite and nurture an enduring spirit of scholarship, curiosity, creativity, and confidence. We value learning experientially, exhibiting kindness, and honoring diversity.

Anyone touring our school this fall will know that much is changing about our physical plant: our N–2 students are in the new Earl Shapiro Hall, Blaine is undergoing long-awaited renovations, and the single-story portion of Belfield is coming down to make way for the new Arts Hall. All of these changes will help us be better at serving our students and delivering on that mission.

Our approach goes beyond academics: we give care to the emotional intelligence of those who attend our Schools by addressing issues of bullying, learning differences, transitioning between divisions, and the symptoms of adolescent stress. And importantly, we stay true to our stated value of exhibiting kindness, so rarely found in a mission statement and, sadly, often missing in the daily life of a school.

We may be one of the largest independent schools in the country (and still growing) but pervading this place is a formidable, if not commanding, spirit of community. I have never experienced anything quite like it, and if we expect to thrive in the future we must continue to cultivate it.

We do live in challenging times, but the easy smiles of children welcoming one another to the classrooms they will share for the year remind me that our efforts can make things easier.

Holding on to practices that build community, creating opportunities to feel part of something new, recognizing and honoring the diversity that makes us strong, and maintaining a culture of decency will inoculate us from the inevitable complexities that all schools, and all people, face as the years unfold.

Modeling these behaviors each day for our children will help them grow into resilient and supportive adults who will tackle life with enthusiasm and success.

With a warm welcome to 2013–14,

David W. Magill, EdD
Director

in this issue

LabLife, published three times a year, is written for the University of Chicago Laboratory Schools' community of alumni, parents, faculty, and staff.

Director
David W. Magill

Editor
Catherine Braendel, '81

Contributors
Amy Braverman Puma

Jeanie Chung
Katie Elliott
Carrie Golus, AB'91, AM'93
Ingrid Gonçalves
Kay Kirkpatrick, MAT'72
Heather Preston
Maureen Searcy
Elizabeth Station
Beth Wittbrodt
Claire Zulkey

Design
Janice Clark

Photography
Chris Kirzeder
Marc Monaghan

Lab Notes Correspondents
Dozens of diligent alumni agents

Publisher
University of Chicago Laboratory Schools
1362 E. 59th Street
Chicago, IL 60637
p: 773-702-3236
f: 773-834-9844
www.ucls.uchicago.edu
Please send comments to news@ucls.uchicago.edu

Volume 7, Number 1

in the halls

Sweet Home Hyde Park

Honeybees abuzz at Lab

A group of U-Highers skeptically approaches a newly built chicken-wire enclosure located at the rear of the school garden, between the Lillie and Wilder houses. Only one walks of her own accord into the enclosure, where science teacher Daniel Calleri is enthusiastically talking about the ways of *Apis mellifera*—the western honeybee.

Welcome to Lab's newest educational complex: an apiary with two hives and 30,000 bees. Hyde Parkers, including a few Lab families, have been keeping beehives for years, but this is a new opportunity for students in every division to observe and to learn—to say nothing of the flowers around campus and the neighborhood that will benefit.

"I wanted a project that could expand beyond the obvious scientific values and become something more. The honeybee is topical, interesting, and a fascinating social insect," says Mr. Calleri, who conceived the hive idea. Parent Duncan Harris—long a keeper of bees himself—has been instrumental, and his daughter, then junior Katie Harris, turned the Lab apiary idea into an independent study. She will continue to work with the bees during her senior year.

Says Mr. Calleri, "All the knowledge and practical skills Duncan has passed on to Katie since they started keeping bees around eight years ago have been invaluable. He also helped us with some of his honeybee knowledge, provided advice on materials, and generously picked up our two colonies from his supplier in Wisconsin. I know that he clandestinely checks on the hives!!"

Besides being a living example of the interconnectedness of nature, the hives will also serve as a resource for studying insects and the behavioral ecology of honeybees. And bees have a long history of artistic and literary inspiration, as well.

This school year, the Middle School home economics class hopes to do some baking with the honey and the fifth grade science classes and High School biology classes will be working the bees into their curriculum.

Says Mr. Calleri, "We are hoping to do some tagging so that individual bees can be tracked—plenty of data could be gathered that way and examined by students of many levels. I have also seen some pictures and stories from Lower School students about the bees and the hives. I am confident as ideas evolve teachers and students will find new and novel ways to incorporate the bees in their curricula."

Sweet.

Besides being a living example of the interconnectedness of nature, the hives will also serve as a resource for studying insects and the behavioral ecology of honeybees.

★ ★ ★ ★ ★ ★ ★ ★ ★ ★

School Awards for Service, Citizenship, Academic Achievement 2012-2013

Senior Service Award
for outstanding contributions to school life over their entire high school career
Nadja Barlera, Jordan Breslau

U-High Service Award
for contributions to school life during the current school year
Juniors: Lillian Eckstein, Maud Jansen
Sophomores: Maryam Alausa, Natalie Holley
Freshmen: Maya Daiter, Lucy Kenig-Ziesler

Citizenship Award
for exemplary concern for the welfare of the school community and concern for other individuals
Seniors: Rachel Buikema, Gabriel Knight, Kaiwen Luan, Maxine Nesbitt, Siobhan O'Muircheartaigh, Aaron "DJ" Smith
Juniors: Kassim Husain, Marissa Page, Max Volchenboum, Portia Williams
Sophomores: Maryam Alausa, Peter Knight, James Sinclair
Freshmen: Mbella Beseka, Kimya Buckner, Kenneth Koenen

Principal's Citations

ArtsFest: Caroline Montag, Angira Shirahatti
Holocaust: Emily Altkorn, Nadja Barlera, Alexa Cohen, Steven Glick, Stacy Stern
Martin Luther King, Jr., Assembly: Mutiat Alagbala, Carah Alexander, Kayla DeSouza, Ramona Chatman-Morris, Aaron "DJ" Smith, Portia Williams
FlavaFest: Maryam Alausa, Emily Altkorn, Nadja Barlera, Alijah Futterman, Natalia Ginsburg, Elle Hill, Natalie Holley, Hebah Masood, Julia Mearsheimer, Aya Nimer, Lily Olson, Patricia Perozo, Hannah Resnick, Angira Shirahatti, Loren Sosnick
InFlame: Grace Fioramonti-Gorchow, Mimi Lipman, Edward Litwin, Sophia Weaver
Eid Dinner: Maryam Alausa, Hebah Masood, Aleeze Qadir

President's Award for Educational Improvement
Jordan Breslau, Jillian Dreixler, Shira Fishbach, Jessica Gimpel, Anna Leopold, Stephan Peng, Tony Shaw

Brent Cawelti Award
in honor of the late U-Higher, recognizing seniors who have made considerable progress during their high school years, been academically strong, and participated in co-curricular activities or sports
Ava Bibergal, Lane Gunderman

Faith Dremmer Award
in honor of the late U-Higher to a student who manifests her many personal and academic qualities
Patricia Perozo

David Scheunemann Award
in honor of the late alumnus to a junior with outstanding accomplishments in music, literature, and science, and with diverse interests.
Samuel Curry

Alan Stern Award
in honor of the late alumnus to seniors in the creative arts
Duncan Weinstein, Gloria Zingales

Academic and Leadership Honors, Awards, Scholarships

National Merit Scholar
Jason Deng, Siobhan O'Muircheartaigh, Hannah Resnick, Yaning Zhang

National Merit Finalist
Emily Altkorn, Helen Cain, Meryl Charleston, Nora Engel-Hall, Benjamin Meyer, Caroline Montag, Hannah Tomio,

National Merit College Sponsored
Caroline Montag

National Merit Commended
Catherine Adams, Nadja Barlera, Lauren Blacker, Rachel Buikema, Woojin Chung, Annette Cochran, Amartya Das, Moira Differding, Erica Frank, Natalia Ginsburg, Steven Glick, Runshi Gu, Lane Gunderman, Audrey Hart, Daniel Klonowski, Gabriel Knight,

Show-and-tell

A classic with lots of cognitive bang for the buck

Shy but dimpling with pride, the show-and-teller steps to the front of **Jenny Araujo**'s Nursery School class. "What do you have to share with us, Sebastian?" Ms. Araujo asks.

"My stamp collection," beams Sebastian. He turns pages of his book, grinning and pointing out favorites. "That one is from my trip with my family. That one's from a letter to my dad."

Each morning in Ms. Araujo's class, the child assigned to show-and-tell puts the item on a special shelf, so classmates can see and ask questions about it throughout the day. During community time the child presents the item, and classmates ask questions and give compliments.

Ms. Araujo has some guidelines (no toys to avoid competition, and classmates should not only compliment the sharer but further develop their thoughts: "I like it because…") because "If it's structured well show-and-tell gives children a chance to be on their own and share in a way that nothing else does," she explains.

"They get to be the teacher, to be in the spotlight, but in a very comfortable way. You get a lot of bang—in the form of cognitive development and learning—for your buck."

Muddy Waters Run Deep

Feeling the squelch of mud between your toes can be one of life's delicious experiences. It can also help build sensory integration skills and allow a child to make choices with consequences.

Says nursery teacher **Meredith Dodd**, "Humans in their early years rely on their senses of touch, smell, hearing, sight, and taste to get to know their life and their place in the environment. Hands-on experiences [like playing in the mud] create a deep, full, sensory relationship with a material."

And while getting messy might seem like child's play, it isn't for everyone. "We find that many students are, at first, reluctant to 'get messy.' As teachers we notice this reluctance as a message—the mud may be too much for the child's sensory system to manage," explains Ms. Dodd. "'Messing about' in nature—with mud, ice, water, tree climbing, flower picking, mint tasting—is the child's natural way of integrating the sensory system, building fine and gross motor skills, and learning about how their life is related to life in a bigger sense."

And giving children choices is an equally important educational tool. "Children are allowed to choose between staying mud-free, getting a little muddy, or getting very muddy," says assistant teacher **Stephen Pratt**. "This empowers the children to think about what happens *after* they get muddy. They get a chance to build their self-help skills cleaning-up and changing into clean clothes."

"Children are allowed to choose between staying mud-free, getting a little muddy, or getting very muddy. This empowers the children."

Cave Art

Nurturing a lifelong curiosity

At nearly 80 years old, French prehistorian Jean Clottes is a lesson in the benefits of lifelong curiosity—and he's not ready to call it quits. "I participated in a Shaman ceremony in Siberia for my [last] birthday," he revealed during his May lecture to **Brian Wildeman**'s U-High art history class (French, history, and science teachers and students also sat in on this important visit). "It was so that I can live to be 104 years old—in good health."

Mr. Clottes, a former high school teacher ("You make me feel younger!" he told the students), was in Chicago to discuss the Field Museum exhibit "Scenes from the Stone Age: The Caves of Lascaux" as part of a speaking series presented by the Leakey Foundation. The caves, discovered in 1940 by teenagers in southern France, feature paintings and engravings of horses, birds, bison, and other animals, and date back nearly 20,000 years.

The art history students, who had studied prehistoric art earlier in the year, listened intently to Mr. Clottes's cheerful tales of becoming a prehistorian and the adventures he's had, like floating on his back and breathing through his nose while inspecting underwater caves, and discerning that one cave painting was a hoax when he discovered a tiny piece of modern plastic sponge lodged in the wall. (Mr. Clottes noted that people seeking monetary rewards are driven to false claims.)

"Throughout my long life, I have asked myself, 'Why did they go inside those caves and paint those paintings?'"

"The most interesting question about the caves of Lascaux is: Why did people paint them?" Mr. Wildeman said after the lecture. Why humans make art is a "universal question" the U-High art students consider year-round.

Jean Clottes, Brian Wildeman

Prior to the lecture, several students visited the exhibit. They also studied the work of Jackson Pollock and other abstract expressionist painters who, Mr. Wildeman says, used some of the same themes and methods as the cave painters.

