This success of the Lab+ Campaign has not only allowed Lab to open new spaces, it has allowed those occupying the spaces to transform many aspects of the Lab experience. This success of the Lab+ Campaign has not only allowed Lab to open new spaces, it has allowed those occupying the spaces to transform many aspects of the Lab experience. In every department and in every division, we are implementing programmatic improvements—the academic possibilities and chance to strengthen our sense of community are exciting.

As I head into my final months as the director of these Schools—a role that has been the highlight of my career, and

the University of Chicago

Many of these materials were found in

cardboard, papier mache, pipe cleaners, balloons, rigatoni. With 3-D printing still a few years off for the middle-school set, the

"The cell can't function without ribsomes," said half of Team Rough with 3-D printing still a few years off for the middle-school set, the

"But real ribosomes stick way closer to the Golgi Complex stocks with odds and ends from home." As students worked on their models, they also helped construct the giant cell that their organelles would call home (for part of one class period at least): a 10-foot-by-10-foot vinyl cube/sphere—inflated with a box fan and sealed with a tarp zipper—hung in Ms. Kogelman’s classroom. And on October 9, Ms. Kogelman’s fourth-period class stepped into the big cell to talk about and display their organelles.

The cell membrane team kicked things off with a metaphor: “If we were hydrophilic, we’d be like the witch in ‘The Wizard of Oz.’ We’d basically melt.”

"We brought gum to represent what the Golgi Complex makes," announced a student. “If you want a piece, you can share. And with that, the organelles emerged from their big (but cramp) cell. There was just one more thing to check.

"We brought gum to represent what the Golgi Complex makes," announced a student. “If you want a piece, you can share. And with that, the organelles emerged from their big (but cramp) cell. There was just one more thing to check.

On September, students paired off to research, report on, and even build a model of a specific organelle. Size mattered—the models needed to be exactly 243 times larger than their microscopic originals—and each jumbo organelle (schoobus-size and larger) had to demonstrate its function in some way. Beyond that, students were told to just have fun. "I got a lot of questions about color," said Ms. Kogelman. "I told them all the drawings and diagrams they see in textbooks have artificial color. So if they wanted to make a nucleus that was pink with black polka dots, that was fine with me.

With 3-D printing still a few years off for the middle-school set, the organelles they made were contraptions of classic school-project materials: cardboard, papier mâché, Styrofoam balls, pipe cleaners, balloons, rigatoni. Many of these materials were found in the “recycling center,” a huge closet off of the faculty lounge that the Parents’ Association stocks with odds and ends from home.

As students worked on their models, they also helped construct the giant cell that their organelles would call home (for part of one class period at least): a 10-foot-by-10-foot vinyl cube/sphere—inflated with a box fan and sealed with a tarp zipper—hung in Ms. Kogelman’s classroom. And on October 9, Ms. Kogelman’s fourth-period class stepped into the big cell to talk about and display their organelles.

The cell membrane team kicked things off with a metaphor: “If we were hydrophilic, we’d be like the witch in ‘The Wizard of Oz.’ We’d basically melt.”

"The cell can’t function without ribsomes," said half of Team Rough

With 3-D printing still a few years off for the middle-school set, the organelles they made were contraptions of classic school-project materials: cardboard, papier mâché, Styrofoam balls, pipe cleaners, balloons, rigatoni.

Endoplasmic Reticulum (ER), “and ribsomes can’t function without rough ER.”

But real ribsomes stick way better than this clay,” added the team’s other half.

Since we’re on the topic of ribsomes, they are just teeny-teeny tiny,” chimed in half of Team Nucleolus in a teeny-teeny tiny voice.

Lastly, the Nucleolus: “It’s city hall. It stores all the genetic information.”

That duo also explained why they hadn’t taken Ms. Kogelman up on her offer of a more expensive color palette. “We painted it black because whenever we see the nucleus in the microscope, it’s always black.”

So when they said, the organelles emerged from their big (but cramp) cell. There was just one more thing to check.

“We brought gum to represent what the Golgi Complex makes,” announced a student. “If you want a piece, you can line up over here.” So the organelles got organized one more time and then headed into the hall, chewing proteins, lipids, and other assorted macromolecules.

"The cell can’t function without ribsomes," said half of Team Rough

Endoplasmic Reticulum (ER), “and ribsomes can’t function without rough ER.”

But real ribsomes stick way better than this clay,” added the team’s other half.

Since we’re on the topic of ribsomes, they are just teeny-teeny tiny,” chimed in half of Team Nucleolus in a teeny-teeny tiny voice.

Lastly, the Nucleolus: “It’s city hall. It stores all the genetic information.”

That duo also explained why they hadn’t taken Ms. Kogelman up on her offer of a more expensive color palette. “We painted it black because whenever we see the nucleus in the microscope, it’s always black.”

So when they said, the organelles emerged from their big (but cramp) cell. There was just one more thing to check.

“We brought gum to represent what the Golgi Complex makes,” announced a student. “If you want a piece, you can line up over here.” So the organelles got organized one more time and then headed into the hall, chewing proteins, lipids, and other assorted macromolecules.

"The cell can’t function without ribsomes," said half of Team Rough

Endoplasmic Reticulum (ER), “and ribsomes can’t function without rough ER.”

But real ribsomes stick way better than this clay,” added the team’s other half.

Since we’re on the topic of ribsomes, they are just teeny-teeny tiny,” chimed in half of Team Nucleolus in a teeny-teeny tiny voice.

Lastly, the Nucleolus: “It’s city hall. It stores all the genetic information.”

That duo also explained why they hadn’t taken Ms. Kogelman up on her offer of a more expensive color palette. “We painted it black because whenever we see the nucleus in the microscope, it’s always black.”

So when they said, the organelles emerged from their big (but cramp) cell. There was just one more thing to check.

“We brought gum to represent what the Golgi Complex makes,” announced a student. “If you want a piece, you can line up over here.” So the organelles got organized one more time and then headed into the hall, chewing proteins, lipids, and other assorted macromolecules.
International educator Robin Appleby named Lab’s next director

Robin Appleby, an educator who has led high-achieving schools on three continents, has been appointed director of the Laboratory Schools, effective July 1, 2014.

She will succeed David Magill, who earlier this year announced he would retire at the end of this school year, following an 11-year tenure in the role, one of the longest in Lab’s history.

