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.

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, experimenting, 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 now 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.

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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 to the classrooms they will share for a year remind me that our efforts can make things easier.

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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 bees 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 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 honey bee 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 curriculums.

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 Laboratory Schools students about the bees and the hives. I am confident that ideas evolve teachers and students will find new and novel ways to incorporate the bees in their curriculums.”

Sweeth.

David W. Magill, EdD
Director
Lab Notes

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Modeling these behaviors each day for our children will help them grow into resilient and supportive adults who will tackle the complexities that all schools, and all people, face as the years unfold.

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Sweeth.
Show-and-tell
A classic with lots of cognitive bang for the buck

Shy but dazzling with pride, the show-and-tell 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 a favorite. “That one is from my trip with my family. That one’s from a letter to my dad.”

but further develop their thoughts: “I like it because...” because “It’s structured well show-and-tell gives children a chance to be on their own and share in a way that nothing else,” 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 squish of mud between your toes can be one of life’s delicious experiences. It also can 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 Mr. 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. This empowers the children.”

Cave Art

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 finding 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 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.

“Children are allowed to choose between staying mud-free, getting a little muddy, or getting very muddy. This empowers the children.”
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 fall of junior year through June of senior year.

Lathrop 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) lab-high council to counsel, 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 Fenh. “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 admission offices, and their parents. “We are happy, happy, happy, happy,” is how the tradition of excellence associated with U-High certainly drew them to be a part of this special experience.”

A one is on a class syllabus. A quick study of the school year, they find time to read for pleasure. A quick study of the school year, they find time to read for pleasure. A quick study of the school year, they find time to read for pleasure.
category: UV Bioluminescence, honoree mentions, photography, painting, Schouten-Ruvolo, video painting, Chris Fech, three gills, drawing, girls painting.

Music
Harris Vail Award in honor of the retired president of Western Illinois University, Jazz and performing arts, to Know Theater of the Midwest, received by Abigail Kahan Modi, Katherine Prayor, Abigail Stockman, and Patrick Stockman.

Math
American Mathematics Competitions (AMC) Scholarship, second place: Eliot Levmore, Kahan Modi, Mohammed Munim, and Yinhao Zhang.


Division 2A Team won first place Conference: Freshman League, Freshman team, received by Mohammed Munim, Abigail Stockman and team, Jonathan Levmore, Kahan Modi, and Patrick Stockman. Also, received by Abigail Kahan Modi, Katherine Prayor, Abigail Stockman, and Patrick Stockman.

Certificates of Distinction: Hajira Afreen, Michael Glick, Aiden Kahan, and Shreya Sree.

School Winner: Illinois Math League, Wanqi Zhu

Fine, Michael Glick, Mathematics Exam: Elbert Du, Shaunak Puri, Wanqi Zhu

Eighth grader or below: on the AMC10 as an eighth grader, scoring 90 or above

Achievement for AMC10B: Adam Fine

School winner for AMC12A: Yaning Zhang

School winner for AMC12B: Yinhao Zhang

American Council of Teachers of Mathematics Scholarship. Admiral William Gortney, ‘62, was chosen for that competition.

Senior Steven Glick won the Francesco Stenuel Korach Battle of Midway Essay Scholarship. Admiral William Gortney, ‘62, was chosen for that competition.

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. 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, fingertips, 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 squamaria, 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!”

In the halls

Making the Grade

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

Students
> U-High science teachers Theo Ando, Arthur Chang, Jay Dhanna, Jonathan Soothele, Tiffany Swateman, and Logan Young competed in the Technology Students Association engineering competition, placing second nationally in their division/age group.

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

Sensitivity training in Middle School

In the drizzly 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

history at the National History Day competition in Washington, DC. In a first for U-High, three students—Natalia, Maddie Ruthin, and Aaron “OJ” Smith—were chosen for that competition.

> Senior Steven Glick won the Francesco Stenuel Korach Battle of Midway Essay Scholarship. Admiral William Gortney, ‘62, was chosen for that competition.

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

Faculty

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 Fed participated in a leadership program at the Principals’ Center at the Harvard School of Education at which senior administrators, with Harvard faculty and experts, examined strategies for leading successful schools.

