

# LabLife

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

Fall 2016





# LabLife

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FROM INTERIM DIRECTOR  
BETH HARRIS

## A familiar, warm embrace



I've experienced Lab as a parent, a neighbor, as its lawyer, as an administrator, and as a board member. Yet this role as Interim Director feels like a new beginning and a rare opportunity to contribute to a place that has shaped my own life and that of my family.

The Laboratory Schools have been intertwined with my life at the University of Chicago for most of the 30 years that I have spent here. I've experienced Lab as a parent, a neighbor, as its lawyer, as an administrator, and as a board member. Yet this role as Interim Director feels like a new beginning and a rare opportunity to contribute to a place that has shaped my own life and that of my family. When I walked through the doors of Blaine for the first time as Interim Director, I felt the familiar, warm embrace of a school that is intense, nurturing, and filled with the buzz of young minds eager to soak in everything.

This fall marks the first time in five years that school begins without a major construction project underway. Those of you who have visited campus in recent weeks have seen the exciting changes:

- > Lab now occupies the entirety of Judd Hall
- > Judd has been entirely renovated
- > U-High has been substantially renovated
- > The cafeteria, Café Lab, has been wholly transformed

With these final projects, along with the opening of Earl Shapiro Hall in 2013 and Gordon Parks Arts Hall last fall, we have substantially transformed our campus. But I think when you see the changes, you will feel that the spirit of Lab is still captured in its gothic arches (both new and old), its spectacular classrooms, and its communal spaces. This is a school campus of which we can all be incredibly proud! Moreover, I am convinced that Lab is significantly stronger and better than it was when we embarked on the expansion and building project a decade ago.

In preparing for the coming year, I have been reflecting on Lab's strong sense of its own community. Lab's mission, the quality of the education it affords, and its unique—even quirky—character, make it a very special place. Lab, perhaps more than any other school, is a place where children learn to be excited by ideas. This, to me, is at the heart of what brings all of us to Lab and what unites us as a community.

We are also a community that shares the values, articulated in our mission statement, of learning experientially, exhibiting kindness, and honoring diversity. It is important to remind ourselves that the learning we all value so highly can only take place in an environment in which we treat each other with dignity and respect.

Among the legacies we carry from founder John Dewey, and that is still deeply rooted in

our curriculum, is the view of the child as taking an active part in his or her own learning. We teach children to be responsible members of their own learning community. We cannot do this effectively without ourselves, as school leaders, as teachers, and as parents, modeling and articulating how we would like people to behave toward one another.

I look forward to meeting you, to hearing your ideas, and guiding this School through another very successful year of outstanding teaching and learning.

It will be an honor.

Warm regards,

Beth A. Harris

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# A novel experience

Lisa Sukenic's fourth-grade students become published novelists



Imagine 20 fourth-graders clutching hardcover books and spontaneously singing, "We are the Champions." They had done what many adult writers never achieve—they had each written and published a novel.

Their teacher, **Lisa Sukenic**, a poet currently working on a novel in verse, believes that "children learn how to write by writing." So she decided to bring her class along on her own journey through the writing process. "Everything I did, they did."

National Novel Writing Month (NaNoWriMo) challenges writers to spend November cranking out a novel; the organization also runs a Young Writers Program, offering novel-writing resources for K–12 classrooms. Working from an adapted toolkit, Ms. Sukenic's students wouldn't complete their novels

**Ms. Sukenic pointed out that a novel's villain doesn't necessarily have to be evil—he or she simply must "thwart your character's plan."**

in one month, but they would follow the same trajectory. The students started by reflecting on which books they like and dislike, and why. They then thought about their own stories, looking at "the main characters and their motivations, what's special about a character," says Ms. Sukenic. The class also discussed nemeses and

sidekicks as part of character development. Ms. Sukenic pointed out that a novel's villain doesn't necessarily have to be evil—he or she simply must "thwart your character's plan."