Mr. Magill spent hours of both formal and informal time with Ms. Appleby over her five-day stay in Chicago. “It was such a pleasure to spend time with Robin,” he says. “Her experience is rich, she has a global perspective, her priorities are where they should be, and she is excited to become fully engaged in the University’s community.”

Ms. Appleby previously served as high school principal at the American School of Dubai, director of the upper school at Hathaway Brown School, an independent girl’s secondary school in Shaker Heights, OH, and senior dean at the Nichols School, an independent day school in the city of Chicago. From the smallest students to second-generation alumni, everyone I met spoke with appreciation of Lab’s very special history,” says Ms. Appleby.

As director, Ms. Appleby will oversee the entire school, stewarding Lab’s unique culture, supporting the faculty, and encouraging creativity, innovation, and ambition.

Robin Appleby, an educator who has led high-achieving schools on three continents, has been appointed director of the Laboratory Schools, effective July 1, 2014.

Mr. Magill spent hours of both formal and informal time with Ms. Appleby over her five-day stay in Chicago. “It was such a pleasure to spend time with Robin,” he says. “Her experience is rich, she has a global perspective, her priorities are where they should be, and she is excited to become fully engaged in the University’s community.”

Ms. Appleby previously served as high school principal at the American School of Dubai, director of the upper school at Hathaway Brown School, an independent girl’s secondary school in Shaker Heights, OH, and senior dean at the Nichols School, an independent day school in the city of Chicago. From the smallest students to second-generation alumni, everyone I met spoke with appreciation of Lab’s very special history,” says Ms. Appleby.

As director, Ms. Appleby will oversee the entire school, stewarding Lab’s unique culture, supporting the faculty, and encouraging creativity, innovation, and ambition.

Robin Appleby, an educator who has led high-achieving schools on three continents, has been appointed director of the Laboratory Schools, effective July 1, 2014.

Mr. Magill spent hours of both formal and informal time with Ms. Appleby over her five-day stay in Chicago. “It was such a pleasure to spend time with Robin,” he says. “Her experience is rich, she has a global perspective, her priorities are where they should be, and she is excited to become fully engaged in the University’s community.”

Ms. Appleby previously served as high school principal at the American School of Dubai, director of the upper school at Hathaway Brown School, an independent girl’s secondary school in Shaker Heights, OH, and senior dean at the Nichols School, an independent day school in the city of Chicago. From the smallest students to second-generation alumni, everyone I met spoke with appreciation of Lab’s very special history,” says Ms. Appleby.

As director, Ms. Appleby will oversee the entire school, stewarding Lab’s unique culture, supporting the faculty, and encouraging creativity, innovation, and ambition.
in the halls

**Next Gen Pen Pals**

UChicago connection lands Labbies in Spain and a teacher on a Spanish stage—via Skype

Learning a foreign language can be a scary pursuit. There are new grammar and syntax rules, characters and accent marks. Speaking the language can prove even more challenging than reading and writing it. But last year, Kathryn Hundley’s seventh-grade Spanish students got help from expert partners—in Spain.

Two to three times a month, Ms. Hundley’s class Skyped with sixth-graders from El Colegio Marpe Alavista in Gran Canaria. Because of the time difference, the class in Spain stayed after school to speak with the Lab students as they started their day.

Conversations, held mostly in Spanish, covered cultural celebrations, how the students spent vacations and free time with family, and kids’ passions and personal heroes.

“My favorite part was seeing how supportive the students were of one another,” says Ms. Hundley, AM’94, PhD’12. “Many times the classes would applaud each other after students shared reflections. Speaking is typically a more challenging language skill. It makes a huge difference when an entire class motivates your willingness to go out on a limb.”

The project began when Mario Santana, UChicago associate professor of Spanish literature and the Center for Latin American Studies, asked Ms. Hundley if her class would like to participate in an exchange with students from his native Gran Canaria. Ms. Hundley was soon put in touch with Marcos Munguía, a teacher at El Colegio Marpe Alavista.

Ms. Hundley appreciated that the project was flexible, without “a highly regimented road map,” she says. “Instead, it was about taking risks and fortifying connections through cross-cultural sharing.”

For Ms. Hundley, the experience culminated this summer when she delivered a commencement speech via Skype to graduates of La Universidad de las Palmas (including Mr. Munguía), all of whom had earned their primary education in Spain. She hopes the teachers will be inspired, she says, to make international connections in their own classrooms.

“Many times the classes would applaud each other after students shared reflections. Speaking is typically a more challenging language skill. It makes a huge difference when an entire class motivates your willingness to go out on a limb.”

**Statistically Unexpected**

After U-High statistics teacher Rosa McCullagh attended the 59th International Statistical Institute World Congress in Hong Kong in August, it was easy to name her favorite moment: hearing her husband accept the first Karl Pearson award. Peter McCullagh, the University’s John D. MacArthur Distinguished Service Professor in Statistics and the College, won for his book *Generalized Linear Models*, which he wrote with John Nelder. “It was a very good talk,” says Rosa McCullagh. “That was the highlight for me, but I’m biased.”

McCullagh also brought home new ideas from conference sessions—some of which she hadn’t even planned to attend. “Since it was very hot and humid, I ended up attending much more of [the indoor, air-conditioned conference] than I anticipated.”

Two talks stood out. The first was on statistics education at the college level—specifically, the growing role of computation. Now Ms. McCullagh is contemplating bringing a higher level of computation into the classroom.

The second was on the 18th-century book *Ars Conjectandi* by Jacob Bernoulli. “Some people would regard it as the start of statistics as we know it,” she says. “I always like to have a historical element in what I teach. What’s interesting for me is thinking about how I will bring that into the classroom.”

A former employee of England’s Office of Population Censuses and Surveys, Ms. McCullagh also enjoyed panels on census-taking. India’s census, for instance, is “a massive undertaking,” she says. “How do they go about it and get so many people to participate? It’s a huge issue.”

While she may have been in Hong Kong to cheer on her spouse, as it turns out, says Ms. McCullagh, “I would have liked to have gone even more sessions.”

But to host a satisfying conference experience for others, Rahul and his fellow upperclassmen on the executive board are the ones who conduct the research, prepare speeches, and write position papers.

**Host Country**

U-High’s Model United Nations team is well-acclimated to academies. In 2012-13, the team won Best Large Delegation at Northwestern’s national conference and at the Boston Invitational. Outstanding Large Delegation at Harvard, and other awards at conferences held at Princeton and WashU.