Mr. Wildeman hopes that Mr. Clottes impressed upon the students the benefits of a lifelong love of learning. As Mr. Clottes put it: "Throughout my long life, I have asked myself, 'Why did they go inside those caves and paint those paintings?'"

"To end our class on the same question that we started is an interesting one," says Mr. Wildeman. "Each person has to answer it for him or herself."

★ ★ ★ ★ ★ ★ ★ ★ ★ ★

John Lin, Maxine Nesbitt, Patricia Perozo, Angira Shirahatti, Duncan Weinstein, Shuodan Zhang

National Achievement Scholar
Catherine Adams, Meryl Charleston

National Achievement Semifinalist
Ramona Chatman-Morris, Maxine Nesbitt

National Hispanic Recognition Program
Mariel Epner, Charlotte Green, Patricia Perozo

Departmental and Subject Area Awards

English

Eunice Helkamp McGuire Award
in honor of the retired English teacher, a $1,000 tuition grant to juniors for senior year
Rahul Mehta, Emily Xiao

Hope Rhinestine Freshman Award
in honor of the late English teacher to a student who has helped himself or herself and others through class discussions and who exhibits tolerance of others, listens receptively, has a gracious spirit and gentleness, and asks questions filled with wonder
Nathan Isaacs

Brown Book Award
to a junior who best combines excellence in spoken and written expression with outstanding overall academic achievement
Eleanor Schuttenberg

Bryn Mawr Book Award
to a junior who demonstrates a true love of learning and intellectual curiosity about the world around her
Avery Broome

Dartmouth Book Award
to a junior in the top 10 percent of the class who has demonstrated intellectual leadership and made a positive contribution to the extracurricular life of the school
Sonia Bourdaghs

Hal Hoffenkamp Award
to a junior for love of learning, especially through discussion
Magdalena Glotzer, Samuel Kaplan

University of Chicago Book Award
Alice Yu

Senior Book Awards
Meryl Charleston, Jordan Davis, Shira Fishbach, Markus Hoechner, Katherine Mitchell-Rosengarten

English 2 Book Awards
Gabriella DeMaio, Karen Reppy

Smith Award
Stacy Stern

Fine Arts

Studio Awards
Beginning Photography: Angira Shirahatti
Advanced Photography: McKenzie Zimmerman
Sculpture: Maya Ben-Shahar
Studio Art: Sonia Bourdaghs, Louis Harboe

Robert Erickson Award
in honor of the late unified arts department chairperson, art and photography teacher for high achievement in the fine arts
Ellen Ma

Betty Debs Sobel Award
in honor of the 1938 graduate for achievements in the graphic arts
Emily Altkorn

Jane Bruening Kinglsey Art Scholarship
in honor of the 1924 graduate for a senior who also intends to pursue a career in the visual arts
Audrey Hart

Midwest Regional Alliance for Young Artists and Writers Competition
Edward Freeman, honorable mention, painting; Maria Gilfoyle, honorable mention and gold, fashion design; Emily Hsee, honorable mention, two silvers, and gold, painting; Ellen Ma, honorable mention, painting; Eric Pryor, silvers, printmaking, mixed media, and golds, mixed media and overall portfolio

Day with the Deans

"Happy, happy, happy. Stress, stress, stress. Happy, happy, happy, happy," is how Amherst College Dean of Admission Tom Parker describes the college application process that goes from May of junior year through June of senior year.

Lab's college counselors agree with his message that the inherent stress of applying to college should not define the experience.

Mr. Parker shared his insights in a Lab first-ever (maybe even a *first-ever* first-ever): the U-High counseling office, in partnership with the University of Chicago Charter School–Woodlawn Campus, held a "Day with the Deans," at which the deans of admission from Amherst, UChicago, Duke, University of Michigan, and Stanford all came to Hyde Park to share their expertise in reviewing application materials and essays, and to offer insights to the high school juniors and their parents.

"We are fortunate that these colleges and universities committed to joining us for two days," says Principal **Scott Fech**. "The tradition of excellence associated with U-High certainly drew them to be a part of this special experience."

In a bit of role-reversal, small groups of students and parents played the part of admissions officers reviewing three applications to a fictitious college. Their charge: admit one, waitlist one, deny one. Then the entire group convened for a Q&A session with the panel of deans. That the process is stressful is not lost on students and families. But each of the deans spoke of the joy to be found as well.

Says counselor **Melissa Warehall**, "There are lots of opportunities for fun throughout the process, including the family bonding time of the campus visits and the thoughtful self-reflecting that the essays require."

Dean Parker told how he literally jumped for joy at every acceptance letter that came to each of his children. The point: Most college freshman do not come home at Thanksgiving sharing regrets about schools they did not get into. They're spilling with enthusiastic stories of classes and roommates.

What is a parent's role in all of this? The deans made clear it surely was not to help write essays. But parents can be an enormous help in setting the tone: celebrate every success and steer everyone away from dwelling on disappointment.

"Our visitors emphasized the tremendous value of the students' individuality and their ability to communicate their uniqueness in essays and other application materials," says counselor **Abigale Wagner**. "College admission offices enjoy learning about each student's authentic experiences; they appreciate that there is no single 'right' path a student has taken in high school."

In a bit of role-reversal, small groups of students and parents played the part of admissions officers reviewing three applications to a fictitious college.

The class of 2013 will attend:

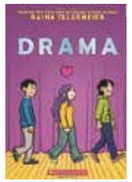
Amherst College
Arizona State University
The University of Arizona
Barnard College (2)
Boston University
Bowdoin College (2)
Brandeis University
Brown University (4)
University of California at Berkeley (2)
University of California at San Diego
Calvin College
Carleton College (2)
Carnegie Mellon University (2)
Case Western Reserve University
University of Chicago (16)
Clark University
University of Colorado at Boulder (2)
Cornell College
Cornell University (2)
Dartmouth College
DePaul University (5)
Dickinson College
Drexel University
Duke University
Georgetown University
The George Washington University
Grinnell College (3)
Harvard College
University of Illinois at Chicago (GPPA in Medicine)
University of Illinois at Urbana-Champaign (9)
Johns Hopkins University (3)
Kalamazoo College
Knox College
Macalester College (4)
University of Mary Washington
Massachusetts Institute of Technology (2)
University of Massachusetts, Amherst
McGill University
Miami University, Oxford
University of Minnesota, Twin Cities
New York University (5)
Northern Illinois University
Oberlin Conservatory of Music & the College
Occidental College (2)
University of Pennsylvania (2)
Pitzer College
Polytechnic Institute of New York University
Pomona College
Princeton University
Purdue University
Reed College
Rensselaer Polytechnic Institute (2)
Savannah College of Art and Design
School of the Art Institute of Chicago
Scripps College
Seton Hall University
University of Southern California
Stanford University (5)
The University of Tampa
Texas Christian University
University of Toledo
Tufts University
United States Naval Academy
Vanderbilt University
Washington University in St. Louis
Williams College (2)

From the Syllabi

Put that on hold

Labbies are readers: Even in the midst of a busy and demanding school year, they find time to read for pleasure. A quick study of the Rowley Library books most often placed on hold tells the story: Nary a one is on a class syllabus.

Smile
Raina Telgemeier



Drama
Raina Telgemeier

Trash
Andy Mulligan

The Mark of Athena
Rick Riordan

Divergent
Veronica Roth

Dark Life
Kat Falls

Gone Girl
Gillian Flynn

The Graveyard Book
Neil Gaiman

★ ★ ★ ★ ★ ★ ★ ★ ★ ★

category; Liv Rhodes, honorable mentions, photography, painting, ceramics; Eleanor Schuttenberg, silver, painting; Emily Xiao, three golds, drawing, gold, painting.

Music

Harris Vail Award
in honor of the retired teacher, scholarships to Western Illinois University Jazz Camp and performing arts scholarships to Knox College
Adam Kelsick, Catherine Zhou

Math

American Mathematics Competitions
School winner for AMC12A: Yaning Zhang
School winner for AMC12B: Mohammed Munim
School winner for AMC10A: Adam Fine
School winner for AMC10B: Adam Fine
Certificates of Achievement for scoring 90 or above on the AMC10 as an eighth grader or below: Jeremy Chizewer, Elbert Du, Shaunak Puri, Wanqi Zhu

American Invitational Mathematics Exam
Certificates of Participation: Adam Fine, Michael Glick, Eliot Levmore, Mohammed Munim, Alice Yu, Yaning Zhang, Wanqi Zhu

Illinois Math League
School Winner: Adam Fine
Certificates of Distinction: Hajira Afreen, Rajan Aggarwal, Eliot Levmore, Mohammed Munim, Yaning Zhang

North Suburban Math League
All Conference: Freshman team, Hajira Afreen
Honorable Mention All Conference: Freshman team, Jonathan Soohoo; Sophomore team, Adam Fine, David Yunis; Junior team: Eliot Levmore, Mohammed Munim, Alice Yu; Senior team: Jason Deng, Lane Gunderman, Yaning Zhang

Illinois Council of Teachers of Mathematics
Team won first place at the State contest in Division 2A
Algebra I: Hajira Afreen, sixth; Marcel Dupont, seventh
Geometry: Adam Fine, first; Rajan Aggarwal, second
Algebra II: Eliot Levmore, Kahan Modi, Mohammed Munim, third
Precalculus: Lane Gunderman, eighth
Team awards: Algebra I, second; Geometry, first ; Algebra II, first: Precalculus, third; Calculator, first; Freshman-sophomore two-person, first; Junior-senior two-person, first; Freshman-sophomore eight-person, third; Junior-senior eight-person, first; Freshman-sophomore Relay 2, second; Junior-senior Relay 2, sixth; Junior-senior Relay 1, tenth; Orals team, third

Math and Science

Rensselaer Medal
to a junior who has shown a consistent interest in both math and science
Alice Yu

Science

Bausch and Lomb Award to a Junior
Emily Xiao

Bryan Swan AT Physics Award
Rush Brown, Logan Crowl

AT Biology Award
Audrey Hart, Maude Jansen

Biology Award
Grace Anderson

Biology Olympiad Award
Yaning Zhang

Chemistry Award
Anna Knes

Physics Olympiad Award
Eliot Levmore

History

AT Economics History Award
Gregory Kerr

AT European History Award
Elizabeth Libes

AT Modern History Award
Edward Litwin

AT US History Award
Sophia Weaver

Early World History Award
Grace Anderson

Making the Grade

As they often do, students and faculty are making an impression on state and national levels:

Students

> U-High science teamers **Theo Ando**, **Arthur Chang**, **Jay Dhanoa**, **Jonathan SooHoo**, **Tiffany Suwatthee**, and **Logan Young** competed in the Technology Students Association engineering competition, placing second nationally in their division/age group.

Teacher and MATHCOUNTS coach Chris Freeman accompanied the four Illinois students to Washington, DC.

> The Middle School MATHCOUNTS team, for the first time ever, won the State competition. Individually, seventh-grader **Elbert Du** placed first in the state, earning the right to represent Lab at the National Competition in Washington, DC. Teacher **Chris Freeman** served as the coach of the Illinois team, which consisted of Elbert and three other students. **Jonathan Kutasov** and **Wanqi Zhu**, both eighth-graders, placed sixth and tenth, respectively, at State.

> Two seniors won national gold medals from the Alliance for Young Artists and Writers: **Stephania Gomez** (poetry) and **Eric Pryor** (mixed media).

> **Natalia Ginsburg**'s project, "The Hidden History of Jane: Chicago's Forgotten Underground Abortion Service and Roe v. Wade," won a special prize in women's history at the National History Day competition in Washington, DC. In a first for U-High, three students—Natalia, **Maddie Rafkin**, and **Aaron "DJ" Smith**—were chosen for that competition.

Admiral William Gortney (left), Steven Glick (second from left)

> Senior **Steven Glick** won the Francesca Stencil Korach Battle of Midway Essay Scholarship. Admiral William Gortney, commander, US Fleet Forces, presented the award, named in honor of the late wife of Lab alumnus **William Korach, '62**.

