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Dear Friends,

It continues to be a privilege to help guide the Laboratory Schools through what is already a very rewarding year. The sense of enthusiasm from the start of the year has carried through and we start 2017 with an energy that has only grown. Our students and faculty have settled into their classrooms and their focus has turned to the teaching and learning—in and outside the classrooms—that energizes all of us. The school year has already brought with it an enormous amount of wonder and excitement. Here are just some of the highlights:

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The October Parents Fund Drive, our newly inaugurated approach to the annual campaign, was a big success. Led by Co-chairs Christie Henry and Michele Seall with a group of 30 volunteers, Lab doubled parent participation to 50%.

In October, we held two major community-building events: More than 500 people participated in Lab's Alumni Weekend tours, discussion panels, awards presentations, and social events; And Lab Cordoned-off Kambak Avenue for a Board-hosted Family Festival to celebrate the end of construction and draw attention to the Parents Fund Drive.

Lastly, Lab returned its formal report to the ESACS accreditation Visiting Team report, accepting all of the major ISACS recommendations. The thread connecting several of these recommendations is that there is work to be done to bind together a community that, while strong and passionate about its School, has been through a period of significant institutional change that has affected its members’ sense of belonging. It is to these concerns that much of our work this year has been addressed and on which I believe there has already been substantial progress. We know that our success comes only with the full participation of our community, parents, faculty, staff, alumni and children.

Thank you all for all you do for Lab.

Beth A. Harris

LabLife

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FROM INTERIM DIRECTOR
BETH A. HARRIS

Wonder and excitement

Street Books and student-run organizations: children exchanged in the realm of 10,000 books during our annual Book Swap, and the UHS, Ms. Boardman, group, Belle Canto, gave a “pop-up” concert which rang through the halls.

Incredible people regularly visit our Schools and make the experience of being a student—or an adult—at Lab that much richer. So far this year, Lab has welcomed a host of our amazing alumni, UChicago professors, and two MacArthur “Genius” grant winners.

The student assemblies that take place in Gordon Parks Auditorium are remarkable: at a recent Lower School assembly two students gave presentations on hobbies they enjoy. The fourth grade who codes games using Tynker had clearly practiced his outstanding presentation—the whole place cracked up at his humor.

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Carrie Collin likes to take her nursery school class on walking field trips around the University campus. One fall, just north of Rockefeller Chapel, they discovered “a tremendous buckeye tree,” says Ms. Collin. “We gathered as many buckeyes as we could carry and took them back to the classroom for various activities—math, art, science, sensory,” she says. “Plus, having a buckeye in your pocket is supposed to bring you good luck.” Visiting the buckeye tree became an annual event for her.

Then one year a strong storm blew through. When Ms. Collin took the children to check on the buckeye tree, they discovered it had been struck by lightning and half of it was gone. The students worried that the tree would be removed, but it wasn’t. “We have watched over the past few years that the tree has recovered and continued to grow,” says Carrie Collin.

“City in a garden

Nursery and kindergarten students find plenty of nature to enjoy in Chicago

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Recommended reading

New to town, Nicole Hood, director all-schools programs & partnerships, recommends Brian Doyle’s *Chicago: A Novel*

B rian Doyle’s recent work *Chicago: A Novel*—a vaguely magical-realist, quasi-memoir—is partly an extended description of the city at a particular moment in time (the late 70s or early 80s), and part bildungsroman. In the novel, an unnamed protagonist/narrator recalls immediately after graduating for a Catholic magazine, the moment in time (the late 70s or early 80s), and of the city—its diversity, its mix of old and new, both its history and possibility. Chicago, the city, creates the real magic in Doyle’s novel, and the reader only has to try, just a little, to believe.

In *Ted Ratliff’s* second-grade classroom at Lab, you won’t find a typical botany unit involving lessons and worksheets. What you will find is children beaming with pride over the vegetable and herb garden they grew themselves, complete with trellises that they designed and built themselves.

Mr. Ratliff is a self-described “baseball junkie” who uses teamwork concepts to energize and unify his students, saw this unit as a golden opportunity to incorporate Lab’s core philosophy of experiential learning. After studying germination and photosynthesis in the classroom, his students planted their garden. Noting that some of the climbing plants, such as tomatoes, would need the aid of trellises as they grew, Mr. Ratliff broke the students into small groups to draft trellis designs. Next came the best part: working in Earl Bus’s, and Mr. Burns, a hard-bitten, old-school news editor for whom the narrator works all spring to mind in a vast canvas of quirky characters. But all of these are outshined and overshadowed by Edward, Mr. Pawlowsky’s canine companion, who performs superhuman feats of protection, counsels individuals of various species, and studies Abraham Lincoln. And somehow, in this paean to the nostalgia of young adulthood, all of these elements mostly work.

Anyone who has searched for themselves in a new job or in new place can relate to the narrator in *Chicago*. Anyone has found themselves swept up in the headiness of a new environment will understand the narrator’s love of the city—its diversity, its mix of old and new, both its history and possibility.

I *would love to have them build their own rockets. I haven’t run that idea by Louis yet, though,* Mr. Ratliff adds with a laugh. Shapiro Hall’s makerspace to bring their ideas to life. Centrally-located and surrounded by windows, the walls of the makerspace are stacked with bins containing a multitude of building materials—dowel rods, bendable wire, bottle caps, and aluminum cans. And, of course, there are tools—everything from simple screwdrivers and hammers to serious power tools, such as electric saws and drills.

“I was nervous at first about letting them use the power tools,” Mr. Ratliff admits, “but they did great.” *Louis Coronel— Lab’s technology coordinator who runs the makerspace—and I supervise the students closely, and they know if they act silly or unsafe they won’t be able to use the makerspace anymore. That’s the last thing they want.*

Working on such a large-scale project allowed students to learn not only about the importance of careful planning, but how to regroup and adjust when things don’t go according to plan. For example, even though there is ample natural light in the makerspace, the energy-efficient windows were designed to block out UV light. The students quickly learned that this lighting was not ideal for plant growth, and three UV lamps were brought in.

“The quality of the work they produced was astounding,” says Mr. Ratliff. “You wouldn’t expect second-graders to be able to build seven-foot-high trellises, with such clean-looking joints. They measured and executed everything so well.”

With their botany unit complete, the students are now back in the makerspace to create their own robots. What’s next? “I would love to have them build their own rockets. I haven’t run that idea by Louis yet, though.” Mr. Ratliff adds with a laugh.
A political scholar, a minister, and two “Genius” grant winners walk into a school...

Every year, Lab welcomes intellectual and artistic leaders into our classrooms. Some are parents or alumni, many are connected to UChicago, and others come from across the country to deepen the learning experience for students, faculty, staff, and parents. The school year is not even half over and already these individuals have shared their knowledge, skill, and inspiration:


Kate Hannigan, Lab parent and author of The Detective’s Assistant—her historical fiction debut, which received the 2016 Golden Kite Award for best middle-grade novel, and Cupcake Cousins.