But competing in a conference is different than hosting one, which Lab did for the first time this September.

“When we’re competing we know exactly what we need to do,” says senior Rahul Mehta, Model UN president. “There’s almost a formula.” Teams are assigned countries on which they conduct research, prepare speeches, and write position papers.

Rahul Mehta, Model UN president.

**Experts routinely visit Lab classrooms**

This year alone, students in AT Econ have heard from Lab Chair John W. Rogers, Jr. ’76, Charles Bobrinskoy, ’77, MBA’83, (both of Ariel Capital Management); and Nobel laureate and UChicago Professor of Economics and of Sociology Gary Becker, AM’53, PhD’55. Here, parent and Performance Trust Investment Advisors President Doug Rothschild explains the world of hedge funds—in clear terms—and how he runs a business with 25 people managing about $1 billion of investor money.

To go to their first travel conference to get this experience, Rahul says the Lab MUN conference gave them that opportunity earlier, which Rahul hopes will mean “they’ll be more successful when we travel as a team.”
**Spot-on: International Dot Day**

It starts with a dot. Then another and another. In Peter H. Reynolds’s children’s book, The Dot, protagonist Vashri is uncertain about her artistic skills. Her teacher encourages her to “just make your mark, and see where it takes you.” Emboldened, Vashri makes a dot, then more dots, eventually displaying her work in her school art show and encouraging others to take risks.

The book has inspired International Dot Day each September 15, an activity Amy Landry and Kathy Isakson’s first graders participated in this year. And like Vashri’s art, Lab’s Dot Day took on a life of its own. The class turned the day for embracing creativity and sharing art with others into a two-and-a-half-week celebration. The students drew using traditional supplies like watercolor and crayons and tech-y art tools on iPads. They rotated with Mr. Reynolds and shared their work over Skype with a class in Utah. They also took pictures of circles throughout Earl Shapiro Hall: globes, clocks, a fish bowl, wheels, rolls of tape. “They found dots literally everywhere,” says Ms. Landry. “It was their opportunity to explore the new building in a different way. The space became a little smaller.” The students made videos of their favorite dots, choosing their own music and background themes. “They were bouncing with excitement over what they’d created.”

And just as Vashri did in The Dot, the students displayed their artwork in a gallery outside the classroom (parents could use smartphones to scan the posted QR codes to see videos of their children creating their pieces). For Ms. Landry, the project capitalized on a summer professional development experience: her responsive classroom training, which encourages teachers to create fun yet challenging classrooms where students feel safe to make mistakes, an idea that Dot Day served well.

Dot Day, she says, “gives us some language to see. It reminds (kids) to do the best they can, to make your mark, and see where it takes you.”

**Lab’s cider press makes the rounds at Earl Shapiro Hall**

Jane Maciak’s three-year-olds and their fourth-grade buddies from Michael Silverman’s class turned the crank and watched the cider flow. Says Ms. Maciak, “It’s nice for the children to see how to ‘just make your mark, and see where it takes you.’”

Students interview long-time faculty and alumni

There’s been a lot of change this year, says teacher Jessica Palumbo. With nursery through second grade now in Earl Shapiro Hall, the third graders are the youngest students at Lab’s Historic Campus. Knowing the shift was coming, the third-grade teachers designed a social studies curriculum about tradition and change. “We wanted to use the changes at Lab as a springboard for studying cultures and how they evolve over time,” Ms. Palumbo says.

During a class brainstorming session, Ms. Palumbo’s students came up with different characteristics of change. They observed that change can be “predictable or unpredictable,” she says, “organized or disorganized, positive or negative, happens fast or slow over time.”

Then the class talked about how a culture can be defined by its traditions. At Lab, the list of traditions is long, from Parent PE Participation Day and the Rites of May to Book Swap and Lobby Sing. The students paired up to choose one tradition, then write and draw about it.

Ms. Palumbo wanted her students to understand that just because something is a tradition, that doesn’t mean it stays the same. “I wanted them to ask why some traditions disappear and some continue on.” So she reached out to some folks who might be able to help: longtime teachers and alumni. Students interviewed teachers who had been at Lab for 20 years or more. The class asked each questions such as “Do you have a guess as to why the tradition started?” and “Do you miss any parts of the old traditions?”

In addition to the in-person teacher interviews, Ms. Palumbo worked with the Alumni Relations office to collect written interviews from more than 70 alumni. From these alumni reminiscences, the third graders discovered the path of the Halloween parade—which continues in Earl Shapiro Hall for the younger students—has changed over the decades. They also discovered some fascinating origami anigoes. The buddy program, wrote a 1968 alum, “had to do with fire drills and air raid drills. We had to hold hands with a classmate and leave the classroom under supervision.” Petrel Day, several alumni wrote, was a way to fund the summer German exchange program. “Frau Sonnenberg would bring in fresh baked soft pretzels and they would sell for perhaps one dollar, one day a week,” a 1994 alum recalled.

Alumni also shared forgotten traditions, such as an early 1970s pep band featuring “many keyboards.” A 1984 alum recalled that many traditions, such as a historical costume pageant, were cut because of wartime shortages. I think it’s interesting that most of these ‘traditions’ have started since I left Lab,” observed a 1965 alum. “Many traditions feel like traditions even though they haven’t been going that long.” That’s exactly what Ms. Palumbo was trying to teach her class. “We got so attached to the way we know something,” she says, “but the tradition has probably been changing all along.”

At the end of the year the tradition histories will be folded into a book, “a collective memory of the school,” says Ms. Palumbo. “The students have realized that if you don’t write something down, memories fade. They’re learning how to be historians.”

An interested in sharing their tradition memories can email Ms. Palumbo at jpalumb@ucls.uchicago.edu, or fill in the online form at http://goo.gl/xpHPoF.

*From the Syllabi*

**Earl Shapiro Hall’s best-seller list**

A few months into the school year, ESH librarians took a look at which books were proving most popular at the Lion Family Library. To librarians Mary Ogilvie and Lee McQuin the list is a little window into the minds of the children themselves, many of whom are sophisticated readers. Says Ms. Ogilvie, “Many of the graphic novels are fun to read, but are also complex, multi-layered stories traveling back and forth in time and/or location.” And humor is a big draw for this bunch.