In addition to the mechanics of a novel—characters, plot, setting—Ms. Sukenic also taught the students more abstract concepts. For example, NaNoWriMo sets the goal at 50,000 words, but the students' novels had no word count goal. "They should use as many or as few words needed to tell their story." They should also feel free to veer from their plan and follow where the story leads them. And finally: writing is never really done, but there is a point where you must send it out into the world.

The students brainstormed, wrote, and

edited between October and April, when they sent their novels to Student Treasures Publishing, which specializes in children's writing. The project culminated on June 1 with an author reading at 57th Street Books.

"Children learn how to write by writing," says Ms. Sukenic.





Recommended reading

NK teacher Kiran Younus recommends the *Ms. Marvel* comic books



I’ve been slowly homeschooled on comic books and everything I never wanted to know about that “universe” over the past 18 years or so since I’ve known my husband.

This knowledge (and all things *Star Wars*) comes in handy with my students, during story dictation or to settle a classroom debate: “Ms. Younus! Is Batman an X-man?” (He’s not.) Beyond the classroom, I enjoyed the summer blockbuster Marvel movies as much as anyone else. Recently, however, my personal interest level in comic books experienced a sharp uptick

when I was introduced to the *Ms. Marvel* series, featuring protagonist Kamala Khan,

the teenage daughter of Pakistani immigrants living in Jersey City.

A couple of months ago, on her 11th birthday, my daughter received the first five *Ms. Marvel* issues, penned by G. Willow Wilson. I casually flipped through the first one. To my surprise, an hour later, I’d devoured all five issues and was thinking about running out to get the sixth. I was amazed at how much I—the daughter of Pakistani Muslim immigrants—related to Ms. Marvel and how much it spoke to my experience growing up.

Like any teenager, Kamala questions her identity, wants to fit in but also to carve her own path, and dreams about having superpowers. Well, in her case, she has one: shape shifting—the ability to transform into someone else or reshape herself. This power makes for a useful literary device, as it fits perfectly with her hyphenated identity and the

struggles she experiences as she grows into her own unique, wonderful person. Early on, Kamala uses her power to take on the blue-eyed, blonde-haired form of Carol Danvers, who held the persona of Ms. Marvel in the comic book a generation earlier, believing this may help her escape an unspoken tension she feels in her identity. She soon sheds that skin, realizing she must be comfortable in her own, and starts to use her powers to greater heroic effect.

Kamala is perfectly relatable precisely because she is imperfect—young and impetuous, sometimes reckless. But Kamala also is paying attention to issues happening in the world around her, working her way toward sound moral choices. We don’t have to look too hard to see our daughters (and sons) in her.

Kudos to Marvel for not relegating Kamala Khan to the role of a token minority or female member of an ensemble. She suffices as a singular hero, headlining her own comic book

Carrying the weighty banners of immigrant families, Muslims, and young women in 21st century America all at once, Kamala shatters many stereotypes, within the comic’s pages but also outside of them.

and fitting seamlessly into the greater world of Marvel comics, in the tradition of *Captain America*, *Iron Man*, and *Spider-Man*. Carrying the weighty banners of immigrant families, Muslims, and young women in 21st century America all at once, Kamala shatters many stereotypes, within the comic’s pages but also outside of them.

FROM THE SYLLABI

Created and funded in honor of Zena Sutherland (a former UChicago faculty member and still considered among the world’s most influential scholars of young people’s literature), the Zena Sutherland Award for Children’s Literature is one of the only kid-selected book awards in the United States and has grown an international reputation.

Each year, Lab librarians review new children’s books and narrow the group to 20. Sixth graders work from November to March negotiating the finalists and then promote each book,

writing and giving persuasive presentations in support of their “candidate.” Then third, fourth, and fifth graders vote on best illustration, best text, and best overall.