Sara Lawrence-Lightfoot, sociologist and the Emily Hargrove Fisher Professor of Education at Harvard. She received the MacArthur Award in 1984, and is slated to become the first African American woman in Harvard’s history to have an endowed professorship named in her honor.

Charles K. Bobrinskoy, ’77, MBA ’83, vice chairman and head of investment group at Ariel Investments.

Adam Gottlieb is Lab’s Poet in Residence. Listen to him yourself at http://www.louderthanabombfilm.com/about-the-poets.php

A Galapagos turtle, an armadillo, dozens of birds, and hundreds of other specimens live in Blaine Hall in a third-grade science room. The very old (and very delicate) taxidermy collection has a storied but not necessarily fully confirmed history.

According to emeritus science teacher Jan Housinger, Nathan Leopold, the infamous Lab and UChicago alum (yes, the murderous one) did at least some of the work. Leopold, at a very young age, was widely acknowledged to be an ornithological expert and known for his collection of 3,000 bird specimens housed in the third-floor study of his Hyde Park home.

As for the stuffed otter, Mr. Housinger recounts, “The river otter was added to our collection by a parent who trapped the animal and got in trouble with the authorities for trapping an endangered species. He got out of the jam by saying that he would have it stuffed and given to an educational institution.” A large fish supposedly came from a family after the husband brought it home only to find it was an unwelcome addition to his home décor. “The otter and the fish are recent (within the last 30 years),” says Mr. Housinger. “The other animals date back to before I was born—and I’m 75 years old.”

Other than oral history, Lab has not uncovered any documentation about the collection. Current science teachers Daniel Jones and Jeff Maharry, who spent a good amount of time studying and cataloging the specimens, did not come upon labels or names.

>> KNOW MORE LORE? PLEASE SHARE IT WITH LAB BY EMAILING ALUMNI@UCLS.UCHICAGO.EDU.
Pleasure in the job, no perfection needed

Classroom jobs help children build confidence and competence

If every nine-to-fiver's dream is a job that's more than just a job, then Lab's kindergartners are living the dream. Helping out in class starts back in nursery school, but kindergarten is where on-the-job training truly enters the kindergarten room. "The whole idea," says Rita kindergartener, "is that learning should have a context that's meaningful for the children."

Each kindergarten class handles jobs differently, from the types and names of jobs to how often students switch jobs and partners. (Almost all of the jobs are done in pairs, so students have the chance to learn from one another.) In Ms. Rita's room, they rotate every day; which means students get plenty of opportunities to serve as mathematician, journalist, material manager, milk helper, or the all-powerful "placemat" position.

"Everybody loves that job," Ms. Rita says, because those students get to decide where everyone—including the teachers—sits for lunch that day. In doing so, they learn how to read their classmates' names and sort them into tables that include a mix of both boys and girls. No standing a single girl at a table full of boys or vice versa, unless someone says it's OK.

All the jobs feature similar multistep processes, which require some handholding in the beginning. By the last week in October, however, Ms. Rita's room is a well-oiled machine. When students come in each morning, they go right to work with their partners. "When they need help," she says, "we support it, but we hope that between the two of them they can figure it out." By 10:30 a.m., when the class gathers in a circle on the rug, some of the job pairs need to be ready to report. The mathematicians talk about what day it is in the course of the school year—for example, the 37th—and lead the class in different ways to count up to and down from that number, among other patterns. The journalists report on a fact specific to that day, the schedulers preview where the class will be going and when, and the meteorologists discuss the temperature, starting by noting patterns like the number of yellow (warm) versus green (cold) days and working their way up to learning what the numbers on the thermometer mean.

Each job, Ms. Rita says, gets a bit more complicated as the year goes on, "growing with their development and their understanding of numbers, of letters and words, of proportions, and the science of what happens with weather." Students get plenty of opportunities to serve as mathematician, journalist, material manager, milk helper, or the all-powerful "placemat" position.

Because the kids love doing the jobs, Ms. Rita encourages parents to foster that passion at home, whether it's sweeping the floor and cleaning up, keeping a calendar, or helping with the grocery list. "I say take advantage of it while you can," she says, "because it's not going to last."

GIRLS VOLLEYBALL
Senior Avane Miller was named ISL Volleyball Player-of-the-Year. Seniors Tamera Shaw and Arianna Sanders joined her on the All-Conference team. Freshman Troy Johnson was named honorable mention All-Conference. The Maroons won the ISHA 2A Regional Championship hosted by U-High.

CROSS-COUNTRY
Seniors Elsa Erling and Liza Edward-Levy and sophomore Abraham Zeitvorkis qualified to run at the IHSAA 2A State Championships. The boys team won the 2A Regional Championship hosted by U-High at Washington Park. Elsa and Liza were All-Conference as was freshman Francis Wild. Junior Harrison Shapero joined Abraham on the boys All-Conference team.

GOLF
Senior Nikki Monte finished 36th in IHSAA Class A Golf Championship, the highest finish for any golfer in U-High history. Nikki shot a 172 for finish for any golfer in U-High at the IHSA 2A Regional Championship hosted by U-High.

SAILING
Senior Colleen Byamonn and juniors Lillian Nemeth and Sam Morin qualified for the InterScholastic Sailing Association National Invitational Regatta in New Orleans. The Maroons finished 4th in the qualifying races the first day and placed 12th in the country in the top gold division on the second day.

GIRLS TENNIS
In the highest finish in school history, the Maroons finished 6th place in the State scoring 19 points in the Class A State Championship meet. Senior Dhanya Asokumar finished 3rd in singles, and the doubles team of senior Delnaz Patel and junior Florence Almeda was named ISL Player-of-the-Year. The Maroons won the IHSA Sectional Championship. Seniors Beese McCormick and Sarah Gray joined their teammates, above, on the All-Conference team.
Boxes + ingenuity = the Cardboard Challenge

Think cardboard pandemonium: games like air hockey, ping-pong, and foosball shaped with scissors, tape, glue, and ingenuity. Whack-a-mole and air hockey transformed 250 four-foot-cubed boxes into anything they could think of. Father’s Day was a favorite, with handmade cards and bow-ties for dad. Another student built a bowling game; employed Legos as the bowling pins, and there were even a political game where you play to see who would win the presidential election.

As a teacher, he says, "You don’t have to work at Lab. "Our creativity is one reason he wanted to work at Lab. "Our kids said it’s great to be at a place where they can have fun as they learn," says Mr. Farrington, who brought the Cardboard Challenge to his previous school in Las Vegas last year. "They have the freedom to construct their own meaning behind what they’re doing."

Another student built a vending machine with different compartments. If you pulled a string, the chosen item fell into the dispenser. The foosball table used little green army men as the players, and the creators of the air hockey game covered the cardboard table with clear packing tape to give it a smooth surface. A bowling game employed Legos as the bowling pins, and there was even a political game where you play to see who would win the presidential election.