**LABLIFE Winter 2013/14**

**Spot-on: International Dot Day**

**Lab’s cider press makes the rounds at Earl Shapiro Hall**

**Investigating Traditions**

**From the Syllabi**

**Earl Shapiro Hall’s best-seller list**
Power Plays in the Power Zone

Lessons with an assistant from the NHL

October 1 was a hockey-filled day for the previous and current fourth graders in Nicole Power’s classroom, known as the "Nicole Power Zone. For last year’s students, Ms. Power hosted a breakfast to celebrate the Chicago Blackhawks’ 2013 Stanley Cup. For last year’s students, Ms. Power hopes for better results this time.

For math and social studies, that means providing physical manipulatives. By fifth grade, Ms. Bloom notes, students generally “have a good handle of the basics” and don’t feel the need for such materials as much as younger grades. “But they’d like to use them if they’re available.”

If a student has trouble understanding a concept, rather than solely repeating herself verbally, Ms. Bloom now tries to engage the student in a different way. “I might have them draw a picture,” she says. “I’m building that into my planning. I’m offering more options as I’m teaching, hopefully bringing more kids into the fold automatically.”

Universal Design

Universal architectural design is the idea that products and buildings should be usable and accessible by as many people as possible—including older individuals and people with and without disabilities. Likewise with education and the universal design for learning: A lesson should be accessible to students of all learning styles, not just those who respond to oral instruction, for example. Last summer at a universal design for learning institute at the Harvard School of Education, fifth-grade teacher Diane Bloom and other Lab educators learned to present information in multiple ways to help all types of learners understand the lesson.”I’d been fairly old-fashioned in my ideas about what reading is,” says Ms. Bloom. "Now she tries to use audio books and text-to-speech computer programs available for each book the students read. "Universal design for learning pushed me to be more mindful about offering kids more ways to engage with the material—not just accepting that those things exist, but offering them as well."

At the institute, Ms. Bloom and the other Lab attendees discovered that they already followed a number of universal design for learning recommendations, which are based on best practices.”It was validating to think about the similarities between universal design and the way we teach at Lab,” as concepts were presented, she kept noting with an inward smile: “We already do that.”

Move to Earl Shapiro Hall inspires monumental expression of artistic sensibilities

Inspired by the transition from a Gothic to a modern building, art teacher Mauraek made architecture the centerpiece of four interrelated projects for her second graders.

“We talked about the architectural differences and similarities between the two buildings. We also talked about how creativity and an artistic sensibility are necessary to design buildings that meet the needs of the people using them, while also making them pleasing to look at.”

Reconstructing Blaine—Collage

Each child started with a photographic image of something recognizable and meaningful to all—"their good old friend Blaine Hall! Ms. Mazeruk asked her students to "build" a new visual composition by cutting up the photograph of Blaine and rearranging the pieces.

Fantasy Architecture—Drawing

Students and teacher marveled at how they had since stood on an empty lot during the groundbreaking, and now they were sitting in a new art room, in an amazing new building. How did that happen? How did the builders know what to build? Says Ms. Mazeruk, “We decided that before the building could be built, there must have been a plan. Architects use their imagination and find inspiration around them.” After looking at examples of architecture from different eras and locations, the second graders made drawings of buildings from their own imaginations.

Architectural Models—Wood Assemblage

As winter break approached, the second graders, once again working from their imaginations, began the process of creating architectural models by assembling a variety of wood scraps, blocks, and shapes.
Looking and analyzing. They asked questions like, "Who is the sitter?" "Who is the artist?" "What do the objects tell us about the sitter?" The students built on their humanities lessons when they asked, "What was going on in history when the portrait was created?" Then they chose an image from the museum that resonated with them and drew it in their sketchbooks.

This type of complementary education would "stay with them," she says, "because they had the experiential learning part of it." She invokes Lab’s founder: "That’s John Dewey’s whole philosophy. Do it."
Hobson and Lucas honor Gordon Parks with $25 million grant for Arts Hall

The George Lucas Family Foundation has committed $25 million to the University of Chicago Laboratory Schools in support of the school’s new arts hall.

At the request of filmmaker George Lucas and his wife, Mellody Hobson, the new building will be named in honor of the iconic American photographer, writer, film director, musician, and social justice advocate Gordon Parks. The Gordon Parks Arts Hall, set to open in 2015 on the school’s historic Hyde Park campus, will support programs in theater, music and the visual arts, including a costume shop, and affiliated musical rehearsal spaces, practice rooms, a digital media lab, and support their best work.

“Naming the arts hall for Gordon Parks, who had roots in Chicago, resonates deeply with the mission of the schools. We are very grateful to Mellody and George for this extraordinary support, which will have an impact for generations to come.”

President Robert J. Zimmer.

“Naming the arts hall for Gordon Parks, who had roots in Chicago, resonates deeply with the mission of the schools,” said University President Robert J. Zimmer.

The Gordon Parks Arts Hall will reflect the illumination of his iconic photos of African American working people, civil rights heroes, and ordinary people facing poverty helped send the nation’s stereotypes.

“Naming the arts hall for Gordon Parks, who had roots in Chicago, resonates deeply with the mission of the schools,” said University President Robert J. Zimmer.

The Gordon Parks School of the Laboratory Schools Board of Trustees, and Gordon Parks worked just then. Keeping his example at the heart

diverse community in which it sits, and the outstanding contributions to our society by people of color,” said Hobson.

The George Lucas Family Foundation grant marks the successful conclusion of the Lab Campaign, which raised $80 million in support of the Laboratory Schools, far surpassing the original $40 million goal.

“The generosity of Mellody Hobson and George Lucas is a perfect example of the deep commitment made by so many ensuring that schools continue to attract extraordinarily talented students and faculty, and support their best work.

“Naming the arts hall for Gordon Parks, who had roots in Chicago, resonates deeply with the mission of the schools. We are very grateful to Mellody and George for this extraordinary support, which will have an impact for generations to come.”

President Robert J. Zimmer.

“Naming the arts hall for Gordon Parks, who had roots in Chicago, resonates deeply with the mission of the schools,” said University President Robert J. Zimmer.

The Gordon Parks Arts Hall will reflect the illumination of his iconic photos of African American working people, civil rights heroes, and ordinary people facing poverty helped send the nation’s stereotypes.

“Naming the arts hall for Gordon Parks, who had roots in Chicago, resonates deeply with the mission of the schools,” said University President Robert J. Zimmer.