Each year, Lab brings the previous year’s award-winning author to the school. Students host the award ceremony, introducing the author who

announces the newest winner to a crowd of wildly cheering children. The 2016 finalists and winners:



**BEST OVERALL**  
  
**Beyond the Pond**  
Joseph Kuefler



**BEST TEXT**  
  
**Trombone Shorty**  
Jon Arno Lawson  
illus. Bryan Collier



**BEST ILLUSTRATIONS**  
  
**Sidewalk Flowers**  
JonArno Lawson  
illus. Sydney Smith



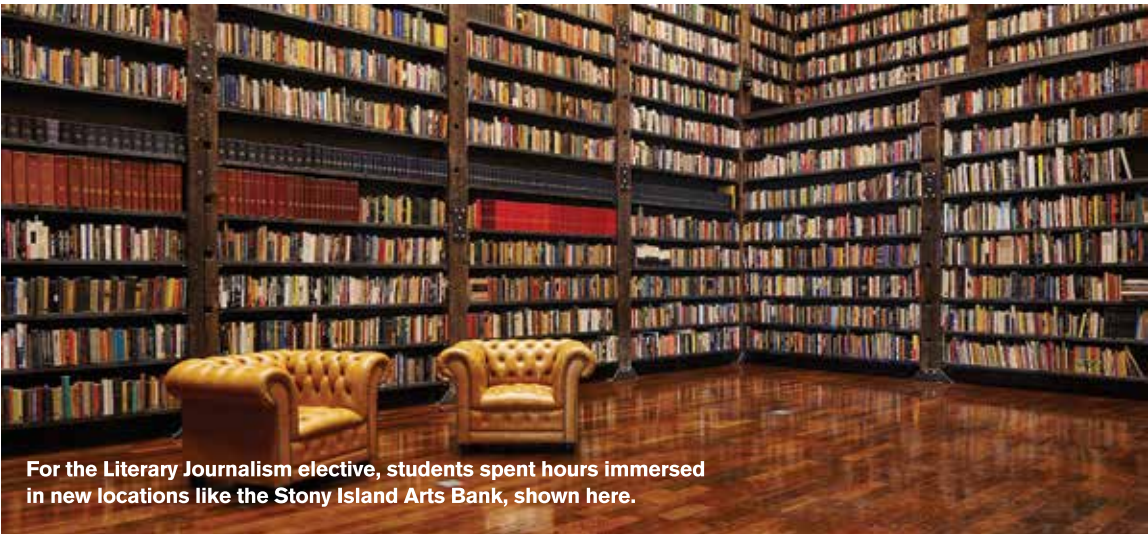
**FINALIST**  
  
**I Don't Like Koala**  
Sean Ferrell  
illus. Charles Santos



**FINALIST**  
  
**Red**  
Jan De Kinder

Embedded

For an English elective, U-Highers experience the world as they study and create narrative journalistic pieces



For the Literary Journalism elective, students spent hours immersed in new locations like the Stony Island Arts Bank, shown here.

Last spring several Lab juniors and seniors spent some time in unfamiliar surroundings. The Stony Island Arts Bank. Barack Obama’s old barbershop on 53rd Street. Nursery and Kindergarten classrooms at Earl Shapiro Hall.

The students were working on their final projects—1,000–3,000-word reported stories—for Mark Krewatch’s class, Literary Journalism. Emphasis is on literary, since this was not a journalism class but an English elective.

“The idea was to have a critical element so I could pitch this as an English course,” says Mr. Krewatch. “And the other thing is just our classical Deweyian ‘let’s try to do it.’”

For the critical piece, they read classics of literary journalism (also known as narrative or long-form journalism) to learn the different strategies that nonfiction writers use to reach their audiences. *The Orchid Thief* author Susan Orlean, for example, stealthily told a story of gender bias in the cologne-heavy pages of *Esquire*

by writing about “The American Man, Age Ten.” Similarly the late David Foster Wallace, in his now iconic “Consider the Lobster,” footnoted and aw-shucked his way into the brains and consciences of *Gourmet* magazine’s readers to debate—with them and himself—the ethics of boiling crustaceans alive.

The students wrote two critical papers on these or other examples of narrative journalism they read throughout the quarter, but the lion’s share of their effort was focused on their own reporting. Either on their own or with help from Mr. Krewatch, himself a journalist, they had to find something they found interesting enough to spend seven or eight hours immersing themselves in, as fly-on-the-wall observers, over the span of as many weeks. The student at the Stony Island Arts Bank, for example, watched three artists engaged in a collaborative arts project that involved their painting over different parts of one another’s work on a rotating

basis. Another student took in the sights, sounds, and smells of a popular food truck as its crew prepared for, served, and cleaned up after the lunch rush.