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As a teacher, he says, "An activity like this allows students to show their potential in unexpected ways. "I’ve learned not to put any student in a so-called box because they will surprise you. They’ll knock it out of the park and do something that you couldn’t even imagine," he says. "That means I can push the rigor of creative projects where they have to think abstractly around a lot of different things."

Providing opportunities to play with simple items—be it cardboard or even dirt—and work with their hands encourages imagination and openness, says Ms. Beaulieu. "You don’t have to motivate the students here," she says. "They love everything we do, and that’s how they act with the cardboard. The possibilities are endless in their minds."

For Mr. Farrington, this support of open-ended creativity is one reason he wanted to work at Lab. "Our kids will push the impossible to become possible."

Lab’s 288 students, now among the 750,000 kids in 70 countries who have participated, took over a multi-purpose room in Judd and transformed 250 four-foot-cubed boxes into anything they could think of. Allison Beaulieu, who showed Caine’s Arcade at the last faculty meeting before summer began, “Some students brought candy or tickets or prizes.”

One of her favorites was the artist studio, where the kids set up chairs and used the cardboard as their drawing table. “It was so heartwarming because that was their version of an arcade game, simply drawing people,” Beaulieu added. “All the games were very individual.”

Another student built a vending machine with different compartments. If you pulled a string, the chosen item fell into the dispenser. The foosball table used little green army men as the players, and the creators of the air hockey game covered the cardboard table with clear packing tape to give it a smooth surface. A bowling game employed Legos as the bowling pins, and there was even a political game where you play to see who would win the presidential election.

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Art and remembrance

Second-graders celebrate Day of the Dead

Dia de los Muertos, or Day of the Dead, is a joyous celebration of loved ones who have died. For the past four years art teachers Ana Romero and Ilia Mazurek have helped their second-grade classes honor departed friends, relatives, and neighbors as part of Day of the Dead, November 1. Ms. Romero and Ms. Mazurek set up two ofrendas, or altars, displaying traditional Mexican art the children had made, along with pictures of family, friends, neighbors, and even deceased historical figures.

For inspiration, the second-graders visited the National Museum of Mexican Art in Chicago’s Pilsen neighborhood and then made watercolors, drawings, paper cuttings, and traditional skulls and skeletons. The skeletons, made of Popsicle sticks, were active and funny rather than scary, according to Mexican tradition.

Ms. Romero quoted one of her students, who explained that the skeletons “are meant to make us laugh and help us not be afraid of death.”

The project, Ms. Romero says, highlights art’s potential to help understand other cultures. It also helps to facilitate discussions about death, “a subject space is not usually given to children unless death has touched their lives in some way.”
Any given Wednesday
New Middle School schedule opens up space to dive deep

The big news about the Middle School’s new modified block schedule of twice-a-week 90-minute classes on Mondays, Tuesdays, Thursdays, and Fridays comes with plenty of benefits: fewer between-class transitions, so less time spent digging books out of lockers and switching mental gears; more time to complete homework thoughtfully; and the chance to go deeper into each subject with the experiential learning that is Lab’s hallmark. Having 90 minutes for each subject, explains Principal Sandy Bixby, has required—and inspired—faculty to refresh their curricula and to be more ambitious about what they and students can accomplish during a single period. That means, for example, that one can introduce a new subject in science and start the lab the same day.

The schedule has also opened up time on Tuesdays and Thursdays for new electives for seventh and eighth graders, including offerings from librarians Cynthia Oakes and Tad Andracki, who debuted classes in storytelling and information literacy, respectively. And with 50 minutes, students are able to take lunch—really. Before the schedule change, students were so rushed some had to scarf sandwiches and hummus during tests. Now they can spend 20 minutes in the new Caf Lab Dining Hall and still have plenty of time to run a club, go see a teacher, or enjoy the longer time to chew and chill.

Then there’s Wednesday—a whole different animal,” says sixth-grade humanities teacher Kelly Storm, who helped spearhead the move to the new schedule. “We wanted to rethink Wednesday completely.”

Each hump day starts with a half-hour check-in for each class and then a 30-minute study period. Then, starting at 10:20 a.m., each advisory group—a 12- to 14-student cohort—can basically choose its own adventure. Sometimes it’s catching a rehearsal of an upcoming play or a poetry slam over in Gordon Parks Arts Hall. Another Wednesday might be a chance to discuss things like staying organized, internet safety, and how things are going in classes—those things we want to work on with kids that are important, in middle school in particular, but that you don’t have time to put in the rest of the curriculum,” says Ms. Storm.

More and more the advisory groups are using this extended block of time in the middle of the week to get out of the school and see what the world has to teach. They’re walking to the Museum of Science and Industry, the DuSable Museum of African American History, or Botany Pond. They’re touring Rockefeller Chapel or checking out murals under the Metra tracks. They’re going to Court Theatre, the Smart Museum, and the Oriental Institute (perfect for sixth-graders studying Mesopotamia). Or they’re simply bonding as a group with lunch from the food trucks that encircle the UChicago campus or over dollar milkshakes in the Reynolds’ Club.

They may even break Hyde Park’s scholarly bonds and take a bus to an urban farm for a few hours of service learning, or catch the train up to the Field Museum or the Art Institute. Once upon a time, trips so far afield would have eaten into other class periods, and the 10a.m. opening time for the downtown museums caused logistical headaches. These days, students and faculty have plenty of time to take in the art or get their hands dirty.

“Wherever they go, says Ms. Storm, “They’re starting to connect what we’re reading in the textbook, and it just makes it more real.”

In the Winter Garden on the Midway, Erin McCarthy’s fourth-grade students went on a “writing adventure.” After ten minutes of deliberately observing their physical world—a skill they learned in science class—the students opened their writer’s notebooks. Through lists, stories, sketches, and poems, some students wrote literally about their observations while others explored the thoughts stirred by the Winter Garden. The lesson: “Inspiration and ideas can be found anywhere,” says Ms. McCarthy.
Makers making music

Francisco Dean helps students make electronic music—with a human touch.

They’re called hemispheres: omnidirectional speakers made from Ikea wooden salad bowls. High School music teacher Francisco Dean’s students are building them as part of a project that combines woodworking, circuitry, and computer programming to create digital music, formed from a catalog of sounds and performed in real time like an analog orchestra. By November the students had created about a dozen sounds and were learning how to manipulate them.

“When you look on stage, there will not be a single conventional instrument,” says Mr. Dean. “Not even an electronic keyboard.” Some students will control the sounds using modified gaming controllers called Gametraks, originally meant to detect a golf swing. Others might use Ableton push controllers—pieces of hardware containing a grid of pads that when pushed coordinate with music sequencing software. And others might use a Seaboard RISE, which looks like a solid keyboard with molded keys, but “it’s designed to work off five separate dimensions of touch. It’s not just pressing the key but what you do while holding it down.”