The Gordon Parks School of the Laboratory Schools Board of Trustees, and Gordon Parks worked just then. Keeping his example at the heart

diverse community in which it sits, and the outstanding contributions to our society by people of color,” said Hobson.

The George Lucas Family Foundation grant marks the successful conclusion of the Lab Campaign, which raised $80 million in support of the Laboratory Schools, far surpassing the original $40 million goal.

“The generosity of Mellody Hobson and George Lucas is a perfect example of the deep commitment made by so many ensuring that schools continue to attract extraordinarily talented students and faculty, and support their best work.

“Naming the arts hall for Gordon Parks, who had roots in Chicago, resonates deeply with the mission of the schools. We are very grateful to Mellody and George for this extraordinary support, which will have an impact for generations to come.”

President Robert J. Zimmer.
A Family Celebration of Earl Shapiro Hall

On Saturday, September 28, nearly 1,250 guests (parents, friends, faculty, staff, and students—300 under the age of 12) spent the afternoon playing, decorating cookies, getting faces painted, and enjoying lemonade, lunch, and treats. US Secretary of Education Arne Duncan, ’82, University of Chicago President Robert J. Zimmer, and Lab Chair John W. Rogers, Jr., ’76, welcomed the guests, thanked the family of Earl Shapiro, for whom the building is named, and reminded all of the power of an outstanding education.

And if anyone was surprised by the huge turnout, recall that more than 700 people came to see a pile of dirt at the groundbreaking.

Labbies love a party.

photography: Robert Kusel, Jason Smith
Darlene McCampbell’s third-period English class has some tough questions for Goneril, the eldest daughter in King Lear. For instance: What does she really want from her husband, the Duke of Albany?

Goneril trains her eyes on the 15 or so students, whose desks are pulled into a snug circle in the center of their third-floor U-High classroom. The walls around them are covered with posters from Shakespeare productions from around the country. She thinks it over for a moment. “I don’t want to be married to a wuss,” concludes Goneril, who today is being played by senior Mutiat Alagbala. She has just performed a scene from Lear and is now taking questions from her classmates in character.

It’s an exercise Ms. McCampbell has grown to love. “My own questions got better, I think, when I started thinking about addressing them to [the characters] as people,” she explains. Her students, too, become animated as they push Goneril and the Duke of Albany, played by senior Max Archer, to discuss their desires and motivations.

Encouraging students to delve deeply into course texts is a key goal of Lab’s English courses.

by Susie Allen

Eclectic English Electives

English courses inspire U-High juniors and seniors to delve deeper into literature
Ms. McCampbell says she’s amazed by how often students unearth potential interpretations that had never occurred to her.

Several offerings focus on a single landmark text, such as *Moby Dick* Others pair texts thematically, like *Pride and Prejudice* and *Bram with a View*, or *Great Expectations* and *The Strange Case of Dr. Jekyll and Mr. Hyde*. Some courses incorporate visual media, such as film and graphic novels. And not all are strictly analytical—in Ms. McCampbell’s beloved Stars and Dust class, students examine stories grounded in personal experience, and learn to write their own stories.

For Ms. McCampbell, an important benefit of the program is that “teachers can teach things they’re passionate about,” she says. Over the years she has designed courses that teach things they’re passionate about,” she says. Over the years she has designed courses that feature texts she loves and especially enjoys teaching, like Edmund Rostand's *Cynro de Bergerac*, J. D. Salinger’s *Franny and Zooey*, and Wole Soyinka’s *Death and the King’s Horseman*.

Providing a choice of literature and topics to study also sends an important message to students—that they are responsible for the content and direction of their own education, Ms. Rennert-May says. Students can glean important insights from the wide range of texts on offer, he says. “You can learn something from Huck Finn; you can also learn something from reading Philip Roth.”

In many ways, the English 3 and 4 courses reinforce the belief that what students read is perhaps less important than how they read it. As Ms. McCampbell explains, “The English department’s conviction is that close reading, deep reading, and spending a lot of time on a little bit of text are the things that are most important to learn.”

So teachers are careful not to overload students with too much reading. “When we take that time and really invest it in some topic or text and get students to think about it in a variety of ways, you can get at something really rich,” Mr. Rennert-May says.

In Ms. McCampbell’s *King Lear* class, students devote several minutes to a single line uttered by Edmund: “Am I in the ranks of death,” he tells Goneril. If they’re looking for their teacher to give them the answer, they quickly learn she doesn’t have one. “That line just tantalizes me,” Ms. McCampbell confesses.

The students debate possible readings. Is Edmund saying he is in Goneril’s service until his own death? Does “ranks” of death” imply that Goneril and Edmund are in league to kill Goneril’s husband? And what about that word might be gay. The student found evidence throughout the text to support the idea and made it the central claim of her final paper.

In addition to this detailed, line-by-line analysis, students offer their unfiltered reactions to the play and its characters. On this particular day, Goneril takes something of a beating.

“She wants Edmund more than her husband,” senior Rachel Conley observes. “That’s pretty awkward.”

“Goneril,” junior Edward Freeman observes tartly, “seems like the kind of person who would kill her own husband.”

Ms. McCampbell sees such remarks as a sign of students’ investment in the play. “I really want them to connect with the plays emotionally and not just intellectually,” she says. (One of her happiest moments this term, she says, was when a student remarked that she desired King Lear but loved *King Lear*.)

Mr. Rennert-May says strong opinions about plot and character can help to fuel students’ close reading. “If they don’t care about the characters or the story, then it’s very hard to care about looking deeper as well,” he says. “Their best work happens “if they have a stake, if they care.”

By the end of the class period, nothing has been resolved. Some students respect the Duke of Albany. Others don’t. Nobody is entirely decided on the meaning of “Yours in the ranks of death.” The discussion has raised more possibilities than clear conclusions. Ms. McCampbell wouldn’t have it any other way. “One of my tests of whether it’s a good class or not on any particular day is whether I learn from them,” she says. “Because if they’re really thinking, they’re going to see things that no one else has seen.”
Comic Timing

W. Kamau Bell prepares for his next upswing in the roller coaster business of comedy.

by Claire Zulkey

"My basic writing skills come from Lab: ‘Write a topic sentence; prove the topic sentence; conclude.’ That’s basically my comedy act, just with laughter.”