> Computer science teacher Baker Frankie 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 exhibitions, State of Deception: The Power of Nazi Propaganda, coming to the Field Museum this fall.

Nerve-wracked

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Being comfortable with discomfort

Last year, teacher Rob Ley was feeling confused. 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 capabilities,” says Mr. Ley. “They needed to become comfortable with the discomfort of being challenged.” Together, Mr. Ley and Professor Alleman decided to develop 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, they “scoured the literature,” says Mr. Ley. “There’s really a lot of research about resilience, which makes our project really exciting.”

Before they began their project, “they started asking their parents how they learned what they had found difficult as children. The answers often surprised the students: Some parents had struggled with reading. Others were later taught new 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 class. 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 to their classroom. For example, Nicole Power had her fourth-grade 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 Angel 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 instructor 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 2010. His Lab career included co-founding 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 long-time Lab educator Donna O’Sullivan; it was his second marriage. His three children attended Lab. His Lab career included coaching the boys varsity soccer team the year it won the state championship. For PE teacher Michael Moses, ’83, Mac has been a peer, a teacher, a coach, and an employer—Mr. Moses worked at MacWillie’s counsel. 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 Matadors 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’ll leg 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, as he promised incoming seniors that he would attend their graduation next spring.

Connecting biography, art, and history

Third-grade teachers Deby Davis and Robynn Nichols combined biography and art history this spring, leading students on a month-long “go deep” project. “We wanted them to learn the elements of biography,” Mr. Davis says. So first the students read picture-book biographies of innovators like Jocque Crouser 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?”

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The students connected these lessons when they each chose a subject, reading the biography, writing what they learned from it, and drawing a portrait of their subject. “It was interesting to see them wrestle with what to put in the setting,” says Mr. 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 on the women’s team. She tried again on the men’s team and got on the team.

—Katelyn Arndt
in the halls

Finding Unity in Diversity

In Spanish the word least means “bond” or “togetherness”—especially the kind of bonds that bring 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 later years.

“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, Patty 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—reflected their different cultural traditions.

LASO also organized an arts and crafts stand at the Rites of May, a parent’s night of dinner and salsa dancing, and an outing to a Chicago Fire game. World Languages teacher Keane Baum says parents brought in friendly rivals and shared passions.

“They are speaking Spanish in the stands,” she says. “And everyone is interested in no matter what country they’re from.”

Students learn to see themselves from another perspective

Two generations removed from Martin Luther King Jr., “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, or appear in children’s imagination or imagined worlds nearly every day, and kindergartner 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 work of the civil rights movement.

Art, she says, “is such a great avenue into making a connection with important figures in American history.”

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...
The Oregon Trail Comes Back to Life

In the patchwork of photos hanging on Mr. Johnson’s classroom door, his 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, Mr. 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-Cay pilgrimage. How will they cross the Columbia River? Will they pay for a ferry or dianate 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 pioner 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, F gotta Gasove Records, and the Rock and Roll Hall of Fame. They heard the Cleveland Pops Orchestra and the Cleveland International Tattoo (a military pipe and drum 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. Merker 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. 2012 State Champions included: seniors Lucas Bohm-Johnson and Conrad Harrington; juniors James Duran, Matthew Garvey and Kasim Hamoud and sophomores Jeesae Kim, Conrad was named ISL All-Star for his eighth-place finish in the State tournament. This was U-High’s highest finish in 19 years since the 1994 girls placed fourth in 1994.

Baseball

Won the ISL 3A Regional Championship 1-2 over neighboring Hyde Park High. Sophomores Luke Murphy pitched a no-hitter to lead the Maroons to their third Regional Championship in five years. ISL All-Conference players were seniors Lucas Glick, Matt Lawrence, and Sam Lawrence, and junior Logan Grawb.
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 together biological components. “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 Caltrans 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.”

Mino Gage, ’10, and his brother Myles, ’12 (who now attends the University of Illinois Urbana-Champaign), attended middle school at Aral 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 rigors 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 opportunity—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 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.

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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 the $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.

A different kind of scholarship

While many endowed scholarship funds focus on individual academic excellence, Lab also supports several funds that award grants to assist students facing unique challenges.