The project, Mr. Dean says, is “a platform for research as well as a classroom for learning. The ensemble is modeled after Stanford’s Laptop Orchestra, which explores cutting-edge technology within conventional musical contexts. Lab is the only high school Mr. Dean knows of developing an ensemble with this type of concept. They could see the parts and know how speakers work and how to connect everything.” The goal is to make 10 speakers, documenting the construction of one to share with other would-be hemisphere makers.

The ensemble is modeled after Stanford’s Laptop Orchestra, which explores cutting-edge technology within conventional musical contexts. Lab is the only high school Mr. Dean knows of developing an ensemble with this type of concept. "It wasn’t until I got into digital music that I realized there’s a whole other kind of kid walking around these halls who has all this creativity you’d never know about." This talent might not reveal itself in band, orchestra, or choir, but some of them are already making digital music on their own, like one student who joined Mr. Dean’s digital music class and had already recorded several iTunes albums. “If you can find a way for them to come together,” he says, “you can discover kids who are doing amazing artistic things.”

In January the music department sends students and educators to the All State Festival and Music Conference in Peoria. This year Mr. Dean will present a technology clinic called Tapping Invisible Talent. “It wasn’t until I got into digital music that I realized there’s a whole other kind of kid walking around these halls who has all this creativity you’d never know about.” This talent might not reveal itself in band, orchestra, or choir, but some of them are already making digital music on their own, like one student who joined Mr. Dean’s digital music class and had already recorded several iTunes albums. “If you can find a way for them to come together,” he says, “you can discover kids who are doing amazing artistic things.”

In the Halls

Daniel Wheadon leads the computer science teacher Marty Billingsley, art teacher, and technology coordinator Professor Wang in PepTalk's project. (Mr. Dean found for components no longer available, so students had to document the construction of one to share with other would-be hemisphere makers.) The directions, however, called for components no longer available, so students had to design updates. “It came to the point where they weren’t even referencing the original instructions,” says Mr. Dean.

The ensemble is modeled after Stanford’s Laptop Orchestra, which explores cutting-edge technology within conventional musical contexts. Lab is the only high school Mr. Dean knows of developing an ensemble with this type of concept.

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Translating music into knowledge

The songs “relate directly to curricula that we teach on WWII and the French Resistance.”

Port-Blanc, where they shared meals, rehearsed music, and exchanged ideas and perspectives. “We would get together and have these really wonderful experiences talking about education and what we do and how,” Ms. Jackson says. “And this was in French. It was great to push myself and be back in an immersive environment.”

The workshop centered around the opera Mademoiselle Louise et l’Aviateur Allié (“Miss Louise and the Allied Aviator”) by Julien Joubert, which the Académie commissioned in honor of the 60th anniversary of France’s liberation from Germany during World War II. Set in 1944, Mademoiselle Louise tells the story of a Breton schoolteacher who hides an African fighter pilot after he crashes and is shuttled through nearby Plouha beach on his way to England.

After the trip, the teachers returned to their schools with new connections and new tools for teaching their French classes.

Says Ms. Jackson, “We are teaching our AP and seventh grade students some of the songs, which relate directly to curricula that we teach on WWII and the French Resistance and hope to have students perform the entire opera next year.”

“Music is so deeply ingrained. Once you learn a song, it’s really hard to forget it, so I think it’s a good way to learn language,” says Ms. Jackson. The opera’s narrative element, she adds, also makes it an effective tool for teaching history.

The committee for the Rhodes Scholarship—an international, postgraduate award for students to study at the University of Oxford—values well-rounded people. For eighth grade science teacher Jessica Hanzlik, Ohio’s first female Rhodes Scholar, “well-rounded” is an apt description. As an undergraduate at Ohio State, Ms. Hanzlik thought she wanted to major in math. “I loved calculus in high school. But once I started taking theoretical math classes, I realized what I really like about math was the way it can be used to model the physical world.” That’s physics, so she switched majors.

She also studied French, following an intensive study abroad summer program in which she fell in love with the language and the country.

When she started graduate school at Oxford in 2008, she studied particle physics, intending to earn a PhD. But after realizing during her first year that she enjoyed solving physics problems more than research, she decided to return home and teach. So she earned her master’s and studied comparative social policy.

Comparative social policy, Ms. Hanzlik explains, looks at the interplay of choices governments make in the developed world and how different countries allocate resources differently. “We think about health care, education, unemployment, and how the allocation of resources represents the underlying ideology of a particular government.” she says. “I thought studying that field would give me a bird’s eye view of how education fits into policy more broadly.”

Coming from a family of teachers—parents and grandparents—Ms. Hanzlik had wanted to be a teacher for a long time. After returning from Oxford, she started with Teach America in the greater Chicago area and later worked at an area charter school.

In June 2014, Ms. Hanzlik joined Lab, teaching seventh grade math before transitioning to eighth grade science this year. Her expertise in both physics and math gives her an edge, particularly with the eighth grade car project. Students design and build a car—using a wooden frame, circuits, and two batteries—capable of moving forward and backward and flashing in headlights, with each unit connected to topics being studied at the time in science. Moving the project from the classroom to the eighth grade gives students two more years of math experience.

Having taught math so recently helps Ms. Hanzlik make clear connections between what her students already learned and the skills they learn through the car project. They also can’t “pretend they’ve never learned about slope,” she jokes.

Ms. Hanzlik is also active at Lab outside the classroom. “We’ve got such a depth of knowledge among the teachers, and they share that through the clubs we offer,” she says. “The programs are unmatched.”

Behind the Scenes

Coaching the robotics club, science Olympiad, and the math team, she makes use of her science, math, and social policy backgrounds.

She has already learned and the skills they learn through the car project. They also can’t “pretend they’ve never learned about slope,” she jokes.

Ms. Hanzlik is also active at Lab outside the classroom. “We’ve got such a depth of knowledge among the teachers, and they share that through the clubs we offer,” she says. “The programs are unmatched.”
In mid-October, a record breaking 500+ alumni and guests returned to Lab for Alumni Weekend, which included campus tours, alumni awards, the third annual Mark Plotkin | Muriel Rosenthal Alumni Speaker event, a Family Festival, and a special “graduation ceremony” for alumni who left before graduating from U-High.

Classes ending in ’1 and ’6 celebrated milestone reunions at a giant collective class cocktail reception in the new Gordon Parks Arts hall, before breaking into smaller groups for dinners held all around the Lab campus.

Several classes established class scholarship funds in honor of their reunion.

“Alumni celebrating milestone reunions enjoyed exploring and reconnecting with Lab in a new way,” says Jiesi Zhao, Lab’s assistant director of alumni relations. “Labbies really care about Lab and each other—and several classes established class scholarship funds in honor of their reunion.”