Although he would have preferred that Totally Biased last longer, the show had presented Mr. Bell with some challenges. Yes, he got to write, produce, and star in a nameplate television show, interviewing celebrities like actor Don Cheadle, chef Rocco DiSpirito, and journalist Rachel Maddow. But along with such highlights came the daily grind of a high-level position. “At some level I’m the CEO of Totally Biased,” came the daily grind of a high-level position. Before the show aired, he opened for comedy stars such as Dave Chappelle. And Robin Williams described Mr. Bell as “fiercely funny.” Yet for Mr. Bell, his most validating moment was not about big names or autograph seekers. Instead he cited “when I finally was made a feature comic”—the equivalent of middle management in standup comedy, between humble opener and star headline. “Even though I hadn’t been on TV, and nobody cared necessarily who I was, when I got to feature, that was the moment that was like, ‘I’m not a guy who’s trying to be a comedian, I’m actually a comedian.’ When Mr. Bell performs his Bell Curve on-campus show at college campuses, he is happy to pass his wisdom on to the next generation. Although the colleges usually set up Q&A sessions after his performances, “a lot of the students don’t have questions until I stay after the show and talk to people,” he says. “That’s where the real questions come out.” Often he’s asked for advice on how to get started in comedy, to which he replies, “Start right now. The sooner you start, the sooner you can get good at it.”

The students are often just grateful that Mr. Bell is there to perform his act, which addresses race, politics, and gender in America. Especially at non-historically black colleges, “I’ll get these black kids who are like, ‘Somebody else understands what I’m going through.’ I spent a lot of my life being the only black kid around, that I’m saying something that’s true to my personality.”

Mr. Bell appreciated comedy even as a child. “I saw Eddie Murphy’s Delirious on VHS at an age at which I was probably too young to be interested in seeing it.” An only child, he connected with the lonely standup: “I felt like I was onstage by myself the whole day.” There was something about the comedy he saw that looked cool except being a superhero. Traveling between divorced parents, Mr. Bell attended numerous schools in Boston, Chicago, and Alabama. Finally his mother enrolled him at Lab, where he stayed for three years until graduation. “Mom was like, ‘By hook or by crook, I want you to go to the school that you’ll be the best at.’ It was difficult for him, for his mother, who self-published books of famous black quotations, to afford tuition. Her motivation was, as Mr. Bell put it, “You just need to go to this school because it will prepare you for your future.”

After graduation, Mr. Bell attended the University of Pennsylvania for a time, returned to Chicago to take classes at Second City and work on his act, and in 1997 moved to San Francisco, where he struggled at standup before putting together The W. Kamau Bell Curve. Even when Totally Biased was in full swing, growing from a weekly show to four nights a week, Mr. Bell’s mother remained a touchstone. After each episode, she would text him to let him know her favorite jokes. “My mom is the laughter I am always going for,” he says. “It means that I am saying something that’s true to my personality.”

Two days after the cancellation news, Mr. Bell was considering his future. “Now I get the chance to find a new ‘thing’ and to see how that goes. That’s amazing,” he wrote on his blog. “‘The show was canceled. I’m not canceled. 99.999% of stand-up comics don’t get this far.’ … I am literally boiling over with ideas, and I can’t wait to see [my daughter], and it’s hard.”

"I feel like Lab had given me such a high level of basic education that the rest of my life could be up to me.” Although Mr. Bell didn’t explore comedy until after graduation, Lab gave him the skills to do it. “A lot of comedy is just persuasive writing,” he says. “My basic writing skills come from Lab: ‘Write a topic sentence; prove the topic sentence; conclude.’ That’s basically my comedy act, just with laughter.”

Mr. Bell appreciated comedy even as a child. “I saw Eddie Murphy’s Delirious on VHS at an age at which I was probably too young to be interested in seeing it.” An only child, he connected with the lonely standup: “I felt like I was onstage by myself the whole day.” There was something about the comedy he saw that looked cool except being a superhero. Traveling between divorced parents, Mr. Bell attended numerous schools in Boston, Chicago, and Alabama. Finally his mother enrolled him at Lab, where he stayed for three years until graduation. “Mom was like, ‘By hook or by crook, I want you to go to the school that you’ll be the best at.’ It was difficult for him, for his mother, who self-published books of famous black quotations, to afford tuition. Her motivation was, as Mr. Bell put it, “You just need to go to this school because it will prepare you for your future.”

After graduation, Mr. Bell attended the University of Pennsylvania for a time, returned to Chicago to take classes at Second City and work on his act, and in 1997 moved to San Francisco, where he struggled at standup before putting together The W. Kamau Bell Curve. Even when Totally Biased was in full swing, growing from a weekly show to four nights a week, Mr. Bell’s mother remained a touchstone. After each episode, she would text him to let him know her favorite jokes. “My mom is the laughter I am always going for,” he says. “It means that I am saying something that’s true to my personality.”

Two days after the cancellation news, Mr. Bell was considering his future. “Now I get the chance to find a new ‘thing’ and to see how that goes. That’s amazing,” he wrote on his blog. “The show was canceled. I’m not canceled. 99.999% of stand-up comics don’t get this far.” … I am literally boiling over with ideas, and I can’t wait to get started.”
Teachers, staff, and 626 nursery school through second-grade students have settled into new quarters at Earl Shapiro Hall (ESH). As crisp autumn gave way to early winter, the sense of exploration and possibility that comes with a big move was still in the air. “A move as significant as this is both exciting and stressful. You are planning for a space that you have not spent much time in,” says Nursery/Kindergarten Principal Carla Costa. “You need to live in a new home for a while to get a feel for it. And living in the building—with the children—has helped reveal all sorts of ways we can take advantage of the new space.”

Some teachers who may have felt uncertainty as the school year began say their students’ enthusiasm is infectious. “The kids love this building,” says Maureen Movrich. “They’re so happy to be here.”

By the time winter break had arrived, teachers had put the architecture and layout of Earl Shapiro Hall to use in any number of ways.

**Transparency**

Step inside any classroom and you’ll notice the outdoors. Floor-to-ceiling windows offer broad views of Jackson Park, the east and the play-areas with two-lined Metra tracks beyond to the west. Besides providing abundant natural light, the windows will invite children to learn.

By Elizabeth Station

**Architectural Revelations**

Only with time can teachers truly discover all that a new building has to offer.
Office. Principal Susan Devetski waves to arriving connections: every morning Primary School students complete these “peer portraits.”