And sometimes the students lucked into an unexpected story. One chose to observe life in the salon where she gets her hair cut. Then, after starting her reporting, she discovered that a woman who had worked at the salon for 20 years was in the process of taking over the business. “So she caught a really lovely moment,” says Mr. Krewatch.

The students were able to unite the critical and practical parts of the class when they discussed what it was that narrative journalists—and they, themselves—were trying to accomplish through their work. They should be looking, Mr. Krewatch says, for “natural and organic metaphor. Find something that truly exists, that catches your eye, and allows you to project upon it some larger idea of society.”

He offered Richard Preston’s

“If you’re given access to something, if you’re seeing something you don’t normally get to see—if you’re open minded, it’s going to be interesting.”

*New Yorker* article “The Mountains of Pi” as an example. Nominally about people trying to break the world’s record for most digits of pi calculated, Mr. Krewatch says its true concerns are “ambition, who people are, the mysteries of life, and what is random and what is ordered.”

The ultimate, humanistic lesson of the class, says Mr. Krewatch: “If you’re given access to something, if you’re seeing something you don’t normally get to see—if you’re open minded, it’s going to be interesting.”



# Stand out

W. Kamau Bell, '90, urges the class of 2016 to have uncomfortable conversations



In his 2016 commencement address, **W. Kamau Bell, '90**, said that he has gone by Kamau his whole life—except the three years he was at Lab. When he arrived at Lab in 10th grade, Mr. Bell felt like an outsider compared to “students who seemed to have been going to school together since they were zygotes.” So when a teacher called him “Walter” based on the attendance sheet, he went with it. “I was pretty much trying to keep my head down and not be noticed,” he said.

These days, Mr. Bell, a self-described standup comedian, TV host, podcaster, and racial-justice advocate, says he is more comfortable standing out. “It’s hard to be a black man at a KKK rally and not be noticed.” Mr. Bell did in fact attend a KKK rally for his CNN show, *United Shades of America*, in which he travels across the country talking to people of different races,

income brackets, ideologies, and more—Klan members, San Quentin prisoners and guards, Portland hipsters, people living off the grid, Alaskans—to find out what they have in common and what makes them different.

Mr. Bell, who was featured in *LabLife’s* Winter 2013–14 issue, said he developed that curiosity about other people at Lab, where he met students with a wide range of ideas and interests, citing Jason Smith, '90, his best friend since they met as 10th-graders. At the time, Mr. Smith was “a long-haired, Grateful Dead-head, patchouli-smelling socialist who had an after-school job going door to door for nuclear disarmament,” and Mr. Bell was into kung fu. Today Mr. Smith and his wife, Rachel, are co-owners of The Book Table, an independent bookstore in Oak Park.

In all seriousness, Mr. Bell said, the most important skill

**He urged graduates to “not always surround yourself with people who are exactly like you.”**

Lab taught him was “how to learn,” and not just in the classroom. He urged graduates to “not always surround yourself with people who are exactly like you”—and to begin immediately after the ceremony, by starting a conversation with a classmate they didn’t know before.

“Don’t be afraid of people being different from you,” he said. “Don’t be afraid to have uncomfortable conversations. Don’t be afraid to say, ‘I don’t know. Could you explain it to me?’ Don’t be afraid to shut up and listen.”

# Quiet—professional development in progress



Once teachers at Earl Shapero Hall put their empty classrooms into hibernation at the end of the school year, it’s time for the Summer Read to begin.

For the past several years, Lab’s Primary School faculty have selected a book to read over the summer, coming together to discuss it in small groups the week before school starts each fall. Recent titles include *The Emotional Life of Your Brain*, *Making Makers*, *What if All the Kids Are White?* (the NK teachers joining in for that one), and *Quiet: The Power of Introverts in a World That Can’t Stop Talking*.