MARGO JEFFERSON, ’64
Distinguished Alumna award, celebrating the accomplishments of an exceptional graduate whose professional achievements, personal lives, public or civic service, philanthropic or volunteer endeavors reflect dedication and meritorious accomplishments.


She received her BA from Brandeis University and a master of science from Columbia University’s School of Journalism.

SMITA N. SHAH, ’91
Rising Star Professional Achievement Award, recognizing one who has graduated in the past 30 years and made an impact in their field

Smita Shah is founder, CEO, and president of SPAAN Tech Inc., a multi-million dollar engineering and construction management firm with special expertise in infrastructure projects. Ms. Shah received the National Community Leader Award from the American Council of Engineering Companies. Selected by Crain’s Chicago Business as one of Chicago’s 40 under 40, she has held, and been recognized for, leadership roles in business, civic, cultural, and philanthropic arenas. Among her many roles, she: serves on the MIT Corporation Development Council; is vice chair of the Chicago Plan Commission, a board member of the Abraham Lincoln Presidential Library Foundation, a vice chair of the Regents for Loyola University Chicago and a trustee at Ann and Robert H. Lurie Children’s Hospital; served twice on the regional selection panel for the White House Fellows; participated in the past five Democratic National Conventions most recently, as a parliamentarian. She has a BSc from Northwestern, an MS from MIT, and a postgraduate certificate in management studies from Oxford University.

>> TO FIND OUT MORE ABOUT YOUR CLASS SCHOLARSHIP FUND OR HOW TO START ONE, PLEASE CONTACT JEREMIAH STEVENS AT JS@EVENSTUCS.EDU OR 773.702.5988.
In 1931 the [James] Rogers buildings [Blaine and Belfield] were connected by Charles Judd Hall, designed by Armstrong, Furst and Tilton, a Chicago firm whose credits are largely in churches, notably the Episcopal seminary in Evanston. Judd Hall fits in with Rogers's previous buildings with random ease. The same firm designed Sunny Gym in 1929, a solid Gothic revival design.

—University of Chicago: The Campus Guide, by Jay Pridmore

Historic (Campus) Renovation

The completion of the Lab+ Project

by Catherine Braendel, ’81

This fall marked the first time in five years that students arrived at a Historic Campus free of major construction. Notable among the changes: new High School spaces, a new Café Lab Dining Hall, and most significantly, the move into Judd Hall. Judd Hall is a building filled with history—and now, for the first time, it is completely filled by the Laboratory Schools. Over time it has housed the Department of Education, a women’s “clubroom,” another for men, and giant punchcard-driven computers used by statisticians. The building is named in honor of Charles Judd who served as the UChicago Charles F. Grey Distinguished Service Professor of Education, director of the School of Education, head of the Department of Education (1909–38), and chairman of the Department of Psychology (1920–25).

As part of the Lab+ renovation work, the University turned over to Lab full use of the 63,000 sq. ft. building, which underwent major renovation in preparation for this school year.

Thanks to a major overhaul of the seating area (lots of configurations) and the “servery” (lots of choices) Lab students, faculty, and staff are making significantly greater use of the Café Lab Dining Hall. The U-High Midway quotes Junior Megan Moran on the new cafeteria: “It’s really awesome to see all these kids from different grades hanging out together.”
Above: The first-floor lecture hall (the space formerly known as Judd 126) has been outfitted with moveable lounge chairs and is already being put to good use for a variety of purposes. Here children take a moment to dig into their selections from Lab’s annual Bookswap, which puts nearly 10,000 Lab family-donated books into new hands—the hands of other Lab students and the hands of students at a designated school in need.

Right: The glass-walled link that connects Judd to the Belfield West tower echoes the architecture of nearby Gordon Parks Arts Hall, which opened just last year.

Long, open hallways on the upper floors connect Judd to U-High and provide informal gathering spaces for students to socialize or just enjoy the sunlight that pours in through the enormous Gothic windows.
Above, bottom: Judd houses 14 classrooms, used primarily for High School English, math, and, for the first time, rooms dedicated to world language. Also, four academic departmental offices now provide work and meeting spaces for faculty.

Above and top right: Throughout the years, a very large room on the second floor of Judd Hall has served as the library for the now-closed UChicago Department of Education; as a cross-grade experiment started in the 1970s called the “Multiage Classroom”; and as Extended Day and teacher workspace. Now, it has returned to its original use: a library. The new Pritzker Traubert Family Library for U-High blends the original gothic details and wooden bookcases with modern furniture, computer databases, and bright collaborative workrooms.
Inaugural Parents Fund Drive doubles participation

In October, led by co-chairs Christie Henry and Michele Siegd, a group of more than 30 parent volunteers successfully executed the inaugural Parents Fund Drive, which doubled parent annual giving participation at Lab.

“The people who made this drive work could not have been more outstanding in their enthusiasm and effort,” explained Alice Dubose, Lab director of alumni relations and development. “These leaders are taking a fresh, grassroots approach to keeping our community connected to the Schools, and it’s working!” More than 500 families pledged to the Parents Fund. The idea for the one-month, highly focused Parents Fund Drive developed in the newly convened Parent Philanthropy Committee. An evolution of what had been the Development Committee, this new group successfully sought to engage a much broader range of families. The Parent Philanthropy Committee now encompasses more than 60 parents whose goal is “to make families see that they are integral to Lab,” explains Ms. Dubose.

To draw attention to the Drive—and to celebrate the end to major construction at Lab—the Schools’ Board of Directors hosted an All Families Festival on October 16. More than 400 people attended the Kimbark Avenue street fest.

The Parents Fund supports areas that are meaningful to Lab parents and relevant to their children:

- **Possibilities**, where Lab needs it most
- **Tuition Assistance**, becoming a Labbie
- **Academic Programs and Faculty Support**, sustaining and enriching leading edge programs
- **Co-curriculars**, learning beyond the classroom

**IF YOU ARE INTERESTED IN PLEDGING OR VOLUNTEERING FOR FUTURE EFFORTS, PLEASE CALL LAB’S OFFICE OF ALUMNI RELATIONS AND DEVELOPMENT, 773-702-0578, OR EMAIL:**

**PARENTSFUND@UCLS.UCHICAGO.EDU.**

**THE GENEROSITY OF TEACHER KAREN PUTMAN**

Teacher Karen Putman, who died in December 2015, has bequeathed to Lab her entire estate, in excess of $1.5 million, to be used according to her wishes for need-based financial aid.

Ms. Putman devoted more than 40 years to Lab, teaching and shaping multiple areas of the Schools and touching countless people along the way. “In many ways,” says Interim Director Beth A. Harris, “Karen is emblematic of the best of Lab—she was a person passionately interested in ideas and learning, one whose own education never ceased and who brought enthusiasm to her work at Lab as well as her outside interests.”