When Wendy Minor had an idea. Kids chose a partner, while one went outside and stood close to the window, the other used a block. Sharpii traced his friend’s face on transparent paper taped to the glass. After drawing the outline, they added a layer of day to the face tracings to complete these “peer portraits.”

The building’s transparency fosters other connections: every morning Primary School Principal Susan Devetski waves to arriving students from her glass-walled second-floor office.

“The building offers so much potential that we can’t even imagine how we’re going to use it yet,” says first-grade teacher Amy Landry. “That’s what makes it so exciting.”

Christina Hayward. The teaching environment extends beyond the patio and playgrounds. At Jackson Park—connected to ESH by a new crosswalk—Marti Randazais’s nursery students watched a rabbit run down a hole.

Community Spirit

Honoring tradition, the school year’s first Lobby Sing was telecast from ESH to Blaine Hall. And the buddy program is going strong, with older children walking or taking the shuttle to see their younger friends. Nursery and kindergarteners (along with their Primary School peers) enjoyed Fall Festival and the Halloween parade under the same roof.

Now that they go to school together, nursery students see their kindergarten friends regularly, which didn’t happen when the older kids left Woodlawn for the “big school” in Blaine. “That continuity is especially important for small children,” says Ms. Movrich.

Throughout ESH, classrooms are arranged in pairs with smaller breakout rooms between them, creating a “swing space” for housekeeping play, big blocks, or art projects. Each set of teachers has the freedom to determine how their adjoining spaces will use the space. And they find that sharing the space leads to spontaneous collaboration and exchange of ideas—a new kind of community.

**Smart Design**

Arching outward toward Stony Island Avenue and stretching down the block, ESH makes a bold impression. In October it caught the eye of Blair Kamin, the Chicago Tribune architecture critic, who wrote a column praising the building as an example of “smart school design.”

“The cantilevered library succeeds as a piece of architectural sculpture,” Mr. Kamin added, “suggesting a bird ready to take flight.” Along with the spectacular design and views, there are practical reasons to like the third-floor Lisa Family Library: its bookshelves are separated from a story room, so multiple classes can use the space at the same time.

Teachers helped design ESH with children and curriculum in mind, so it contains many improvements they suggested. In one of the building’s two kitchens, Amy Tomaszewski roasts pumpkin seeds for her kindergartners to use as a snack and a counting exercise. Teachers solved the problem by covering the motion detectors, sometimes with puppets. After a toilet overflowed in Ms. Movrich’s room, she pressed the intercom button to alert the office. Ms. Young quickly appeared to investigate the situation. “It’s a good thing we have a toilet button!” a little girl remarked.

Technology aside, there is continuity between the old location and the new one. Ms. Tomaszewski is pleased when people say that her ESH classroom reminds them of the one she had for ten years in Blaine.

As teachers and students interact with each other and with their surroundings, they are gradually making the place their own. “The building offers so much potential that we can’t even imagine how we’re going to use it yet,” says first-grade teacher Amy Landry. “That’s what makes it so exciting.”

One day, Ms. Movrich’s nursery students saw a thunderstorm approaching. “Let’s paint the rain!” they exclaimed, as teachers set up easels for an impromptu art experience.
Damaris Hendry Day, ’46, PhD’50, a retired member of the University of Chicago Office of Admissions, died August 31. A lifelong Hyde Park resident, she worked for the admissions office for 33 years, retiring in 1992. She also was an artist. Survivors include a niece, Cynthia Henry-Phillips, ’45, PhD’50. A gathering in honor of her life will be held at Nichols Park on May 20. RSVP to her nephew, Peter Chapin, at 815-922-5563 or hamill520@optonet.net

Ruth Irwin Wilson, ’41, a longtime resident of Port Washington, NY, died in April at age 88. Born in Toronto, Canada, she moved to the United States as a child when her father, William Andrew Irwin, was appointed professor of Old Testament at The University of Chicago. She attended the Laboratory Schools from kindergarten through high school graduation. After a year of studying at the University of Chicago, she continued her studies at the University of Toronto, graduating in 1946 with an honors BA in English. In later years, she received an MA in theatre from Eastern Illinois University. She was a journalist, playwright, poet, puppeteer, singer, wife of lawyer Wilfred Wilson, mother of three daughters—Mary, Helen, and Susan (deceased)—and one granddaughter. Her most significant final project was a biography of her distinguished father. Her four siblings also attended Lab. Robert Irwin, ’37 (deceased); Mary Irwin, ’39 (deceased); Joan Irwin Walker, ’45; and Susan Irwin Smith, ’48. A memorial service will be held in Port Washington on July 13, attended by family and friends including Betty Wright Rose, ’45, an Irwin family friend for 80 years. Ruthie ashes will be scattered in summer 2014 near family friends for 80 years. Ruth’s ashes will also be attended Lab. The final project was a biography of her granddaughter. Her most significant work was the mother of three daughters—Mary, Helen, and Susan (deceased)—and one granddaughter. Her most significant final project was a biography of her distinguished father. Her four siblings also attended Lab. Robert Irwin, ’37 (deceased); Mary Irwin, ’39 (deceased); Joan Irwin Walker, ’45; and Susan Irwin Smith, ’48. A memorial service will be held in Port Washington on July 13, attended by family and friends including Betty Wright Rose, ’45, an Irwin family friend for 80 years. Ruthie ashes will be scattered in summer 2014 near family friends.
In Remembrance

Janet D. Rowley, ’42, PhB’45, SB’46, MD’48
1925–2013

A pioneer in connecting the development of cancer with genetic abnormalities, Janet D. Rowley, ’42, PhB’45, SB’46, MD’48, the Blum-Riese Distinguished Service Professor of Medicine, Molecular Genetics & Cell Biology and Human Genetics at the University of Chicago, died from complications of ovarian cancer on December 17 at her home. She was 88.

Before Dr. Rowley, few scientists suspected that chromosomal aberrations caused cancer. Beginning in the 1970s, however, she made a series of fundamental discoveries demonstrating that specific chromosomal changes discovered caused certain types of leukemia.

Dr. Rowley’s discoveries changed the way cancer was understood, opened the door to development of drugs directed at the cancer-specific genetic abnormalities and created a model that still drives cancer research.

Nevertheless, she struggled for years to convince her fellow researchers. “I became a kind of missionary,” she often said, “or maybe I should say, ‘I was too often the lone voice’.”