> Junior violinist **Tabitha Oh** was selected for the first-ever National Youth Orchestra, created by Carnegie Hall's Weill Music Institute. The orchestra debuted at the Kennedy Center and toured to Moscow, St. Petersburg, and London.

Faculty

> U-High history teachers **Charles Branham** and **Paul Horton** presented "Showcasing Student History Writing: The Evolution of an Online History Journal" at the Illinois Council for History Education Professional Learning Day 2013.

> At the Independent Schools Association of the Central States conference, Primary School teachers **Lisa Harrison** and **Amy Landry** presented a session at the ISACS conference on iPad use in the classroom, having taken the iPad from being a passive device to an interactive learning tool.

> High School Principal **Scott Fech** participated in a leadership program at the Principals' Center at the Harvard Graduate School of Education, at which senior administrators, with Harvard faculty and experts, examined strategies for leading successful schools.

> Computer science teacher **Baker Franke** was one of 32 finalists for the 2013 Golden Apple Awards for Excellence in Teaching. In 2011, humanities teacher **Staci Garner** was a finalist, and eight Lab teachers, total, have won the award.

> History teacher **Susan Shapiro**, a United States Holocaust Memorial Museum (USHMM) Teacher Fellow, attended an invitation-only summit, "Exploring the Future of Holocaust Education," where experts discussed Holocaust education and opportunities presented by the USHMM's exhibition, *State of Deception: The Power of Nazi Propaganda*, coming to the Field Museum this fall.

Nerve-wracked

Sensitivity training in Middle School

In the dreary month of February, students in **Sandy Bixby** and **Michael Wong**'s seventh-grade science classes got on each other's nerves—literally. Working in pairs, they tested each other to find which areas of their skin had the most touch receptors.

For the experiment, called a two-point touch test, pairs of students took turns touching each other with cards that had two pins stuck through them. On some cards, the pins were far apart; on others, they were close together. The student being touched, keeping his eyes closed, had to say whether he felt two pins or just one. (As a control, the tester used a single pin at some point during the test).

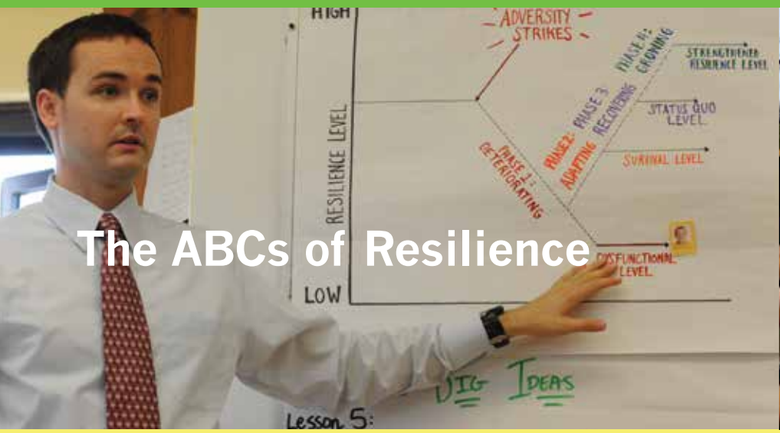
The students tested different areas of the body: the back of the neck, back of the hand, fingertip, inside forearm, outside forearm, and for those who were brave enough to try, the lips. "It wasn't required," says Ms. Bixby. (The course includes other experiments that might upset the squeamish, such as dissecting a fetal pig; students can always opt out.)

When the students analyzed the data, they discovered that the lips were most sensitive, along with the fingertips; the outside forearm and back of the hand were the least sensitive. "The conclusion was very simple," says Ms. Bixby. What was striking was how well the students cooperated.

The experiment protocol stated that the pins must be applied "GENTLY so that the subject's skin is not pierced . . . No one should be bleeding at the end of the lab!"

Students followed the directions to the letter. Says Ms. Bixby. "When there is authentic risk, they take good care of each other."

For the experiment, called a two-point touch test, pairs of students took turns touching each other with cards that had two pins stuck through them.



The ABCs of Resilience

Being comfortable with discomfort

Last year, teacher Rob Ley was feeling puzzled. Why were some of his fourth-graders—and those of his colleagues—averse to trying new things, even though they were very able students?

He discussed the issue with Janet Alleman, professor of education at Michigan State University, who had been his mentor in graduate school. "These kids didn't like to try anything at which they were possibly going to fail," says Professor Alleman. "They were used to doing really well and being rewarded for that."

"A lot of times kids didn't know their capacities," says Mr. Ley. "They needed to become comfortable with the discomfort of being challenged."

Together, Mr. Ley and Professor Alleman designed an action research project on resilience. They had already collaborated on a book based on action research, *Homework Done Right: Powerful Learning in Real-Life Situations* (2010). An action research project "begins with a teacher's question," says Mr. Ley. "You become a student of your own work in the classroom. It's big on reflection."

Before they began, "we scoured the literature," says Mr. Ley. "There's really not a lot of research about resilience, which makes our project really exciting." Next, they developed a set of five lessons. In the introductory lesson they asked students: What is resilience? Then they taught what's known as the "ABC Model": A for adversity, B for beliefs, C for consequence, "which could be positive or negative," says Mr. Ley.

"The kids usually think they jump from adversity to the consequence. They miss the step that is the belief system—your cognitive style—which has a role in how the consequence plays out," says Mr. Ley. To make the point, the lesson incorporates a story about two children who scored poorly on a test, and how they handled it differently. The fourth graders had a chance to discuss other scenarios and what they might have done in those situations.

Each lesson includes family participation. In the introductory lesson, the students asked their parents how they learned and what they had found difficult as children. The answers often surprised the students: Some parents had struggled with reading. Others were late to say their first words.

"Kids learn that they can control their thoughts, that their effort and focus can be directed into positive things versus not-so-positive things, like getting angry or frustrated," says Mr. Ley. "I wish I would have learned this when I was in fourth grade."

Last year's pilot project began after winter break and involved the entire fourth grade. This year it will begin in the fall and expand to the third and fifth grades. Mr. Ley and Professor Alleman are polishing the five lessons they developed and plan to add four or five more.

Each lesson includes core material that teachers can individualize for their classroom. For example, Nicole Power had her fourth-graders interview family members to discover instances of resilience. The students wrote inspiring stories on Post-it notes and stuck them in the hallway outside her classroom. Other teachers used role-play or narrative during their lessons.

One significant finding of the pilot project is that community is important in fostering resilience. The more resilient kids learned to help support the less resilient kids, saying things like, "Come on, you can do this. I'll help you."

Mr. Ley, Professor Alleman, and Lower School Principal Sylvie Anglin will present their findings at the Progressive Education Network conference in the fall. Eventually, Mr. Ley and Professor Alleman hope to publish the results of their work. Although research on resilience is in the early stages, "we know resilience is developmental," says Professor Alleman. "And we know it can be taught."

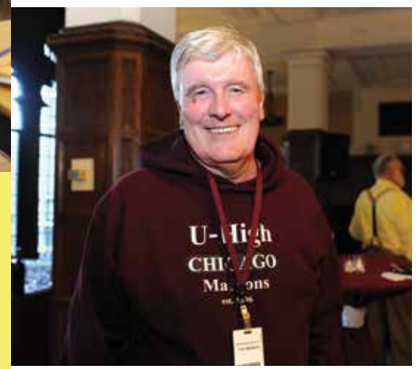
Community is important in fostering resilience. The more resilient kids learned to help support the less resilient kids.

Resilience is an appropriate topic, says Mr. Ley, because this year "we're faced with our own adversity." Because of building renovations, his class will move three times. "So Jan and I, and the whole team, thought it would be a perfect opportunity to study our own resilience and have a mirror effect with kids learning resilience at the same time."

While his students learned to be more resilient and supportive, Mr. Ley learned something himself: patience. "Now I get excited when I see kids struggling," he says. "Rather than getting frustrated, I see it as an opportunity to teach resilience skills."

Emeritus Retirement

Larry McFarlane



After 42 years at Lab, U-High Dean of Students and Faculty **Larry "Mac" McFarlane** retired in June. Mr. McFarlane, who studied education at Northern Illinois University, joined Lab in 1971 as a swimming and tennis coach. He volunteered to coach soccer as well planning to stay "for a couple of years, then move on to a big school and continue coaching," says Mr. McFarlane. But he realized, "There's not a better place to be than here." He accepted the position as dean of students in 2000.

His Lab career included cofounding MacWillie's Summer Camp, with the late teacher **Mary Williams**, in 1975. The camp ran for 24 years and was the pre-cursor to Summer Lab. And in 1999 Mr. McFarlane married fellow longtime Lab educator **Donna O'Sullivan**; it was his second marriage. His three children attended Lab.

For PE teacher **Michael Moses,'81**, Mac has been a peer, a teacher, a coach, and an employer—Mr. Moses worked at MacWillie's counselor. Mr. McFarlane coached Mr. Moses while he was on the boys varsity soccer team the year they made it just shy of state quarter finals—still the farthest the Maroons have gone in playoffs. "Mac has a really great perspective of students and what it means to enjoy what you do. He was one of my favorite PE teachers and a fun-loving coach who got a lot of laughs from the characters on the team," says Mr. Moses. "He also said I could spot a McDonald's sign a mile away. We'd to beg him to stop—and he did."

Mr. McFarlane's students often keep in touch after they graduate and he even has taught some of their children. "I haven't taught any grandchildren yet," Mr. McFarlane says, "but it was getting close." Says U-High Principal **Scott Fech**, "The students see him as a real advocate. He cares deeply about this community, and that shines through in all he does."

Mac doesn't plan to disappear from Lab altogether. He says he'll return for athletic events and plays, and he promised incoming seniors that he would attend their graduation next spring.

Genre Study

Connecting biography, art, and history

Third-grade teachers **Debby Davis** and **Robynn Nichols** combined biography and art history this spring, leading students on a month-long "genre study."

"We wanted them to learn the elements of biography," Ms. Davis says. So first the students read picture-book biographies of innovators like Jacque Cousteau and Margaret Knight. They addressed questions such as, "What was he passionate about as a child?" and "How did that contribute to her accomplishments later in life?"

Then the students moved on to read-aloud chapter books. A favorite subject was Mamie "Peanut" Johnson, an African American woman who played professional baseball in the Negro Leagues. After reading about her life, the students were thrilled to have a real-world twist: they spoke with Ms. Johnson on a conference call, and asked follow-up questions. (Plus Ms. Johnson mailed the students autographed baseball cards!)

Next, the students took an online portrait lesson by the Smithsonian that showed how symbols help tell a story. Examining a portrait of George Washington, Ms. Nichols says, the students noted detail in the setting such as "how the rainbow illustrates new prosperity, and what it means that [Washington is] not wearing kingly or military garb."

They addressed questions such as, "What was he passionate about as a child?" and "How did that contribute to her accomplishments later in life?"

The students connected these lessons when they each chose a subject, reading the biography, wrting what they learned from it, and drawing a portrait of thier subject. "It was interesting to see them wrestle with what to put in the setting," says Ms. Davis.

Mamie had a dream to be a Negro League baseball player. Eventually, her dream came true and she became one of the first three African American baseball players. Mamie played baseball for three years but went to college and got a job as a nurse.

I learned from Mamie "Peanut" Johnson that if you want something, you might have to try more than once to do it. When Mamie whipped the ball very far, she didn't get onto the women's team. She tried again on the men's team and got on the team.