Says friend and college counselor Patty Kovacs, “For Karen, education was a single-minded, intentional drive toward excellence—for herself and for others. She set her sights very early in high school on attaining a college degree, even in the face of financial obstacles. She adamantly wanted every child to have the opportunity to come into her happy home at Lab.

Ms. Putman was an agile intellect. After earning a scholarship to Barnard, she took her first job in September 1971, teaching German at Lab in grades three through eight. Seeing how the world was shifting, she made it her mission to change academic disciplines, which she did with success. In the early 1980s she began teaching computer science in grades two through eight, while still teaching German until 1987. Having founded Lab’s computer science education program, she demonstrated a deft touch introducing new concepts and skills to her students.

Throughout the decades, she participated fully in the life of the Schools and served as a leader on many committees and by organizing professional development workshops. She served many terms as the Faculty Association president, and served as chair to both the foreign language and computer science departments.

She was assistant Middle School principal, 1979–80, and interim Middle School principal, 1992–93. Ms. Putman was instrumental in helping to found the Zena Sutherland Award in 1995, and for her excellence as an educator she received the Mary V. Williams Award for Excellence in Teaching in 2007.

Karen built deep and lasting relationships with her Lab family,” says Ms. Harris. “We are deeply honored and humbled by the depth of generosity she showed to this school and its members—both in her lifetime and in her passing.”
Travel with purpose

Middle Schoolers help a community in a small Ecuador town

By Megan E. Doherty, AM'05, PhD’10
fter two flights and eight hours, 13 students found themselves more than 9,000 feet above sea level in Ecuador—3,000 miles from home and in what seemed like another world. “Going to Ecuador was like going to outer space,” says Ela Chintagunta, an eighth grader at Lab. “It was very different in terms of people, culture, and landscape.” She was among the group of Middle Schoolers from Lab and the University of Chicago Charter School—Woodlawn who spent 11 days in the South American country this past August, engaged in service learning projects focused on environmental and economic sustainability.

While there, they got a firsthand look at indigenous politics, fair trade, and environmental impact, such as filtering sewage in an environmentally friendly way. And they learned how these same issues are relevant in Chicago. Teachers and administrators hope such a trip will cultivate future leaders who act to make a difference wherever they call home.

“This was a complex learning experience. They’re in another country without parents meeting kids from another school,” says John Pribik, who teaches eighth-grade math at UChicago Charter. “The diet is different, the daily routine is different. Where do you get your water? How do you sleep? I watched them change from judgmental to accepting to understanding, which is a really powerful thing to see.”

Although this was not the first time Lab has offered this enrichment trip, it was the first time the school has partnered with UChicago Charter. “The students go to school only five blocks from each other, but none of them had ever met before,” says Hannah Roche, Lab service learning coordinator. “Bringing them together so they could learn, use teamwork, and finish projects together was a way to foster relationships and build community.”

Receiving a $10,000 grant from the Exploratory Seed program to offset much of the cost, the group traveled with guides from Chasqui Treks, which is run by a professor at the University of Vermont who lives and teaches in Ecuador. Accompanied by two chaperones from each school, the students arose at 7 a.m. each day and breakfasted on eggs, bread, and coffee—the students arose at 7 a.m. each day and breakfasted on eggs, bread, and coffee—their first for the first time. The juices were made from fruits like chirimoya, mampostos, and naranjilla. Lunch included soup and popcorn—students made like locals and put the popcorn directly into the breath. In addition to rice, meat, and salad, the feasts sometimes included fried plantains and beans.

One morning they headed 70 miles north to Lago Caiwucha, a lake that formed in the crater of a volcano that collapsed on itself. During the boat tour, they suspiciously eyed bubbles coming up from the still-active volcano.

Back on land, science teacher Tony Del Campo used the adventure as an occasion to teach the students about geology. “Rocks tell stories. You can pick one up and read the history of the landscape from it.” Some rocks around the volcano site told the students that they cooled underground and were brought to the surface quickly. “It’s like being a rock detective,” Mr. Del Campo says. “Along the way, the kids were picking up different rocks and talking about what they were telling them.”

That night, the students watched performances of pre-Hispanic and pre-Inca fertility and harvest dances while musicians played local wind and percussion instruments.

On their third day, they made their way to their home base in Pucarí, another 100 miles from Quito. They spent the day at Finca la Fe, a 10-hectare nonprofit education center and organic farm that yields cirus, yuca, raspberries, pineapple, avocado, beans, and corn. During the tour they learned about organic farming, the effects crops can have on the body and the soil, and about subsistence farming—growing enough for you and your family with a small amount left over for trade.

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THE STUDENTS WERE SPLIT INTO TWO GROUPS, WITH ONE BUILDING A COB OVEN AT FINCA LA FE AND THE OTHER LAYING THE FOUNDATION FOR A KITCHEN AT FLOR DE MAYO, A 120-HECTARE “CLOUD FOREST” RESERVE THAT IS ONE OF THE WORLD’S 10 MOST BIODIVERSE ECOSYSTEMS.

“What I can bring back from this trip is how our country should put more thought into eco-friendly solutions, which will save money and our environment,” says Max Poline, now a ninth grader at U-High. “In Pucarí they use cattail reeds for that the road to the building site. They shoveled sand and carried it in bags from the river, along with large rocks and water. They mixed concrete by hand and leveled the ground using hoes and shovels.

For the cob oven, the students molded sand, clay, and straw around a plastic jug, where it solidified into a hard shell. This
What would Dewey do?

Lab teachers develop engaged citizens

By Jeanie Chung
John Dewey's belief in experiential learning is widely known, but equally important to him was teaching students to take an active role in bettering their community. Throughout the Schools, Lab teachers work to achieve Dewey's ideals.

For Dewey, says U-High English teacher Catie Bell, PhD'07, democracy was “a way of being in the world where you live cognizant of your contributions to others, where you can make a difference. And where you can make a difference.”

A Foundation of Community

It begins in Nursery School, where each class begins the day with a morning meeting. In Meredith Dodd’s classroom, it, her assistants, and a rotating student greeter shake the hands of every student who comes in. The meeting takes place in a breakout room, separate from the regular classroom, Ms. Dodd says, “so we can focus on each other and not have too many distractions. It’s the one time of day that we are all together in one place.”

After deep breathing and a morning greeting song, there’s business to be addressed: an overview of the day’s schedule and attendance. But even that task is far from routine: The teachers and students mention students who are not there as well as the ones who are, so that even if a student is absent, “you know you’re being thought of,” Ms. Dodd says. Next, students can share items they’ve brought in—a flower, a fall leaf, an interesting rock—and answer questions their classmates might have about them. “It’s all preparing for people to be aware of each other, to listen to each other,” Ms. Dodd says.

The meetings are a staple of progressive education, and Ms. Dodd also relates them to Quaker meetings: “the idea of coming into a welcoming place, a safe place. What you have at meeting kind of ripples out into the rest of the day.” And beyond. In her nine years at Lab, Ms. Dodd often encounters former students who say they loved meeting.