In 1940, Dr. Rowley, then 15, won a scholarship to enroll at the Laboratory Schools as part of the Hutchins plan for education at the University of Chicago, which combined the last two years of high school with the first two years of college.

In 1944 she was accepted into the University’s medical school, but the quota—three women out of a class of 65—was already filled, “so I had to wait nine months,” she said in an interview. “I was only 19 at the time, so it wasn’t a great tragedy.”

On December 17, 1948, at age 23, she graduated from medical school. The next day, she married fellow medical student Donald, ’46, and is survived by three sons, David, Robert, ’78, and Roger, ’81; and five grandchildren, including Jason, ’08, Jennifer, X’10, and Gil, ’12.

She will be dearly missed by her son, Donald, ’69, and is pre-deceased by her husband, Donald, who died in 2013. She was pre-deceased by her son, Donald, ’69, and is pre-deceased by her son, Donald, ’69, and is pre-deceased by her son, Donald, ’69, and is pre-deceased.

Her husband, Donald, died in 2013. She was pre-deceased by her son, Donald, ’69, and is pre-deceased.

In 2011. After becoming ill, he moved to the Michigan City Public Library until his death. He was a member of the Knights of Columbus. Janet D. Rowley, ’42, PhB’45, SB’46, MD’48

In 2011. After becoming ill, he moved to the Michigan City Public Library until his death. He was a member of the Knights of Columbus.

She was a student manager at Linde LLC. If you would like to honor his memory of Win to the Library Fund or the Office of Alumni Relations and Development at 779-702-7078.

Scanning a prototype spread for the 2014 U-Highlights, Louis Harboue and Subrina Holland work on design in the yearbook. Louis is design consultant and Subrina an editor-in-chief.

Whiz kid designer excels in school and out

By Hebah Mansour

Editor-in-Chief

"I was standing on the same stage Stacia de Jorio worked on for the last 30 years. I used to watch the Apple special events, and it was so impressive. I was actually there in theauditorium. I was there with my parents, but at the same time there was a sense that I had my own full circle."

Fenster, Louis Harboue remained after dropping in to see the Apple Expo during the Worldwide Developer’s Conference in front of 5,000 attendees in San Francisco last June. Louis was one of three students who won an award out of 100 chosen for a scholarship to the conference. At age 12, Louis designed an app built by current U-High senior Sam Kapil. Features on Louis and him were in the Chicago-Sun Times, WGN News and CNN.

Dr. Rowley was a pioneer in what is now called “translational research,” the direct application of laboratory studies to understanding and treating human disease,” said Richard L. Schilsky, a former UChicago chairman and now chief medical officer of the American Society of Clinical Oncology. “Her life work was to find the foundation for personalized cancer care and targeted therapy.”

Louis was a member of the Knights of Columbus.

He is survived by his parents, William Spann, ’95, and his brother, William Edward Spann III, ’95, and four nieces and nephews.

"I was standing on the same stage Stacia de Jorio worked on for the last 30 years. I used to watch the Apple special events, and it was so impressive. I was actually there in theauditorium. I was there with my parents, but at the same time there was a sense that I had my own full circle."

Fenster, Louis Harboue remained after dropping in to see the Apple Expo during the Worldwide Developer’s Conference in front of 5,000 attendees in San Francisco last June. Louis was one of three students who won an award out of 100 chosen for a scholarship to the conference. At age 12, Louis designed an app built by current U-High senior Sam Kapil. Features on Louis and him were in the Chicago-Sun Times, WGN News and CNN.

"I was standing on the same stage Stacia de Jorio worked on for the last 30 years. I used to watch the Apple special events, and it was so impressive. I was actually there in theauditorium. I was there with my parents, but at the same time there was a sense that I had my own full circle."

Fenster, Louis Harboue remained after dropping in to see the Apple Expo during the Worldwide Developer’s Conference in front of 5,000 attendees in San Francisco last June. Louis was one of three students who won an award out of 100 chosen for a scholarship to the conference. At age 12, Louis designed an app built by current U-High senior Sam Kapil. Features on Louis and him were in the Chicago-Sun Times, WGN News and CNN.

"I was standing on the same stage Stacia de Jorio worked on for the last 30 years. I used to watch the Apple special events, and it was so impressive. I was actually there in theauditorium. I was there with my parents, but at the same time there was a sense that I had my own full circle."

Fenster, Louis Harboue remained after dropping in to see the Apple Expo during the Worldwide Developer’s Conference in front of 5,000 attendees in San Francisco last June. Louis was one of three students who won an award out of 100 chosen for a scholarship to the conference. At age 12, Louis designed an app built by current U-High senior Sam Kapil. Features on Louis and him were in the Chicago-Sun Times, WGN News and CNN.

"I was standing on the same stage Stacia de Jorio worked on for the last 30 years. I used to watch the Apple special events, and it was so impressive. I was actually there in theauditorium. I was there with my parents, but at the same time there was a sense that I had my own full circle."

Fenster, Louis Harboue remained after dropping in to see the Apple Expo during the Worldwide Developer’s Conference in front of 5,000 attendees in San Francisco last June. Louis was one of three students who won an award out of 100 chosen for a scholarship to the conference. At age 12, Louis designed an app built by current U-High senior Sam Kapil. Features on Louis and him were in the Chicago-Sun Times, WGN News and CNN.
The Annual Fund
Make a difference. Make a donation.

<table>
<thead>
<tr>
<th>a few examples...</th>
<th>professional development</th>
<th>student financial aid</th>
</tr>
</thead>
<tbody>
<tr>
<td>field trips</td>
<td>classroom improvements</td>
<td>sports teams</td>
</tr>
<tr>
<td>library books</td>
<td>art supplies</td>
<td></td>
</tr>
</tbody>
</table>

...of what the Annual Fund does for Lab

These are just a few of the things made possible by your unrestricted gift to the Lab Annual Fund, an indispensable resource for Lab that gives the Schools the flexibility to put your contribution to work where it is needed right now.

To make your gift to the Annual Fund
Call: 773-702-0578
Email: development@ucls.uchicago.edu
Go online: www.ucls.uchicago.edu/support-lab

Save the date

New York City Regional Reception
Wednesday, April 30

Los Angeles Regional Receptions
Spring

Alumni Weekend 2014
June 5–8

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