The Michael J. Cefalu Memorial Fund, dedicated to Michael Cefalu, a UC Berkeley student who died in 1997, supports students primarily from the San Francisco Bay area.

The Harry F. Fangtinsky Scholarship is the only fund targeting students who are ethnic and cultural minorities.

In an effort to expand the number of students Lab can support, Lab has recently launched another scholarship fund, the Lab Institute Fund. This fund is specifically designed to provide financial assistance to undergraduate students who demonstrate significant promise in the early stages of their academic careers. Lab believes these students hold the potential to go on to make significant contributions to the fields of science and engineering.

To learn more about the Lab Scholarship Program, please contact the Office of Alumni Engagement at alumnirelations@lbl.gov or 510-486-3642.
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 alumni 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.

Emeritus faculty member Earl Bell and Daniel Horsung, ’58

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

U-High’s 3-pointer wins the game

“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

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

Myrtle Jones, ’88

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

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

Lab faces off against Morgan Park Academy
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...
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.

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 moving wigglers. She’s discovered that bacteria divide when they reach a certain size proportion to their original size—like yeast, which divides when the cell reaches a certain threshold, no matter what size it started at. Professor Donovan 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 acknowledges 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.

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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.”

Summer Link intern, senior Kassim Husain, also works at Morningstar. The company regularly runs distance internships between them and their college interns, Noah says, and overall does not seem to put much stock in letter. “I meet the most popular columnists, John Rekenfuske,” he says. “He says, ‘Not yet’.” And Noah regularly sees other Mr. Martonffy, A.B. 78, MBA’80, in the elevator. “That’s kind of fun.”

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At noon on a Wednesday, the science interns—along with Ms. Housinger, Professor Lee, and Professor Dorner—are packed into a small conference room in the Gordon Center basement for their weekly meeting. As the students eat their brownie-bag lunches, Ms. Housinger asks about their work. “We had some weird stuff happen in the lab,” says Frank Waggoner, senior. “I had a lot of screw-ups,” says Frank Waggoner, a senior. "I have to redo a lot of the work." Intern senior Anuj Nandy, is triumphant: "My stuff worked," he says. "He sits one row away." 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.

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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.

Ready 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.”

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, the second-grade teacher Catherine Gilspie (above) has only two years of memories—and supplies—to pack for the move.

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.”
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.”

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.

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.”

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.
by Claire Zulkey

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 Boston, 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 it to life.”

Lab provided 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 Jews 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.

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 High Holidays.”

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. “How families react, she believes, was “pleasantly perplexed” by her decision to study religion. In the end, she says, they understood and “they realized that it’s fulfilling for me personally. That is more gratifying for a parent to see than almost anything.”

Ms. Gewertz says that her parents were supportive, but “he’s a hard-sciences guy: a chemist at the University of Chicago. Yet for him there was no disconnect—‘it’s pleasant to have to teach me?’ ‘Mishkan is really about those people.’”

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!”

Ms. Heydemann has also founded a nonprofit called LabLife, where she took young professionals to Israel for the Combined Jewish Philanthropies, where she took young professionals to Israel. “I found it was a bit of a handful that way.”

For her part, Ms. Heydemann’s biggest challenge is making religion appeal to a young audience. “We find ourselves in many cases asking—‘What does religion mean?’”

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 I 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 they 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.”

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from the Midway

A writer’s haven on the second floor

By Iheb Massoud
Associate Editor

Turked 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 8 am–1 pm, 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 person 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 thought. 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 essay, 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 stuck grading doing quizzes 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 for 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 often 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 schedual 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 reaching students in the Writer’s Center.

“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 love and learn from 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 subject 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 people engaged and how they’re tackling books. I like looking at English backgrounds because I have an English background.”

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A FAMILY CELEBRATION
OF EARL SHAPIRO HALL

SATURDAY SEPTEMBER 28, 2013

11:00 A.M. Rooftop festivities and self-guided tours
Earl Shapiro Hall, 5800 South Stony Island Avenue, Chicago

11:30 A.M. Welcome program featuring U.S. Secretary of Education Arne Duncan, ’82

NOON–2:30 P.M. Festival fun and food for all ages
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For questions or to request special assistance in advance, please contact the Office of Special Events at 773-834-4344

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.

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