Shared Ideas

Ms. Bell, who thinks the meetings are “crucial” to Dewey’s philosophy, introduced a standard practice in the High School humanities classes in line with Dewey’s ideas: the Harkness method, borrowed from Phillips Exeter Academy. The method focuses on discussion at a round table—called a Harkness Table—to encourage sharing ideas with minimal teacher involvement. Because students might take a while to acclimate to the idea that a teacher is not leading the discussion, teachers guide them in the early days. New Lab teachers receive training in the Harkness method each year.

“They really are working together,” Ms. Bell says, “and not worrying about intellectual property or who’s smarter, and creating a deeper understanding together.”

Defining “the People”

Dewey’s ideas on representation and community come through in the curriculum as well. Eighth-grade humanities teacher Joy Parham, in her first year at Lab, has already taken Dewey’s ideas to heart. In her class’s project on the US Constitution, students examined the preamble and discussed who “We the people” were in 1787 and who they are now. They also read President Barack Obama’s “More Perfect Union” speech during the 2008 presidential campaign, in which he said the goal was “to narrow that gap between the promise of our ideals and the reality of their time.”

Ms. Parham asked her class: What does the preamble mean today? What does it mean to establish justice? Provide for the common defense? Promote the general welfare? And so on, keeping in mind that “what that looks like to you might be different than me.”
As students got into the project, “I just fed off their energy,” Ms. Parham says, “and said, ‘Let’s include an art piece.’” Through poems, photo collages, paintings, and drawings, students presented their ideas of what the United States looks like today and how the preamble does or doesn’t live up to its ideals.

One student drew a sea of multicolored people around a red, white, and blue outline of the continental United States, with the words “We the People” emblazoned across it. Another made a collage of photos and newspaper clippings, interspersed with words including “election,” “immigration,” and “civil rights.”

“It really allowed students to open their minds to our differences,” she says, “and how those differences are important in moving our society forward.”

Democracy in Action
One of the most obvious ways to participate in democracy these days is to vote, but since that option is available only to the very few 18+ Lab students, years ago, fourth-grade teachers Nicole Power and Lisa Szuknic created a mock election. The entire Lower School chooses between two imaginary gender-neutral cardboard cutouts whose platforms focus on issues directly affecting Lower School students.

Pat ran against Dana in the first election in 2004, Zeop took on Zeep in 2008, Toaster Brown and Raisin Jam squared off in 2012, and this year J. J. defeated C. T.

Ms. Power’s and Ms. Szuknic’s students created the candidates’ platforms by brainstorming topics of interest to them, including before-school supervision policies and school recycling. With platforms in place, students set to work for their candidates: drafting statements and speeches and organizing town hall meetings and debates. They wrote newspaper articles, polled other students, and graphed the results. Jessica Palumbo’s third-grade class interviewed candidates and created commercials that were shared digitally with the Lower School community.

Ms. Szuknic found it interesting to watch the students interact with the candidates “as if they were actual people.” The teachers have found the election a powerful way to teach about researching candidates, understanding issues, and voting, all done experientially. If a teacher gives students “something to do, not something to learn,” Ms. Szuknic says, quoting Dewey, “and the doing is of such a nature as to demand thinking, learning naturally results.”

“WHEN DEWEY IS TALKING ABOUT DEMOCRACY,” SAYS U-HIGH ENGLISH TEACHER, AND RESIDENT DEWEY SCHOLAR, CATIE BELL, PHD’07, “HE’S TALKING ABOUT A KIND OF SOCIETY WHERE EVERYONE CAN MAKE A DIFFERENCE.”

Teaching students the particulars of politics was not necessarily a focus of Dewey’s educational philosophy. “When Dewey is talking about democracy,” says U-High English teacher, and resident Dewey scholar, Catie Bell, PhD’07, “he’s talking about a kind of society where everyone can make a difference.” Still, Dewey himself was politically active and wanted others to be as well. He was an advocate of women’s suffrage, for example.

During the 2016 elections, juniors and seniors engaged in the political process in several ways:
- Three political experts came to speak and answer questions with Cindy Jirjisson’s US History classes and Logan Aimone’s journalism classes: Jessica Yellin, formerly chief White House correspondent for CNN; Jeff Greenfield, author and former journalist with of CBS, ABC, CNN, and others; and William Howell, the Sydney Stein Professor in American Politics at UChicago’s Harris School of Public Policy.
- With the help of Lab parent Niamh King, vice president for programs and strategic content at the Chicago Council on Global Affairs, 50 Lab students attended a speech by Secretary of State John Kerry on October 26 at the Hilton Chicago.
- Working with the MiKva Challenge—a Chicago-based nonprofit dedicated to inspiring young people to be informed, empowered, and active citizens—about 20 students served as election judges on November 8. Several bilingual students helped non-English speakers to vote.

In April 1965, the Sun Times reported on that newfangled fad, skateboarding, featuring photos of Timothy Norville, ’65. U-High had a skateboard club that year and: a pep club; a Russian Club; girls’ field hockey; tennis, but only for boys; and a Student Union which, according to a very frank U-Highlights, had “the difficult job of providing a social life to a socially apathetic student body.”
50s

1951 Class Representative
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Dorothy Drucker Nesbitt
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Judy Daskal
212-362-0104
bhg1cg2@aol.com
Come to connect with the
Keep in Touch
uchicago.edu.
If your
If your graduation year is without
38
...
The next $2,500 in donations will help us reach our goal! The biggest news is that all 144 members of our class have contributed. Indeed, donations large and small are welcomed and appreciated! Many of you (if not all) have benefited from scholarships or tuition assistance from your college or university. This is our chance to help give back to those who have helped us so much.

Pledges can be made and paid over a five-year period. If you haven't completed your college degree after the last reunion, you can still make your pledge! My wife Susan is still working, so I am doing all the food preparation for an informal get-together. I did some phone calls. And there are other touches that I never imagined. Stew has pursued various passions that Stew has pursued and living in Tennessee for all of his adult years—many of them on a career in computers, eventually ended up as a general contractor. I graduated from UCLA with a BA in statistics. I continued for my master's degree in statistics. I graduated from the University of Washington and will return to our 50th reunion and some of my classmates. I was unable to attend any of the earlier reunion years. I am planning on having our 50th, couldn't make it to our reunion. They had a great time and working on the election in October. When the school shut down during the takeover of the UChicago Administration, I was put in my place by way of a five-year period. I was unable to attend any of the Saturday events, but this year was not a reunion year for our class. Stay tuned for upcoming reunion news!