—Kathryn Arnold

Elective Study in History Award
Aleeze Qadir

Montag Award
Natalia Ginsburg

US History Award
Arjun Nandy

World History Award
Anna Knes

Illinois State History Fair Competition and National History Day Qualifiers
Natalia Ginsburg, Madeline Rafkin, Aaron "DJ" Smith

Regional History Fair Awards
Miranda Garfinkle, Valentina Gallon,
ComEd Award for the History of Science and Technology; Rachel Conley, Outstanding Paper in the History of Public Health; Natalia Ginsburg, George Javaras Memorial Award for Superior History; Madeline Rafkin, Aaron "DJ" Smith, Margaret Cross Norton Award for the Best Use of Primary Sources

World Languages

Chinese Book Awards
Chinese 2: Gabrielle De Maio
Chinese 3: Grace Broderick
Chinese 3A: Helen He
Chinese 4: Natalia Ginsburg

Chinese Speech Contest
Chinese 2: Leah Rosenzweig, silver
Chinese 3: Grace Broderick, silver
Chinese 4: Stephan Peng, gold; Adelaide Grosse, silver

Bovee-Spink Award
in memory of Arthur Gibbon Bovée and Josette Eugénie Spink, Lab French teachers as well as authors and editors of many French textbooks. The award honors seniors who have shown a love of, and interest in, the French language throughout their studies at Lab.
Nadja Barlera, Jessica Gimpel, Daniel Klonowski, Maxine Nesbitt, Angira Shirahatti, Gloria Zingales

Eliade Scholarship
for study in France
Maddi Ross, Elena Stojmirovic

National French Contest
Level 1
Honorable mention: Ishaan Dayal, Nikita Dulin, Elle Hill, Boluwatife Johnson, Ruby Koontz, Jair Rojas, Maria Alejandra Soto
Level 2
First place: Clara De Pablo
Honorable mention: Mbella Beseka, Charles Chamberlain, Jason Deng, Moira Differding, Valentina Gardner, Christopher Healy, Rachel Housinger, Nathan Isaacs, Emma Lichter, Halima Mossi, Julie Murmann, Genevieve Nemeth, Arun Sharma
Level 3
Honorable mention: Arthur Chang, Michael Horio, Lily Olson, Maddi Ross, Madeline Sachs, Elena Stojimirovic
Certificate of achievement: Tristan Acevedo, Apoorva Gundeti, Eriko Koide, Julia Mearsheimer, Alex Schonbaum, Ross Tizes
Level 4
Honorable mention: Carah Alexander, Ellen Audrain, Magdalena Goltzer, Philip Healy, Maud Jansen, Mia Luo, Alexandra Radway, Cole Zimmerman
Certificate of achievement: Avery Broome, Grace Fioramonti-Gorchow, Sabrina Holland, Vivek Sarma, Jen Xue, Lily Zhao
Level 5
Fourth place: Nadja Balera
Honorable mention: Maya Hansen, Daniel Klonowski, Hannah Tomio
Certificate of achievement: Catherine Zhou

Gardner Endowment Scholarship
for study in Germany
David Yunis

Pretzel Scholarship
for study in Germany
Stefan Rehkemper

German Book Award
for students who show outstanding improvement in their understanding of the German language or demonstrate exceptional motivation and interest in the study of Germany and its culture
AP German: Deborah Krull, Duncan Weinstein
Deutsch 5: Blake Hansel
Deutsch 4: Luke Newell
Deutsch 3: Maya Daiter

AATG National German Test
Level 2
Gold: Helen Cain, Lucas Fagen, Natalie Kampf, Edward Litwin, Eleri Miller, Luke Newell, Sofie Rosenzweig, David Yunis
Level 3
Gold: Isabelle Berten, Thomas Brown, Matthew Davis, Tabitha Oh, Miriam Philipson, Max Rothschild, Eleanor Schuttenberg
Silver: Leonie Barber, Niko Friehs, Olivia Rhodes
Level 4
Gold: Meryl Charleston, Deborah Krull, Lili Steffen, Duncan Weinstein, Yaning Zhang
Silver: Caroline Montag, Adele Rehkemper

Latin Book Award
Latin 1: Theodore Ando
Latin II: Walker Melton
Latin III: Emily Xiao
Latin IV: Sheridan Small

National Latin Exam
Latin I
Maxima Cum Laude, Silver: Theodore Ando
Magna Cum Laude: Joanna Cohen, Max Kramer, Logan Young
Cum Laude: William Bremer, Harry Ni, Mose Sreebny
Latin II
Summa Cum Laude, Gold: Lydia Fama, Walker Melton
Magna Cum Laude: Hajira Afreen
Cum Laude: Aya Nimer
Latin III
Summa Cum Laude, Gold: Maud Jansen, Maggie Sullivan, Emily Xiao
Maxima Cum Laude, Silver: Rosie Ellis, Cameron Harter, Gregory Kerr
Magna Cum Laude: Max Archer, Clea Braendel, Eric Giger, Gabriella Rosenbacher, Tommi Tsao, Sophia Weaver
Cum Laude: Catherine Eng, Lucy Huang, Jack Neal, Delana Penn
Latin IV
Maxima Cum Laude, Silver: Jillian Dreixler (Prose), Sheridan Small (Prose)
Magna Cum Laude: Lane Gunderman (Poetry), Ben Meyer (Prose), Katie Ragsdale (Prose)
Cum Laude: Charles Chamberlain (Poetry)

Spanish Book Award
to students who have demonstrated superior performances during their years of Spanish study
Lindsey Aronson, Kaitlin Baumann, Rachel Buikema, Ramona Chatman-Morris, Michael Glick, Katie Harris, David Hedges, Harrison MacRae, Siobhan O'Muircheartaigh, Emma Polson, Fiona Potter, Franklin Reece, Tiffany Suwatthee, Frank Waggoner

National Spanish Exam
Level I
Gold: Ellen Audrain, Abigail Daum
Level 2
Gold: Robert Bacon, Fabrice Guyot-Sionnest, Franklin Reece, Jonathan SooHoo, Leah Umanskiy, Willis Weinstein, Angela Zhang
Silver: Grace Anderson, Samantha Aronson, Charlie Billings, Julia Hedges, Lucia Kenig-Ziesler, Ashley Mahome, Ciara O'Muircheartaigh, Syrah Russell, Daniel Zhu
Bronze: Nicholas Audrain, Alina Cui, Anjali Das, Ariel Gans, Olivia Perozo, Gabriella Roussos, Lucy Shen, Elizabeth Sullivan, Tiffany Suwatthee, Sam Van Loon, Angela White
Honorable Mention: Ilana Dutton, Fiona Potter
Level 3
Gold: Rajan Aggarwal, Adam Fine, Clare Keenan, Henry Utset
Silver: Maya Ben-Shahar, Elizabeth Chon, Alijah Futterman, Michael Glick, Jeesae Kim
Bronze: Maryam Alausa, Philip Gianfortune, Jacquelyn Ingrassia, Anna Knes, Geri Ross
Honorable Mention: Daniel Bissonnette, Karen Dai
Level 4
Gold: Alice Yu
Silver: Sonia Bourdoughs, Miranda Garfinkle
Bronze: Maya Hansen, Alexander Luna, Julia Utset
Honorable Mention: Lindsey Aronson, Alexandra Cohen, Lillian Eckstein, Matthew Garvey, Rahul Mehta
Level 5
Silver: Yaning Zhang

Community Learning

Continuing Service Book Awards
for seniors who have continued their commitment to service since sophomore year, funded by Mr. and Mrs. Charles Schwartz
Maya Baroody, Moira Differding, Alexa Greene, Natalie Lubin, Amelia Mazzarrella, Caroline Montag, Mary Carmen Pachicano, Hannah Resnick

Renaissance Awards
Jordan Breslau, Graham Lewis

Finding Unity in Diversity

Parents start Latin American Spanish Organization

In Spanish the word *lazo* means "bond" or "tie"—especially the kind that brings people together. A desire for stronger ties between families of Latin American and Iberian heritage inspired a group of Lab parents to create the Latin American Spanish Organization (LASO), an offshoot of the Parents' Association, in late 2012.

"Our primary goal is for families to get to know each other and to feel that they have a home," says a group organizer and parent of two Lower Schoolers, **Patty Jones**. Born and raised in Panama, Ms. Jones hopes her kids will meet other Lab students who speak Spanish and gain pride in their common heritage through the group's activities.

More than 40 families have joined LASO, connecting via email and word of mouth. They represent Spanish, Portuguese, and English speakers who trace their roots to Mexico, Spain, Cuba, Argentina, Brazil, Portugal, and other countries. In February, the group organized a carnival celebration where the dancing, games, and food—*flan*, *tortilla española*, *arepas*, *empanadas*—reflected their different cultural traditions.

LASO also organized an arts and crafts stand at the Rites of May, a parents' night of dinner and salsa dancing, and an outing to a Chicago Fire game. World Languages teacher Suzanne Baum says soccer brings out friendly rivalries and shared passions. "People are speaking Spanish in the stands," she says. "And everyone is interested in fútbol, no matter what country they're from."

Capturing in Art the Spirit of Civil Rights

Students learn to see themselves from another perspective

Two generations removed from Martin Luther King, Jr.'s, "I Have a Dream" speech, students can find the civil rights movement remote, and young people can find the ideas of segregation and racism difficult to grasp.

Dolphins, puppies, and tigers, however, appear in children's real or imagined worlds nearly every day, so Kindergarten teacher Christina Hayward and her assistant, Kristin Smith, used animals to teach the struggles of segregation and racism. Art helped.

As Ms. Hayward's class does every year during its unit on King, students studied a specific artist. This year Ms. Hayward chose Nellie Mae Rowe (1900–1982), known for her drawings of real and imaginary animals. When Ms. Hayward couldn't find a children's book about Rowe, she wrote her own, describing Rowe's childhood on a Georgia farm. She quoted Rowe's drawing philosophy: "Whichever way the pencil turn, that's what I draw." Rowe also kept a shrine to King in her home.

The teachers helped students make connections between Rowe's artwork and King's speech, in which he hoped his children would "one day live in a nation where they will not be judged by the color of their skin but by the content of their character."

Rowe called her imaginary animals (like a dog with wings) spirits, or "haints," believing they represented certain qualities or powers. A dog represented a friend or a protector; a bird represented freedom; a fish stood for the wisdom of women. Ms. Hayward and Ms. Smith challenged the kindergartners to come up with their own spirit animals, based on their understanding of the phrase "content of character."

The class analyzed pictures of animals exploring their movements in the photos. Then the students created a triptych: First, they drew self-portraits in Rowe's expressionistic style. Next, they drew their spirit animals and explained how the animals' content of character mirrored their own. One girl made a horse, because, she said, she is "artistic, loyal, wild, kind, caring." A boy chose a Tasmanian devil, because he is "brave, loving, loyal to family, fierce, sometimes nice, sometimes mean." Finally, the students made hybrids of the animal-movement photos and the spirit-animal drawings.

As the students learned to view themselves from another perspective, Ms. Hayward says, they also got a glimpse of King's effect on the world. "They have an idea of the history, how they're fitting into a timeline, how they're the beneficiaries of the work of the civil rights movement." Art, she says, "is such a great avenue into making a connection with important figures in American history."

A dog represented a friend or a protector; a bird represented freedom; a fish stood for the wisdom of women.