The goal, says Primary School Principal **Susan Devetski**, is “to keep us thinking about the children in our midst and the unique qualities that each brings, and how we are constructing curriculum in a way that invites the participation of diverse groups of kids.”

Ms. Devetski, who calls *Quiet* an “amazing book,” says that reading it was important because of the nature of Lab’s curriculum. “When you do a lot of experiential activities where the students work in small groups,” she says, “the more talkative kids tend to be the ones who lead the way. As a faculty, we want to be thinking about creating opportunities for quieter voices to be heard and for those kids to excel.”

It’s not just about listening to the students, she says. For a Professional Development Day last spring, the faculty undertook several challenges that required them to work as a team, but without talking. It was a chance for quieter faculty and staff members to take the lead—and, Ms. Devetski says, the chance to “model what we’re saying and doing in the classroom with the adults in the community.”

**“When you do a lot of experiential activities where the students work in small groups,” she says, “the more talkative kids tend to be the ones who lead the way. As a faculty, we want to be thinking about creating opportunities for quieter voices to be heard and for those kids to excel.”**

# Living statues



During their biography unit this spring, Lab second-graders did more than read about the lives of historical figures. They also investigated and impersonated them.

Teachers **Catie Gillespie** and **Lauryn Marinho** introduced their classes to the biography genre in March. Each student then selected a famous individual and got to work researching and writing down important details from the subject’s life, including his or her birthdate, family background, childhood, precursors to fame, and major accomplishments. The students used their research to write speeches from the perspective of their chosen subject.

With help from parents, students designed and created costumes: there were two Abraham Lincolns, one with a homemade paper top hat. There were also two Helen Kellers, a Nikola Tesla, a Lebron

James, a Pocahontas, a Harriet Tubman, and many more. Neil Armstrong wore a costume sewn by his mother, his helmet constructed from cardboard and tape. Winston Churchill even sported an antique pocket watch.

The research project culminated in an April event where each student delivered their in-character speech before classmates, parents, and teachers. The students stood on a chair and held a pose, like a statue on a pedestal, until it was their turn to speak. Ms. Gillespie and Ms. Marinho helped them prepare by sharing public speaking strategies, from making eye contact to forming their words slowly and clearly.

“The students felt proud because they worked hard to prepare for the big day, and they were happy that they had an enthusiastic audience,” Ms. Gillespie said. “It gave them a sense of accomplishment.”