The news is still hard to believe our 50th milestone reunion year for our class. It is hard to believe our 50th reunion year for our class. It is hard to believe our 50th reunion year for our class. It is hard to believe our 50th reunion year for our class. I saw an interview with author Margo Jefferson, '64, that all 144 members of our class have contributed. Indeed, donations large and small are welcomed and appreciated! Many of you (if not all) have benefited from scholarships or tuition assistance from your college or university. This is our chance to help give back to those who have helped us so much.

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Charles Bobrinskoy, ’77, gives a pre-classmate for years. She lives in DC pleasure of this is that I get to see "David and I spend a lot Press), which should have exciting field, and it keeps me on of Virginia Library. This is an of the Scholars’ Lab, a digital live with my husband David with roots in the Victorian anti-
Of course, Lab, Ryan worked at the University of California–Santa Cruz. I studied abroad in Rome. I have studied abroad, and I just moved to Atlanta working at Virtue Cider’s farm on a school tour during Lab Alumni Weekend 2016.

1990s

Sandra Mosley Schneider, ’88, died November 1, 2016 at her home in Los Angeles, CA. After graduating from Lab, Sandy received a BA from Mills College and an MS from California State University-Los Angeles. Working as a national reference librarian and counselor, as an expert witness, she was an unparalleled work ethic. Her family and friends remember her as funny, witty, and quick to laugh. She spent her free time playing tennis and bridge and working crossword puzzles. She is survived by her husband, Roland Schneider, ’83, four children, eight grandchildren, and her siblings, Gail Mosley Libman, ’69, and Kim Mosley, ’63.

1960s

Victoria Reitman Kapp, ’60, died on November 5 in Bennington, Vermont. Texas. Victoria was born in 1942 in Chicago to Benjamin and Muriel Reitman Hertz. She attended the University of Chicago Laboratory Schools and went on to UC Berkeley, where she received a bachelor degree in education and a master’s degree in nursing. Victoria was a nurse, teacher, homemaker, and a mother. Victoria was a believer in the American Revolution, the Orthodox-Aryan Church, various book clubs, and garden associations. She is survived by her husband, Edward; four children; and grandchildren. Her sister, Meda Reitman Kapp, ’65.

Thomas J. Stern, ’63, died in October of this year. He attended Lab until his mom moved him north and he switched to Franklin Park School. He went to Knox College, and then taught high school English in Hollandsale, WI. After a year or so in Vermont, he settled in the San Francisco Bay Area.

Beverly S. Wong, ’75, passed away in early 2016. She was well known for her love of words and her ability to make tough concepts enjoyable. Beverly was a dedicated teacher, political and social justice activist, downhill skier, nature lover, music aficionado, jazz radio DJ, witty, and quick to laugh. She spent most of her 25-year teaching career at Creative Science School and retired in 2015. In 1978, he met his wife of 26 years, Beverly Wong. He was a dedicated teacher, music aficionado, jazz radio DJ, and retired in 2015. In 1978, he met his wife of 26 years, Beverly Wong. He was a dedicated teacher, music aficionado, jazz radio DJ, and retired in 2015. In 1978, he met his wife of 26 years, Beverly Wong. He was a dedicated teacher, music aficionado, jazz radio DJ, and retired in 2015. In 1978, he met his wife of 26 years, Beverly Wong. He was a dedicated teacher, music aficionado, jazz radio DJ, and retired in 2015. In 1978, he met his wife of 26 years, Beverly Wong. He was a dedicated teacher, music aficionado, jazz radio DJ, and retired in 2015. In 1978, he met his wife of 26 years, Beverly Wong. He was a dedicated teacher, music aficionado, jazz radio DJ, and retired in 2015. In 1978, he met his wife of 26 years, Beverly Wong. He was a dedicated teacher, music aficionado, jazz radio DJ, and retired in 2015. In 1978, he met his wife of 26 years, Beverly Wong. He was a
PHOTO: ANNA PRIOR

Betsy Palmer Eldridge, born in New York before establishing her own practice in Pontone in 1973. Since then she has had her hands on some important and rare specimens. A private collector once brought her a prayer book from 1260 made with velum, its original binding disintegrated. On another occasion she preserved the medical history of Leonard Thomas, which detailed the first use of insulin to treat diabetes.

"It had been bound in a cheap archival binding and had been lost," she says. "There were so many different papers, like lab papers and doctors' notes, each with different chemical properties and problems, and many different inks to worry about. What do I really apply science?"

Ms. Eldridge has been awarded lifetime achievement awards from the Canadian Bookbinders and Book Artists Guild as well as from the American Guild of Book Workers, which also gave her the Laura Young Award in 2007. In 2007 the American Institute for Conservation of Historic and Artistic Works honored her with the Keck Award for her work in advancing conservation in the field; she is the only bookbinder to ever receive it.

"Books are quite an engaging photographer Roger Rowley, '81

In Toronto in 1973. His next book, which is scheduled to come out in 2017, is about a story he wrote about a "I was like the six-year-old book on "my goal is to restore people need to be reminded way to prosper, but that's too notion that engineering and a lot of attention lately on the things that allowed me to explore other things as well as my own imagination."

The project was exhibited at the Kennedy Center in 2015 as part of the Iberian Suite Global Art Remix Festival, and featured an interactive website. The web version allows people to sort by type of fruit, month, and where the fruit originated. "Hopefully all this helps to close the distance [between people and art]."

Author and founder of children's media group Natasha Tarpley, '89

devoured childhood favorites, she was tired of the lack of representation for children of color. Similarly, she wanted multiculturally to be well received by audiences broadened to超出 the communities explicitly represented. So she wrote I Love My Hair!, which is used in classrooms, libraries, and by adoption agencies as a resource for promoting self-esteem.

To further her mission of creating expansive and mainstream depictions of people of color, she founded an independent children's publishing and media group, VooDoodler Media, with her mother, Marlene. Their first title, Ms. Tarpley's Selma Takes The Stage, was released in August. Continuing to work with other publishers, in March 2016 she completed her first novel for middle grade students, Harlem Charade, based on her experiences witnessing gentrification in Harlem (where she lived from 1998-2004). Ms. Tarpley, who is married to Claude Fethere, '85 (they were introduced at adults by their former preschool teacher, Gloria Needelman), credits the superwoman with sparking her curiosity. "She told me about that early stage of inquiry for me," she says, "and I’ve carried it throughout my career ever since."
Now that Connections (Lab’s gala fundraiser) only takes place every other year, we still wanted a way for the adults to get together and celebrate the Lab community. Join parents, faculty, and staff for a laid-back, high-fun dance party with themed cocktails, food stations, games, and Lab student performances.

And to make sure we are doing a little good while having a lot of fun, proceeds will go to buy a new minibus that Lab will use to transport students to and from club, athletic, and other school activities.

Tickets are $80/person for this adults-only event. For more information and to purchase tickets go to: ucls.uchicago.edu/giving.

QUESTIONS? PLEASE EMAIL DEWEYDANCE@UCLS.UCHICAGO.EDU OR PHONE 773-702-0578