★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★

Journalism

Quill and Scroll Journalism Honor Society
National Winners: in-depth spread, Sonia Bourdaghs, feature on senior Kaiwen Luan; news story, Rolland Long, "In violent city, U. of C. keeps close watch on community peace"

Illinois Journalism Education Association
Midway:
Best Overall Newspaper.
First place: news story, Rolland Long; cartoon, Lydia Fama; comic strip, Lydia Fama; column, Duncan Weinstein; advertisement, Jeff Li, Luke Murphy; centerspread, Sonia Bourdaghs; information graphic, Gene Cochrane, '12
Second place: editorial, Moira Differding; comic strip, Lydia Fama;
Third place: feature story, Hebah Masood; review, Luke Murphy; overall design
Honorable mention: Sports story, Micheal Glick; editorial, Marissa Page; headline, Hebah Masood; advertisement, Aurielle Akerele,Natalie Holley; front page design, Sonia Bourdaghs; centerspread, Sonia Bourdaghs, Mia Luo, Lili Steffen, Carolyn Voth

2012 *U-Highlights*:
First place: Overall excellence, copy writing, sports coverage, layout and design, photography, graphics
Second place: coverage of school year

Cecil Denton Award for Excellence in Investigative Reporting
Sonia Bourdaghs, Rolland Long, Duncan Weinstein

Balfour Yearbook-of-Yearbooks Award
2012 *U-Highlights* for overall excellence and innovation

National Federation of Press Women
First place: cartoon, Lydia Fama, *Midway*

Illinois Woman's Press Association High School Competition
Midway:
First place: sports feature, Luke Murphy; cartooning, Lydia Fama;
Third place: columns, Duncan Weinstein; news story: Rolland Long;
Honorable mention: centerspread layout, Sonia Bourdaghs; feature photo, Fiona Potter; sports photo, Fiona Potter; cartooning, Lydia Fama

2012 *U-Highlights*:
Second place: photo, Carolyn Voth; layout, Meryl Charleston;
Honorable mention: copy, Maya Hansen

Quill and Scroll Awards for Service
Photojournalism:
Aurielle Akerele, Jason Deng, Matthew Garvey, Nathaniel Green, Jeffery Li, Emma Polson, Fiona Potter, Lili Steffen, Daisee Toledo, Catherine Zhou
Midway:
Sonia Bourdaghs, William Chung, Moira Differding, Michael Glick, Natalie Holley, Julian Lark, Rolland Long, Hebah Masood, Marissa Page, Duncan Weinstein
U-Highlights:
Madeline Anderson, Meryl Charleston, Tiffany Davis, Maya Hansen, Louis Harboe, Sabrina Holland, Kaleb Mazurek, Maddi Ross, Ross Tizes, Tommi Tsao
Cartoons, art, graphics: Lydia Fama

Computer Science Awards

Aspirations in Computing: Jack Reece, Alex Cohen
Achievement in Computer Science: Patricia Perozo

Athletics

Athletic Director's Award
Sophia Gatton, Matthew Lawrence, Samuel Lawrence, David Tong

James Wherry Willis '87 Award
Catherine Yunis

Physical Education Department Outstanding Achievement Award
Rachel Buikema, Patricia Perozo, Jason Deng, Steven Glick

William "Doc" Monilaw Medalists
in honor of the School's first athletic director, Dr. William Monilaw, recognizing athletic ability, sportsmanship, and scholarship
Laura Anderson, Sarah Curci, Lucas Buchheim-Jurisson

The Oregon Trail Comes Back to Life

In the patchwork of photos hanging on **Eli Johnson**'s classroom door, her second-graders' sepia-tone faces gaze soberly from under ruffled bonnets and coonskin caps. Inside the classroom, however, the students are all smiles as they explore how American pioneers trekked cross-country more than 150 years ago.

Over the past ten years, Ms. Johnson—inspired by the classic video game *The Oregon Trail*—has built an educational experience that taps into students' imaginations, teaching them about history, writing, teamwork, and math. A covered wagon made of cardboard boxes, zip ties, and fabric stands in the back of the classroom, where students don costumes and role-play with historically accurate props.

The students, each with a pioneer alter ego, are grouped into pioneer families who collectively decide the details of their Oregon City pilgrimage. How will they cross the Columbia River? Will they pay for a ferry or chance it and float their wagon? It depends on how much money is left in the budget and how the family reaches a consensus. These decisions are recorded in students' pioneer journals, a cornerstone of the pioneer project and a lasting reminder of each student's experience.

Cleveland Rocks!

In May the U-High band went on a four-day musical adventure to Cleveland. The group toured the Conn-Selmer Instrument Factory, Gotta Groove Records, and the Rock and Roll Hall of Fame. They heard the Cleveland Pops Orchestra and the Cleveland International Tattoo (a military pipes and drums showcase) and participated in a clinic with Cleveland State University Instrumental Music Director Howard Meeker. The trip's centerpiece, however, was playing at the Performing Arts Consultants Music Festival—where they earned the highest possible rating.

Every event offered real-life connections to academics, incorporating mathematics, economics, chemistry, physics, acoustics, literature, and history (students did class presentations on these connections after the tour). And the workshop with Mr. Meeker immediately improved the band's skills. "We planned an event that was musically enhancing," says teacher **Francisco Dean**, "but we got so much more than we planned for in every possible way."

Sports Highlights

Track and Field

Both the girls and boys teams were crowned ISL Champions for the first time in 20 years. The girls won by eight points over North Shore Country Day and Latin, while the boys edged out Northridge Prep by just two points. Senior Sarah Curci won All-State honors in both the 1,600m and 3,200m races at the 2A State Championship meet. Girls IHSA 2A State qualifiers included: freshman Olivia Perozo, 100m hurdles; freshman Lucy Kenig-Ziesler, 3,200m and 4x800m relay; and senior Hannah Tomio, junior Sonia Bourdaghs, sophomore Jax Ingrassia, and freshman Grace Cain in the 4x800m relay. Boys IHSA State 1A qualifiers: junior Max Volchenboum, 800m; freshman Jacob Meyer, 1,600m.

Boys Tennis

Won the IHSA Sectional Championship for the 18th time in the past 26 years. State qualifiers included: seniors Lucas Buchheim-Jurisson and Conrad Harron; juniors James Duran, Matthew Garvey and Kassim Husain; and sophomore Jeesae Kim. Conrad was named IHSA All-State for his eighth-place finish in the State tournament. This was U-High's highest finish in 19 years since Lars Nelson, '95, placed fourth in 1994.

Baseball

Won the IHSA 3A Regional Championship 14–1 over neighboring Hyde Park High. Sophomore Luke Murphy pitched a no-hitter to lead the Maroons to their third Regional Championship in five years. ISL All-Conference players were seniors Steven Glick, Matt Lawrence, and Sam Lawrence, and junior Logan Crowl.

Girls Soccer

Finished with a 3–3 ISL record. Junior Eleanor Schuttenberg and sophomore Sylvie Manuel were named to the ISL All-Conference team, and Eleanor was also named to the IHSSCA Region 1 team. Seniors Liana Manuel and Siobhan O'Muircheartaigh received coach's awards.

Bolu Johnson, Sarah Curci

Recommended Reading

Science teacher Daniel Calleri recommends *Winter World: The Ingenuity of Animal Survival* by Bernd Heinrich

Everyone loves that first spring day when the sun-warmed air smells sweetly of waking life. We are quick to notice the first crocus and the budding forsythia, and we marvel at the seasonal resilience of perennial plants. But how many people notice the first ant or honeybee cruising the yard in search of food and ask how they survived the long, cold winter? My biological reading recently led me to ponder this question in *Winter World: The Ingenuity of Animal Survival* by Bernd Heinrich, which explores the incredible winter survival adaptations of nature's overlooked critters.

From the survival mystery of the diminutive kinglet to the long sleep of the beaver, Heinrich explores the winter habitats of New England and the research of the scientists that study winter adaptations. I immediately appreciated Heinrich's ability to express himself as a true naturalist. He writes of his observations and experiences as the simple, fundamental manifestations of learning about the natural world. I also like that he incorporates his own illustrations and sketches—they make his experiences more tangible and add to the allure of being a naturalist.

There is one central part of the book that I find deeply inspiring. In an effort to understand the natural world Heinrich records all sorts of data. In a world where we have broad access to data from other people, it is refreshing to hear about someone that collects his own in order to better understand some natural occurrence, and to be able to speak about it from an evidence-based perspective. I completely empathize when he elaborates on how many beetle larvae were pulled from a dozen logs one frosty morning in January. I find this embodiment of the scientific process inspiring and it motivates me to revisit my old notes to see what stories lie buried there.

You are a small wood frog living in a northern forest. As winter arrives the temperature drops and you settle into the leaf litter. Then you slowly freeze solid. Read the book to find out how it happens.

Heinrich's writing deepens our understanding of natural phenomena, and is a great example of material written by a consummate scientist meant to teach everyone something. Reading books like this one allows me to revel in the biology that has so long been a part of my life and the basis of my work.

As a parting thought, picture the following: You are a small wood frog living in a northern forest. As winter arrives the temperature drops and you settle into the leaf litter. Then you slowly freeze solid. Read the book to find out how it happens. It makes springtime that much sweeter.

by Catherine Braendel, '81

Classes reunite in philanthropy

Alumni come together to create named scholarships

When the Class of 2007 was beginning its senior year, families decided to start their graduates off on a philanthropic path that would have wide-ranging repercussions. They began the Class of 2007 Scholarship Fund, the first of its kind. Now there are 13 named scholarships and the number of alumni classes establishing class scholarships as a way to give back *and* pay it forward is growing.

"I went to school with kids whose parents were Nobel prize winners and line cooks, secretaries and executives. That type of diversity is only possible through giving."

The Class of 1962 is one that rallied around the idea under the leadership of alumni like Clyde Watkins, '62. "Focusing on a class scholarship made sense. Even those who hadn't kept in touch with Lab or their classmates remembered very well the diversity in our class," says Mr. Watkins. "Most of us didn't really think of it that way when we were students; this was just the way the world is supposed to be. It wasn't until we grew up a bit, and realized that such diversity—and by this I mean economic and all definitions of diversity—seldom simply happens. Financial aid makes it possible."

Scholarship aid has been available at Lab for decades—well before the Class Scholarship concept helped engage alumni more closely with philanthropy at Lab. The power of this aid to change lives is not lost on the many alumni who have benefited.

Julian Federle, '02, serves on Lab's Alumni Association Executive Board and is currently the assistant deputy director of service delivery for the Illinois Department of Employment Security.

"I would not have been able to attend Lab without aid, Mr. Federle says." And the real-world experiences he had at Lab brought to life the lessons of social justice his parents imparted at home. He explains: "I started volunteering in Cabrini Green and continued well after I fulfilled the service learning requirement. The experience exposed me to issues the city is facing regarding poverty and housing. Working to address these issues has been a unifying theme in my career."

Mario Gage, '10, and his brother Myles, '12 (who now attends the University of Illinois Urbana–Champaign), attended middle school at Ariel Community Academy.

Mr. Gage's mother told him (and later his brother) that he could go to the best high school she could afford—without scholarship support, he says, that would not have been Lab.

Now a fourth year econ major at the University of Chicago, Mr. Gage knows that his Lab experience not only prepared him for the academic rigor of a top university but gave him the intellectual resilience to persevere and succeed. "Lots of people at the U of C were the smartest in their [high school] class and now that's not the case—it's a hard pill for them to swallow. For me, I was used to being in a class with geniuses, but I learned that I could still hold my own. If I put in the time and the effort, I can master the material. I had a track record to reflect back on, so it was not as daunting."

For these graduates the importance of scholarship and aid goes beyond their own experience—it is part and parcel of the larger Lab experience: Says Mr. Federle, "In my professional life I interact with Lab alumni all the time and they're doing amazing things. One thing you don't really think about while you are at Lab is that many of the students couldn't be there without the help of some type of financial assistance and that much of the Lab experience is the students who attend."

The Class Scholarship program, Mr. Watkins notes, should make it easier to make a difference. Combining support for a single, endowed scholarship invites greater participation regardless of how much an alumnus can afford to contribute. More than half of his classmates made a gift (from $35 to more than $10,000), and the class raised more than $150,000.

Only after he left Lab did Mr. Federle start to see how the numbers worked: "I went to school with kids whose parents were Nobel prize winners and line cooks, secretaries and executives. That type of diversity is only possible through giving—I see that now and see how big a role giving has.

"That diversity of community could not exist without our underwriting students."

A primer on endowed scholarships

> Establishing an endowed scholarship fund requires a minimum of $25,000, though individuals and classes can work up to that amount over time.

> When the value of the fund reaches the $25,000 threshold, it is formally named (according to the donor's wishes) and listed among Lab's named scholarship funds for public recognition. Earned interest helps grow the fund.

> At $50,000, the fund becomes "active" and begins to generate dollars to support scholarships. Additional gifts can augment the fund.