# U-High Awards 2015-16

School Awards for Service, Citizenship, Academic Achievement			
<b>Senior Service Award</b> For outstanding contributions to school life over their entire high school career Leah Umanskiy, Oluwafikunayomi Walter-Johnson			
<b>U-High Service Award</b> For contributions to school life during the current school year Seniors: Kimya Buckner, Maya Daiter, Nathan Isaacs, Halima Mossi, Leah Umanskiy, Oluwafikunayomi Walter-Johnson Juniors: Kara Coleman, Eliza Edwards-Levin, Jonathan Lipman, Taylor Thompson Sophomores: Natalie Glick, Olivia Issa, Elizabeth Van Ha Freshmen: Otto Brown, Alyssa Russell			
<b>Citizenship Award</b> For exemplary concern for the welfare of the school community and concern for other individuals Seniors: Grace Anderson, Mbella Beseka, Kimya Buckner, Ilana Dutton, Rachel Housinger, Nathan Isaacs, Ciara O’Muircheartaigh, Leah Umanskiy Juniors: Jonathan Lipman, Lucy Ordman, Zoe Rebollo-Baum, Taylor Thompson Sophomores: Florence Almeda, Roxanne Nesbitt, Elizabeth Van Ha Freshmen: Mohammed Alausa, Otto Brown			
<b>Principal’s Citations</b> ArtsFest: Johanna Cohen, Maya Daiter, Ilana Dutton, Mira Jacobs, Halima Mossi, Schuler Small Black Students’ Association/ MLK Assembly: Kimya Buckner, Tamera Carter, Autumn Espinosa, Ashley Mahome, Maria Privitera, Mingus Zoller Diversity Initiatives and Collaborative Efforts (D.I.C.E): Kimya Buckner, Nathan Isaacs, Arun Sharma, Oluwafikunayomi Walter-Johnson Green Team: Chantalle Dupont, Ariel Gans, Victoria Gin, Angela White Mental Health Assembly: Maya Daiter Social Justice Week: Eliza Edwards-Levin, Leah Umanskiy STEM Club: Athena Chien,			
Alexander Gajewski, Tobias Ginsburg, Janine Liu, Wanqi Zhu Student Council: Charlie Billings, Fabrice Guyot-Sionnest, Jonathan Lipman, Ciara O’Muircheartaigh, Oluwafikunayomi Walter-Johnson, Daniel Zhu			
<b>President’s Award for Educational Improvement</b> Veronica Baio, Arjun Dhar, Isabel Levin, Guinevere Pandolfi			
<b>Brent Cawelti Award</b> In honor of the late U-Higher, recognizing seniors who have made considerable progress during their high school years, been academically strong, and participated in co-curricular activities or sports Maya Daiter, Brian Dean			
<b>Faith Dremmer Award</b> In honor of the late U-Higher to a student who manifests her many personal and academic qualities Joanna Cohen			
<b>David Scheunemann Award</b> In honor of the late alumnus to a junior with outstanding accomplishments in music, literature, and science, and with diverse interests Tiboo Mehta			
<b>Alan Stern Award</b> In honor of the late alumnus to seniors in the creative arts Nikita Dulin, Elizabeth Sullivan			
<b>The Phoenix Award</b> The only award determined exclusively by students. Awarded to students who are generous in their encouragement of others and supportive of all, non-judgmental, approachable, and always find the bright side or silver lining. They represent University High School with their dedication to improving the community. Senior: Jason Lin Junior: Danny Kim Sophomore: Cecile Ngo Freshman: Campbell Phalen			
<b>Academic and Leadership Honors, Awards, Scholarships</b>			
<b>National Merit Scholar</b> Joanna Cohen, Fabrice Guyot-Sionnest			