> When the fund reaches $100,000, its annual interest revenues are robust enough to fully support a single fund "scholar." This one-to-one connection can be thrilling for both scholar and donor who connect as the scholar progresses at Lab.

LAB+ INVESTING IN THE POWER OF LAB

In just the six years since the effort began, 13 Class Scholarships have been funded: 1953 1954 1962 1977 1978 2005 2007 2008 2009 2010 2011 2012 2013

2013 Alumni Award Recipients

Distinguished Alumnus/Alumna Award

Andrea Ghez, '83

Ms. Ghez is a 2012 winner of the Crafoord Prize for her research on Sagittarius A*, and a 2008 MacArthur "Genius" Award recipient for her work in surmounting the limitations of earthbound telescopes. Early in her career, she developed a technique known as speckle imaging, which combined many short exposures from a telescope into one much-crisper image. More recently, she has been using adaptive optics to further sharpen our view from here—and compile evidence of young stars at the center of the universe. Ms. Ghez holds the Lauren B. Leichtman & Arthur E. Levine Chair in Astrophysics at UCLA where she is also a professor of physics and astronomy.

Rising Star Professional Achievement Awards

Wendell Lim, '83

Mr. Lim is a professor of cellular and molecular pharmacology at the University of California, San Francisco (UCSF), and an investigator of the Howard Hughes Medical Institute. He serves as director of the UCSF Center for Systems and Synthetic Biology, director of the UCSF/UCB NIH Nanomedicine Development Center, and deputy director of the NSF Synthetic Biology Engineering Research Center. His current research focuses on understanding how living cells communicate with one another and make decisions and he is in the vanguard of the nascent field of synthetic biology, where scientists create new or precisely modified systems by cobbling together biological components.

Sarah Hanck, '96

Ms. Hanck is a director at health strategy firm Rabin Martin where supports the design and implementation of Merck for Mothers, Merck's $500 million maternal mortality initiative. With a graduate degree in epidemiology and public health, she has more than a decade of experience in maternal and child health, HIV, and family planning in Asia and Africa. Previously Ms. Hanck was a director at HealthRight International, where she developed and managed programs addressing maternal and child health, family planning, HIV, tuberculosis, and gender-based violence in Nepal and Vietnam. Prior to that, she coordinated a large-scale HIV implementation research project funded by the Bill & Melinda Gates Foundation's Avahan Initiative in India.

Theo (Bunny) Bobrinskoy Shepherd, '53, Geoffrey Shepherd, and Yvonne Campbell Flood, '53

Nickie Bock, '78, and Vickie Kamberos, '60

Lab faces off against Morgan Park Academy

Myrtle Jones, '88

Alumni Weekend 2013

A record-setting 600+ alumni and friends attended this year's Lab's Alumni Weekend at which the biggest draw—as usual—was the family-friendly Jazz Picnic in Scammon Garden with entertainment by the U-High Jazz Band. Across the city, 12 classes had special reunion dinners and, for the first time, Lab held a special reunion dinner for all members of classes from the 1940s. The big turnout means Lab will hold another 1940s reunion celebration dinner next June.

Other activities ranged from the intellectual: panel discussions on "The Shifting Importance of Higher Education" and "A Conversation with Entrepreneurial Labbies," to the athletic: U-High alumni faced off against alums from Latin, Parker, and Morgan Park Academy. The competition was fierce, but U-High prevailed, winning the Alumni Basketball Tournament for the second year in a row.

"The Phoenix", Lab's signature cocktail

Murray Dry, '58, discusses the shifting importance of higher education

Rachel Schwartz Bartlett, '94, with Tareta Lewis Adams, '93, and her daughter

Ethan Stillman, '03, and Becky Levine, '03

Faculty Reception in Judd 126

Emeritus faculty member Earl Bell and Daniel Hornung, '08

Jacqueline Pardo, '78, and John W. Rogers, Jr., '76

U-High's 3-pointer wins the game

Bob Solomon and Andy Neal accept the class of 1978's award for raising the highest number of dollars for the annual fund

U-High team huddle

by Carrie Golus, AB'91, AM'93

Summer Link

UChicago internships help U-Highers learn about law, publishing, banking, and more

On the fifth floor of the D'Angelo Law Library, Summer Link intern Rajan Aggarwal picks a table in the center of the room. He needs the entire table: By the end of a typical day's work, he'll have amassed 40 books. As a research assistant (RA) for Richard Posner, senior lecturer at the Law School and US Appeals Court judge, and Professor (and Lab parent and grandparent) William Landes, Rajan is looking at how long it takes individual Supreme Court justices to reach a decision. While another of Judge Posner's research assistants analyzes quantitative data—that is, exact dates—Rajan's task is to page through biographies, speeches, and other sources to find descriptions that back up the numbers: "She's a quick thinker" or "He's methodical and slow" or "He tends to jump to conclusions."

"I end up reading through lots of material to find that one quote," says Rajan, a junior in his second week on the job. To speed up the process, he cross-references the books in front of him with their Google book editions. "I usually finish four justices in one day."

The biggest surprise of his internship, says Rajan, is how independently he is allowed to work. The head RA gives him his assignment at a weekly group meeting, and it's up to him to complete it, either at home or in the library. At the library he occasionally runs into other RAs, but not always.

* * *

A few blocks away at the University of Chicago Press, Marissa Page spends the morning in the Grants and Permissions Department. She looks through contracts to make sure all the important clauses are there and fills out cover sheets to the authors. This afternoon, she helps process manuscripts that haven't been accepted, drafting rejection letters based on a template.

During the six-week Summer Link internship at the Press, Marissa, a senior, and fellow intern Karen Reppy, a junior, rotate through different departments; supervisors request their time using an online system. "It's an internship any adult would be happy to have," says history teacher Andrea Martonffy, AB'62, MAT'65, PhD'80, who, along with fellow history teacher Chris Janus, helped arrange it.

Marissa and Karen are following in the footsteps of last year's Press Summer Link interns, Grace Fioramonti-Gorchow and Sophia Weaver, who founded an online history and economics journal, *InFlame*, when the summer ended. Marissa and Karen have joined its editorial staff, and Ms. Martonffy expects future Press interns to work for *InFlame* as well.

* * *

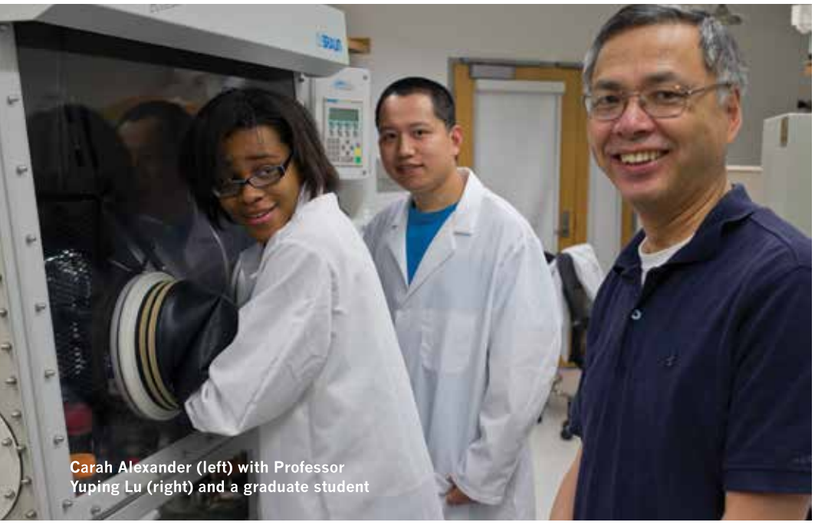
"It's very easy to mess up a solar cell," says Carah Alexander, a Summer Link intern with Professor Yuping Lu of the University of Chicago's Department of Chemistry. There are many steps that must be done with

Carah Alexander

Every year, Ms. Housinger says, she hears from former Summer Link interns who have successfully applied to medical school or graduate school in the sciences.

painstaking care. "It requires a very quick and steady hand."

Conventional solar cells are made of silicon, but Professor Lu hopes to develop cells based on organic materials. Working in Lu's lab at the Gordon Center for Integrative Science, Carah begins with a glass substrate that can be handled only with forceps. Then she adds several layers, each just a few nanometers thick: an active layer (the polymer solution) and calcium and aluminum (the cathode). She applies the layers as liquids, using a pipette or a syringe; then she spins the substrate in a centrifuge at thousands of rotations per second. An extra complication: The polymer must be applied in a nitrogen-filled box while wearing thick rubber gloves.



Carah Alexander (left) with Professor Yuping Lu (right) and a graduate student

At first, Carah practiced by applying old solutions to regular glass: "Of course my hand shook like a leaf in autumn, and I kept touching the glass." Her supervisor was patient, she says, teaching her to support one arm with the other to keep it steady.

Carah spent the first two weeks of her internship learning the procedures, including "four different cleaning methods, how to use three different vacuums, how to measure out very precise amounts of powdery solution—milligrams, in fact," she says. "I spent 15 minutes at a time chasing gravelly bits of polymer around a tiny vial with forceps." She adds, "I am having so much fun."

* * *

Summer Link began as an informal program run by U-High science teacher Murray Hozinsky, who helped students find summer jobs in the University's research labs. After Mr. Hozinsky retired and Sharon Housinger, AB'92, SM'96, joined Lab in 1996, she took over the informal program.

A former graduate student in molecular genetics at the University, Ms. Housinger had contacts in her discipline, she says, "but not as many in physics or chemistry." In 2008, with the support of then Lab parent Harinder Singh, Ms. Housinger established a formal internship program, which was named Summer Link the following year. Three professors who are also Lab parents—Ka Yee Lee in chemistry, Aaron Dinner in chemistry, and Jonathan Staley in biology—formed a board to review student applications and make connections with labs across the sciences. The program is open to rising sophomores, juniors, and seniors, who have priority.

Summer Link science interns earn a stipend of $1,800 for seven weeks, which works out to roughly minimum wage ($8.25 an hour) for a 30-hour week. The actual number of hours that students work varies by lab; typically they put in many more than 30.

In 2010, Mr. Janus and Ms. Martonffy expanded the program to include internships at the Chicago Booth School of Business; like Ms. Housinger, they worked with University faculty members who were also Lab parents. The Chicago Booth part of the program has expanded to include a range of jobs in for-profit and nonprofit industries, including the internships at the Press and with Judge Posner. In addition, the Computation Institute has requested two Lab students every year, says Ms. Housinger.

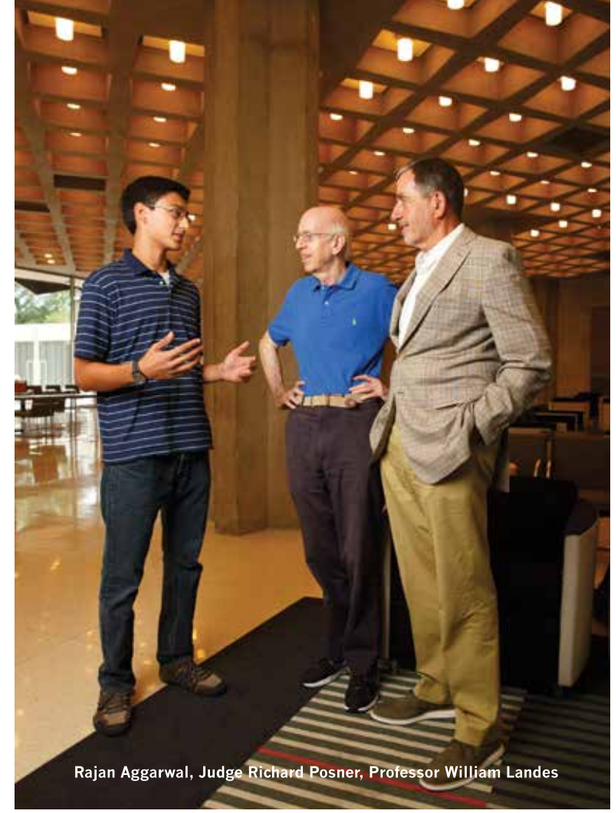
The employers change from year to year, and while most hire only one intern, others take more. Last summer Groupon employed four Lab students. The Press, which joined the program last summer, employs two.