<b>Illinois State Scholar</b> Grace Anderson, Theodore Ando, Samantha Aronson, Anna Bakwin, Julien Bendelac, Mbella Beseka, Charles Billings, Maia-Claire Boussy, Mary Brady, William Bremer, Grace Broderick, Micaiah Buchheim-Jurisson, Elena Carroll-Maestriperi, Andrew Chizewer, Elizabeth Chon, Joanna Cohen, Alina Cui, Joseph Curci, Maya Daiter, Anjali Das, Ishaan Dayal, Nikita Dulin, Marcel Dupont, Merrick Fahrenwald, Sophia Fioramonti-Gorchow, Alexander Foster, Anna Funk, Ariel Gans, Benjamin Glick, Madeleine Greenblatt, Fabrice Guyot-Sionnest, Alexandra Harron, Christopher Healy, David Hedges, Julia Hedges, Paula Herbst, Luke Herrigel, Avik Herur-Raman, Nathan Isaacs, Lucia Kenig-Ziesler, William Kent, Loic Khodarkovsky, Max Kramer, Julian Lark, William Leiter, Brynn Lewis, Monica Lewis, Emma Lichter, Jason Lin, Nora Lin, Kellie Lu, Ashley Mahome, Jacob Meyer, Henry Moore, Halima Mossi, Ravi Nayak, Joseph Neal, Genevieve Nemeth, Xiaochen Ni, Ciara O’Muircheartaigh, Signe Odelbo, Lauren Onel, Sarah Pan, Maeve Potter, Maria Privitera, Franklin Reece, Jair Rojas, Reed Rosenbacher, Gabriella Roussos, Syrah Russell, Arun Sharma, Samir Shekhawat, Lucy Shen, Eve Skosey-LaLonde, Schuler Small, Lakshmi Venkate Somala, Jonathan Soohoo, Maria Alejandra Soto Salas, Julius Stein, Elizabeth Sullivan, Tiffany Suwatthee, Leah Umanskiy, Nigel Van Ha, Oluwafikunayomi Walter-Johnson, Rosalind Weaver, Willis Weinstein, Angela White, Jamie Williams, Kelvin Xie, Logan Young, Daniel Zhu			
<b>Hope Rhinestine Freshman Award</b> In honor of the late English teacher to a student who has helped himself or herself and others through class discussions and who exhibits tolerance of others, listens receptively, has a gracious spirit and gentleness, and asks questions filled with wonder Zoe Dervin			
<b>Brown Book Award</b> To a junior who best combines excellence in spoken and written expression with outstanding overall academic achievement Will Curry			
<b>Bryn Mawr Book Award</b> To a junior who demonstrates a true love of learning and intellectual curiosity about the world around her Genevieve Liu			
<b>Dartmouth Book Award</b> To a junior in the top 10 percent of the class who has demonstrated intellectual leadership and made a positive contribution to the extracurricular life of the school Shaunak Puri			
<b>Hal Hoffenkamp Award</b> To a junior for love of learning, especially through discussion Alexander Gajewski, Lucy Ordman			
<b>University of Chicago Book Award</b> Isabella Khan			
<b>Senior Book Awards</b> Elena Carroll-Maestriperi, Andrew Chizewer, Merrick Fahrenwald, Alex Harron, Olivia Perozo, Ellie Roussos, Logan Young			
<b>William M. Schuester Legacy Award</b> Harry Ni			
<b>Pegasus Young Playwrights Festival Competition</b> Top 20: Fu-Cheng Jansen Top 10: Mary Brady			
<b>Regional Scholastic Writing Awards</b> Eliza Edwards-Levin, Anna Funk, Alexandra Ingrassia, Isabel Levin, Ellie Roussos			
<b>Scholastic Bowl Awards</b> MVP: Lauren Onel			
<b>Fine Arts</b>			
<b>Studio Awards</b> Sculpture: Florence Almeda, Eliana Whitehouse Studio Practices: Daniel Martinez			
<b>Illinois High School Art Exhibition</b> Kat Flocke, Alice Carlstrom, Saskia Knowles			
<b>Illinois High School Senior Portfolio Exhibition</b> Brian Dean, Anna Funk, Julia Hedges, Phoebe Lincoln, Genevieve Nemeth, Ellie Roussos, Mose Sreebny			
<b>Robert Erickson Award</b> In honor of the late unified arts department chairperson, art and photography teacher for high achievement in the fine arts Julia Hedges			
<b>Betty Debs Sobel Award</b> In honor of the 1938 graduate for achievements in the graphic arts Saskia Knowles, Rosie Weaver			
<b>Jane Bruening Kinglsey Art Scholarship</b> In honor of the 1924 graduate for a senior who also intends to pursue a career in the visual arts Rachel Housinger			
<b>Alliance for Young Artists and Writers National Competition</b> Silver Medal in Painting: Ellie Roussos Art & Activism Award: Elizabeth Van Ha			
<b>Theatre</b>			
<b>Excellence in Acting</b> Sarah Pan			
<b>Outstanding Achievement in Acting</b> Autumn Espinosa			
<b>Outstanding Achievement in Theatre Production</b> Jessica Stein			
<b>Achievement in Theatre Production</b> Julia Hedges, Lauren Onel			
<b>Outstanding Achievement in Technical Theatre</b> Nikita Dulin, Mattie Greenblatt, Emma Lichter, Maeve Potter			