Because the employers vary, the application process for Booth internships is general, says Ms. Martonffy; when students apply, they don't know which jobs will be available. In the blind application process, students submit a letter explaining why they would like to participate and what they might gain from the program. The most important qualities she's looking for, says Ms. Martonffy, are "resilience and initiative." Once the winning students' names are revealed, they are matched with an internship that fits their personalities and interests. Usually either Ms. Martonffy or Mr. Janus knows each successful applicant personally. Ms. Martonffy says, "It's all about making a good match."

The science application process is similar, and, as with Booth, the labs change from year to year. "We match the kids to labs based on their interests and abilities," says Ms. Housinger. Students submit an essay explaining why they are interested in particular areas of the discipline. Science grades play a part in the selection process, and Ms. Housinger also looks for students who are "thoughtful and motivated," she says. Independence is another requirement. "University labs don't have the time and patience for hand-holding."

* * *

It's 1:30 on a Saturday afternoon, two weeks into the summer. Six business interns settle into Mr. Janus's comfortable living room for their weekly meeting. One intern has brought cupcakes with thick, creamy frosting; the others happily dig in.



Rajan Aggarwal, Judge Richard Posner, Professor William Landes

Each week, two or three students tell the group what they've learned so far at their internship. Junior Michael Glick, looking polished in a blue button-down shirt and gray slacks, has come from his job at Hyde Park Bank. He describes the departments he's worked in: customer service, personal banking, wealth management, the teller's window. "I'm not allowed to touch the money," he says; just talk to the customers. Each teller starts the day with $25,000 cash, and at 3 p.m. they all count. "If one penny is missing, there's a huge procedure."

One thing he's learned: how a community bank differs from a large chain. "There are lower fees at the larger banks," Michael says, "but in a community bank you get more personalized banking." He cites the example of an 80-year-old man with a safe deposit box; the man had lost both keys and missed five years of payments. The bank could have charged him $600 but reduced it to $200.

Noah Braendel, a senior, tells the group about his experiences at the investment research company Morningstar. His first task was to research 529 college savings plans. "I went to 86 websites," he says, then rated them on usability, such as whether information was easy to find. His boss will use his research to write a quarterly report.

Another Summer Link intern, senior Kaleb Mazurek, also works at Morningstar. The company makes no distinction between them and its college interns, Noah says, and overall does not seem to put much stock in hierarchy. "I met one of the most popular columnists, John Rekenthaler," he says. "He sits one row away." And Noah regularly sees owner Joe Mansueto, AB'78, MBA'80, in the elevator:

"That's kind of fun."

* * *

At noon on a Wednesday, the science interns—along with Ms. Housinger, Professor Lee, and Professor Dinner—are packed into a small conference room in the Gordon Center basement for their weekly meeting.

As the students eat their brown-bag lunches, Ms. Housinger asks about their work. "We had some weird stuff happen in the lab," says senior Kassim Husain, explaining that a batch of purified DNA went wrong. "When we sent them in for sequencing, we got no results. My mentor, Erin Adams, said she had only seen that once or twice before."

Other students shared similar tales of woe. "I had a lot of screw-ups," says Frank Waggoner, a senior. "I have to redo a lot." One intern, senior Arjun Nandy, is triumphant: "My stuff worked," he says.

"Yay, Arjun!" a couple of students cheer.

At the front, guest speaker Sri Iyer Biswas, a postdoctoral student in Professor Dinner's lab, sets up her slides. Her presentation, "Not your average bacteria…," is the meeting's main event.

She explains how she came to study "noisy biology." Originally an aspiring mathematician, she studied physics at the Tata Institute with the last PhD student of the legendary physicist Richard Feynman. Her mentor's advice: "Learn to pipette. Learn to do biology." Ms. Biswas eventually took that advice, and "as a postdoc, I learned to pipette." The students—many of whom learned that skill this summer—laugh.

Summer Link began years ago as an informal program run by U-High science teacher Murry Hozinsky. This summer Lab placed 24 students in formal internships.

"In biology there is still room for people to do something consequential," she says, "unlike in string theory."

Her research focuses on single bacteria cells. She shows the students a time-lapse film of cells dividing; it looks like a gray screen of small wiggling worms. She's discovered that bacteria divide when they reach a certain size proportionate to their original size—unlike yeast, which divides when the cell reaches a certain threshold, no matter what size it started out. Professor Dinner interjects to clarify: "Big moms have big daughters. Little moms have little daughters."

At the end of the talk, one student wants to know if she's ever done work on inhibiting division. Yes, Ms. Biswas says: She accomplishes that by starving the cells for 12 hours.

Another student asks if it's possible to inhibit growth while still feeding the cells.

Ms. Biswas looks thoughtful. "Yes," she says finally, as if he's suggested something she might like to try.

* * *

Every year, Ms. Housinger says, she hears from former Summer Link interns who have successfully applied to medical school or graduate school in the sciences. A few Summer Link interns have told her they realized science wasn't for them. "They were not thrilled by the discovery," she says, "but it's so much better to know sooner rather than later."

In October, this year's interns will present their summer work at Research Night. "It's like a science fair, but on a different level," says Ms. Housinger. "It's really impressive. It doesn't feel like high school at all."

by Sean Carr, AB'90

Ready, Set, Move

The opening of Earl Shapiro Hall and the start of Blaine renovation have most everyone in grades N–5 moving house

This spring, Labbies celebrated several lasts. May 23, students participated in their last Blaine Lobby Sing. June 7, there was an ice-cream social to honor the last kindergarten classes on Blaine's campus. Soon after summer break began, Nursery, Kindergarten, and Primary School teachers turned off the lights in their Blaine and Woodlawn classrooms one last time. And in preparation for Blaine Hall renovations, teachers in the east half of Blaine decamped to newly vacated classrooms in Blaine west.

Readying for the opening of Earl Shapiro Hall (ESH)—and once-in-a-lifetime renovations to Historic Campus buildings—teachers and students weren't focused on endings; they were engaged in projects that captured where they had been, and where they were headed.

Borrowing cameras from around the schools, Lisa Sukenic's fourth-grade class documented every corner of every classroom in which the younger students had learned.

Carrie Collin took her four-year-old students on multiple treks to the new school to see it at different stages of completion, even bringing cookies for the construction crew on one visit. The workers returned the favor by cutting a preschool-height viewing hole in the construction fence.

Kindergarteners and their fourth-grade buddies mapped the route between Blaine and ESH, noting landmarks such as International House and the Metra tracks. "Toward the end of the project, the children's perspectives on the distance between old and new, close and far narrowed and gave way to some anticipatory excitement," says Martha Janotta, artist and Nursery School assistant teacher. These and other move-related activities helped students and teachers reflect as they prepared to transition from their "now school," as some young students called Blaine, to their "new school."

< Fourth grade teacher Michael Silverman is inviting students he's taught to visit their class handprint murals before winter break when he has to leave his room for Blaine east. More than a decade's worth of classes—nearly 265 kids—have had the opportunity to leave their art-mark on his walls in a cherished right of passage. "When students return in following years to visit, they're always amused by how small their handprints appear," he says.

< ^ At least one teacher, the second grade's Spike Wilson, can lay claim to spending more than half his life at Blaine Hall—32 years. At the other end of the spectrum, fellow second-grade teacher Catherine Gillespie (above) has only two years of memories—and supplies—to pack for the move.

v Elizabeth Roche's kindergarteners and their fourth-grade buddies from Nicole Power's class worked in iPad-powered pairs to photograph the places and spaces in and around Blaine Hall that meant the most to them. The buddies then turned their photographs into paintings, with each pair sharing a canvas—the younger student's version on the left, the older student's on the right. The exhibited paintings, says N/K Principal Carla Young, "brought such life, joy, passion, and interest to the lobby for our final weeks."

Readying for the opening of Earl Shapiro Hall—and once-in-a-lifetime renovations to Historic Campus buildings—teachers and students weren't focused on endings; they were engaged in projects that captured where they had been, and where they were headed.

^ Demolition of the single-story section of Belfield will make way for the new Arts Hall. Art teacher Brian Wildeman used the opportunity to turn his classroom into a temporary art installation: he used the many pieces of student art left behind by graduates to construct a double-height collage. "It was very emotional for me, as I could remember the specific circumstances, and all the individual students who made each of the hundreds of works that I included in the collage. It felt like a grieving process, but a healthy one that was celebratory as well as sad," says Mr. Wildeman. Alumni had a chance to see their work in its reworked assemblage during Alumni Weekend: "The current students enjoyed watching the piece develop and a few got involved and helped."

< Students and teachers alike know the sounds, colors, and smells of the different Blaine classrooms. "Each space is unique right now," Primary School Principal Susan Devetski said last spring. That will change, she added, when they move from this "Gothic, Harry Potter kind of building to an ultramodern space. Teachers are looking forward to adding their own individual touches."

v Walks from Blaine to ESH became something of a ritual for many younger Lab students during the past school year. On June 5, the entire first grade took a last hike to a special treat: a picnic in Jackson Park, where they could enjoy a perfect view of their new school as it neared completion.

v The move to ESH gives staff, students, and families a chance to reinvent old traditions and to create new ones. The daily rituals of drop-off and pick-up will live on, with I-PASS tracking to streamline the process, and the new building's first floor will provide more space for the monthly Lobby Sing. Still, one nervous kindergartener asked, "We'll still have buddies, won't we?" Yes: A shuttle will run between the campuses, bringing older buddies to ESH and taking younger students back for visits to Blaine.

Rabbi Lizzi Heydemann, '99

by Claire Zulkey

Sacred Space

A background in critical thinking helped establish Lab alumni as religious leaders

After 26 years on the job, the Reverend Mark Morrison-Reed, '67, AM'77, is taking a break from his career as a minister in the Unitarian Universalist church. "Ministry's messy," he says. "It's kind of 24/7, and the lines are not clear between the professional and personal." After two-and-a-half decades presiding over services, answering parishioner phone calls, and hosting meetings for congregations in Rochester, New York, and Toronto, he is focusing on research and writing. He's finishing his sixth book, which explores the role Unitarian ministers played in the civil rights marches from Selma to Montgomery, Alabama.

His love of history and research stemmed from the classroom of former Lab history teacher **Philip Montag**. "I still remember the classroom. I remember his enthusiasm," Mr. Morrison-Reed says. "I'd always loved history, and this was the one class I was most excited about. He brought this sense of inquiry and encouraged us to go back to primary documents, not other people's analysis." When learning about the American Revolution, for instance, Mr. Montag's students discovered that the original Tea Partiers "were a bunch of rabble rousers who were acting out of self-interest—that was a lot different from how history often gets portrayed. It was a revelation to me." Interpreting history from original source materials inspired Mr. Morrison-Reed: He later wrote his doctoral thesis on the history of African Americans in the Unitarian Universalist church, using methods he learned from Mr. Montag.

Despite loving history, schoolwork was not "getting the best of my attention," Mr. Morrison-Reed recalls. After living abroad while his father worked at the Physics Institute at the University of Bern, Mr. Morrison-Reed struggled to settle back in to Chicago. "I graduated by the skin of my teeth," he says. He found stability at the First Unitarian Church at 57th and Woodlawn, between Lab and his parents' home, which he and his family attended. Mr. Morrison-Reed and his siblings were the first black children to be christened at the church. He eventually worked there as assistant janitor, then Sunday office manager, then youth group president. At age 17, he decided to pursue a career in the ministry.

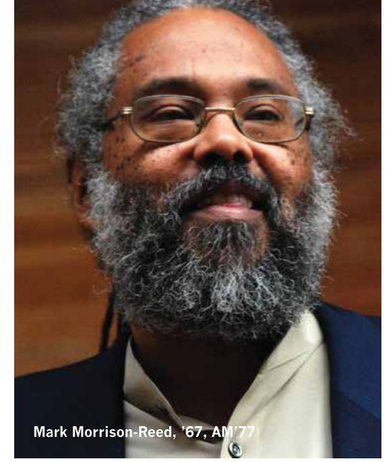
Mr. Morrison-Reed is one of many U-High graduates who have found careers in religion. Given the critical-thinking education emphasized at Lab, conventional wisdom might not list theology as a typical alumni career choice. Yet alumni religious leaders say that the same values Lab espouses are essential in their field.

From secular childhoods to religious careers

Rabbi **Lizzi Heydemann, '99**, did not grow up in a religious home. She was raised Jewish, but neither of her parents had came from observant households. "I did not keep kosher, I did not do Shabbat." Yet Ms. Heydemann was curious about religion as a child, ordering the Book of Mormon after seeing a television commercial and speaking to Hare Krishnas she encountered at airport terminals. "I was really interested in people's master stories of why we're here," says Ms. Heydemann, founder and spiritual leader of the grassroots Jewish community Mishkan Chicago, "and how we remember that through ritual, practice, community, and holidays."

Before attending Stanford University as an undergraduate, Ms. Heydemann spent a year in Israel, which inspired her to delve into Judaism. The experience set her on a path of religious leadership, which she sees as "just a professional version of what I was doing as an eight-year-old."

Ms. Heydemann, a Rabbis Without Borders fellow, credits her leadership skills to Lab. "In middle school I was always in plays, which were great opportunities for getting up in front of people." In high school she was a vice president of Model UN, where she further honed her public speaking skills and kept up with global issues. In 2011 she founded Mishkan, which she calls a spiritual community—"not a synagogue"—that provides young Chicagoans with a modern Jewish organization. Mishkan's congregation was originally small enough to fit in living rooms but now, Ms. Heydemann says, hosts more than 150 people at alternating Chicago locations, with more than 600 expected for the High Holidays.



Mark Morrison-Reed, '67, AM'77

Like Ms. Heydemann, **Alexis Gewertz, '02**, the coordinator of educational programming at the Center for the Study of World Religions at Harvard Divinity School, also grew up in a home that was not particularly religious. Her Jewish father and Catholic mother were "not interested in their backgrounds," but Ms. Gewertz was drawn to her Jewish roots. "All my friends at Lab were Jewish, and I grew up going to a thousand bar and bat mitzvahs."

As an undergraduate at Colgate University, Ms. Gewertz became interested in religious studies. "I like stories about people's lives, relationships, and family," she says. Learning about religion academically, she found, made her more spiritually comfortable. "Even though I didn't grow up speaking Hebrew at Sunday school or getting bat mitzvahed, I knew a lot more than most other Jews because academically that was something I was dedicating myself to."

After earning a master's degree from Harvard Divinity School, Ms. Gewertz worked for the Combined Jewish Philanthropies, where she took young professionals to Israel on birthright trips and helped Jews from mixed-religion homes, who weren't bar or bat mitzvahed, claim their Judaism. "I was happiest when I helped them feel more comfortable taking a seat at the Jewish table," she says. In 2011 Ms. Gewertz returned to academia, where she melds her personal and academic interests. "I live interreligious work in my day-to-day life."

Ms. Gewertz credits Lab with instilling the belief that education itself is a higher calling, establishing the importance of listening and thinking critically, "to take a bird's-eye view." In college she was dismayed to see fellow female students appear to "dial down" their intellectual curiosity. "I feel a lot of pride telling people I went to school where it was cool to be smart," she says, a school where the classroom was "a sacred space."

Conventional wisdom might not list theology as a typical alumni career choice. Yet alumni religious leaders say that the same values Lab espouses are essential in their field.

How families react

Choosing a religious career comes with challenges, including family approval. When Ms. Heydemann decided to become a rabbi, she says, her family "did not get it. Both of my grandmas thought my professional choice was a waste of my education." Part of their reaction, she believes, was that it wasn't a "profession you can wrap your head around."

Meanwhile, many acquaintances didn't realize that rabbis can marry and have families. "They don't know that we earn salaries, and we haven't taken a vow of poverty. We're normal people." Once her parents watched her lead High Holiday services, they saw it was her calling. Not only did their daughter's work appear to inspire other people, she says, but "they realized that it's fulfilling for me personally. That is more gratifying for a parent to see than almost anything."

Alexis Gewertz, '02

Ms. Gewertz says that her surgeon father was supportive, but "he's a hard-sciences kind of guy"; her parents were "pleasantly perplexed" by her decision to study religion. In the end, she says, they understood the connections between questions," she says. "I was a bit of a handful that way."

Mr. Morrison-Reed's father also was a hard-sciences guy: a chemist at the University of Chicago. Yet for him there was no disconnect—he introduced his family to Unitarianism. "The fundamental questions about the universe are religious questions," says Mr. Morrison-Reed. "That awe and curiosity: That is the impetus for science."

He says his two adult children have benefited from growing up with religion-minded parents—his wife, Donna, AM'77, co-ministered with him. Although work often overflowed into their home life, Mr. Morrison-Reed believes handling phone calls from parishioners and watching their parents deal with church politics has helped his children develop interpersonal skills and institutional savvy. His children—now an engineer and an editor—"would never go into ministry," he says. "But I can see the skill set that they developed from it. It worked well for us."

For her part, Ms. Heydemann's biggest challenge is making religion appeal to a young audience. "We find ourselves in many cases walking to a synagogue or a church, and you feel like it's 1975," she says. "One of the biggest indictments of religion is that it's irrelevant." Ms. Heydemann reaches out to young people who complain, "What does religion have to teach me?" "Mishkan is really about bringing so many of those people back into the Jewish conversation," she says. "I'm one of those people."

from the *Midway*

U-HIGH MIDWAY

Volume 89, Number 7 • University High School, 1362 East 59th Street • Chicago, Illinois 60637 • Tuesday, April 9, 2013

A writer's haven on the second floor

By Hebah Masood
Associate Editor

Tucked away in a small room in the midsection of the U-High second floor hallways on a recent Thursday, Ben Shurtleff, one of three Writer's Center tutors, scribbles comments onto a senior girl's English paper.

As the 15-minute block the senior signed up for ends, Mr. Shurtleff talks her through organizing the rest of the paper.

STARTED ABOUT 15 years ago by a former English teacher, the Writer's Center provides U-Highers with tutors to improve their writing and learn new techniques to help students write future papers.

Back in October, Mr. Shurtleff heard about the Writer's Center through a colleague at the U. of C. who knew a former tutor.

The second tutor, Noah Cruickshank, read about the Writer's Center tutoring opportunity in a November Alumni newsletter. The two tutors graduated from the same U. of C. Humanities program last year. In addition to running the Writer's Center, open daily 9 a.m.-1 p.m, English Teacher Carolyn Walter also tutors.

GROWING UP IN CHICAGO, Mr. Cruickshank attended Latin and proceeded to study math, philosophy and creative writing at the U. of C as an undergrad. Apart from tutoring at U-High on Tuesdays, he also freelances for various magazines including the A.V. Club, an arts and cultural newspaper published by the Onion and is a personal assistant to famed mystery writer Sara Paretsky, a Hyde Parker.

"I write for a living, so I'm more than happy to pass along what I know," Mr. Cruickshank said as he ran his hands through his dark brown hair.

"More people could use the Writer's Center though. The last three weeks I've seen almost no one. This might have to do with the fact that I work on a Tuesday. Earlier this quarter I probably saw four or five students a day. I don't know what has been going on the last few weeks. It's nice; you have a service to help you with your essays. I would have loved this when I was in high school."

HAVING TAUGHT part time at the U. of C, tutoring comes natural to Mr. Shurtleff, now working here Wednesday through Friday.

"I was teaching first year students at U of C how to write in small classes," Mr. Shurtleff said. "We went over writing techniques and the professor of the course and I split grading duties for their papers. I taught them different things like how to write an introduction, or how to engage with evidence, how to construct and develop an argument. In addition to the class I worked intensely with individual students and gave them a lot of individual feedback.

"I usually see several students a day. Some days not many people come, but right before a big paper or something six of seven students will come, and it will get really busy. Writing is hard. It takes time, and it's difficult to fix an entire paper in a single meeting."

Mr. Shurtleff believes it's better a student learns a new technique rather than him rewriting the paper for them.

"PEOPLE WHO I really see benefiting though are people who come in and learn a technique that will help them in the future. Something they get from the meeting, but that they also take with them when it's over.

"I even see people bring in new papers that are better than their last ones. We are here to help fix papers, but we also want students to take away skills that they can apply later. We have to schedule people into time slots to give everyone a chance to get help, but writing a good paper takes longer than what anyone can accomplish during a short meeting. That's why it can be so helpful to work on a portion of the paper with a tutor and use their tips as you continue writing and editing."

THOUGH SHE LIKES teaching students in her own class, Ms. Walter said she also loves coaching students in the Writer's Center.

Photo by Emma Polson

Discussing her final paper, analyzing "The Things They Carried" by Tim O'Reilly, senior Nadja Barlera goes over a tricky sentence with Writer's Center Tutor Ben Shurtleff.

"I really love working in the Writer's Center, even though I only tutor one day a week and during the assembly periods and I hire and train the other tutors. I've also started other programs like the college essay workshop in August. I really like working with students when I'm not involved in the grading.

"I really love it because it's like pure teaching when someone comes in and says I have this problem or my teacher says I need to work on this and I'm able to help them. Sometimes when I talk to my students I feel as if they're looking for a subtext while we're meeting for a paper, like they're thinking, 'What does she want?' When I'm coaching I can say, 'try this,' and it's not the same because I'm not involved in the grading, so they don't feel obligated to listen to my advice."

THOUGH HE doesn't see as many students as Ms. Walter and Mr. Shurtleff, Mr. Cruickshank says he still enjoys helping with papers. "It's fun to see you guys work. It's fun to see people engaged and how they're tackling books. I like looking at English papers because I have an English background."

The most fulfilling aspect, Mr. Shurtleff said, about working in the Writer's Center is seeing U-Highers improve over time.

"IT'S SATISFYING when someone seems to be really into improving the kind of writer they are, ready to learn things that will help them in the long term. It's also satisfying watching people learn and say, 'Oh, I see what you mean' when you make a suggestion…understanding and starting to apply a rule or a technique that is going to help them.

"Students who keep bringing back work, and you see them improving and you see that they're more capable as writers. It's satisfying to see someone progress and learn how to come to ideas and apply the tricks and rules that will guide them through the process of writing, and learning how to implement those things when they start their newest draft."

THE UNIVERSITY OF CHICAGO | Laboratory Schools

1362 East 59th Street
Chicago, Illinois 60637

Non-Profit
U.S. Postage
PAID
Chicago, IL 60637
Permit No. 1150

YOU'RE INVITED

A FAMILY CELEBRATION OF EARL SHAPIRO HALL

SATURDAY SEPTEMBER 28, 2013

11:00 A.M. Rooftop festivities and self-guided tours

11:30 A.M. Welcome program featuring US Secretary of Education Arne Duncan, '82

NOON–2:30 P.M. Festival fun and food for all ages

Earl Shapiro Hall, 5800 South Stony Island Avenue, Chicago

For questions or to request special assistance in advance, please contact the Office of Special Events at 773-834-4344

Watch your mailbox for your formal invitation soon!

Save the date

Boston Regional Reception
Thursday, October 10, 2013

Chicago Young Alumni Thanksgiving Party
Classes of 1990–2009
Friday, November 29, 2013

Alumni Reunion Weekend 2014
June 5–8, 2014

For details and to RSVP to any event, contact the Office of Alumni Relations and Development at 773-702-0578 or alumni@ucls.uchicago.edu.

Find us on Facebook

Join us on LinkedIn

Follow us on Twitter