“We congratulate our students whose work, intelligence, and creativity are acknowledged through the awarding of these honors. I look forward to encouraging and recognizing the myriad endeavors and daily achievements of U-High students, the faculty who support and inspire them, and all that makes U-High a rich and vibrant community.”  
—STEPHANIE WEBER, HIGH SCHOOL PRINCIPAL

<b>Outstanding Achievement in Theatre Arts</b> Elizabeth Sullivan		Alex Pietraszek, Mili Shah <b>Mathematics State Competition</b> Algebra I: Roshni Padhi, third place, Mili Shah, fifth place Geometry: Elbert Du, third place Precalculus: Shaunak Puri, third place		<b>Rensselaer Math and Science</b> To a junior who has shown a consistent interest in both math and science Will Zich		<b>Modern World History Award</b> Jonathan Kutasov		<b>French</b>	
<b>Special Thank You Award</b> Julie Mummann, Jair Rojas, Willis Weinstein, Jamie Williams		<b>Mathematics State Competition Team Awards</b> Algebra I: Neena Dhanoa, Thomas Hsee, Sammer Marzouk, Roshini Padhi, Alexander Pietraszek, Mili Shah, first place Geometry: Helena Abney-McPeek, Ayaan Asthana, Matt Atassi, Jeremy Chizewer, Elbert Du, John McKee, fifth place Precalculus: Joanna Cohen, Marcel Dupont, Monica Lewis, Shaunak Puri, Fritz Reece, Jonathan Soohoo, fourth place Calculator: Anjali Das, John McKee, Emma Mueller, Roshni Padhi, Fritz Reece, seventh place Freshman/sophomore two-person: Mili Shah, Roshni Padhi, seventh place Junior/senior two-person: Marcel Dupont, Shaunak Puri, eighth place Freshman/sophomore eight-person: Helena Abney-McPeek, Matt Atassi, Jeremy Chizewer, Neena Dhanoa, Elbert Du, Thomas Hsee, Sammer Marzouk, Campbell Phalen, first place Junior/senior eight-person: Athena Chien, Marcel Dupont, Monica Lewis, Nikki Menta, Christos Nikas, Shaunak Puri, Malika Ramani, Jonathan Soohoo, fifth place Freshman/sophomore relay: Ayaan Asthana, Jeremy Chizewer, Neena Dhanoa, Alexander Pietraszek, fifth place Junior/senior: Athena Chien, Ojus Khanolkar, Malika Ramani, Jonathan Soohoo, tenth place Orals Team: Emma Mueller, Fritz Reece, fourth place		<b>Science</b>		<b>Phil Montag Award</b> Mbella Beseka		<b>Bovée-Spink Award</b> Josette Spink and Arthur Bovée taught at Lab from the 20’s to the 40’s. This award honors seniors who consistently showed excellence and dedication to learning French during their four years at Lab. Mbella Beseka, Nikita Dulin, Nathan Isaacs, Emma Lichter, Signe Odelbo, Jair Rojas	
<b>Music</b>		<b>Mathematics State Competition Young Women in Chemistry Award</b> Leah Umanskiy		<b>Science Team Awards WYSE</b> Second in state		<b>National Battle of Midway Contest</b> Taylor Horton, second		<b>State of Illinois 2016 History Fair</b> Blue Ribbons & Distinction of Superior Alexander Azar, Pascale Boonstra, Grace Broderick, Eliza Edwards-Levin, Elsa Erling, Bailey Garb, Tobias Ginsburg, Allie Kreitman, Annika List, Zora Navarre, Leah Umanskiy First Alternates for National Kyle Adlaka, Julian Bendelac, Paige Fishman, Jonathan Lipman, Alexandra Rodman, Ellie Roussos, Zachary Volchenbourn Gold Medalists Representing the State of Illinois at National History Day Wilson King, Emma Mueller, Katherine Zhang	
<b>Harris Vail Award</b> In honor of the retired teacher, scholarships to Western Illinois University Jazz Camp and performing arts scholarships to Knox College Emi Cohen, Will Kent		<b>Chemistry Award</b> Anna Kenig-Ziesler		<b>AT Biology</b> Pria Parsad		<b>US History Award</b> Athena Chien		<b>Eliade Scholarship</b> Mircea Eliade, a professor of philosophy from Romania, taught for many years at the University of Chicago. He believed that traveling abroad is essential to learning a language. This scholarship enables two juniors from Lab to travel to La Rochelle, France for a month. The recipients of the Eliade scholarship are: Jessica Franks, Sophie Hinerfeld	
<b>Mathematics</b>		<b>American Mathematics Competitions</b> School winner for AMC12A: Wanqi Zhu School winner for AMC12B: Wanqi Zhu School winner for AMC10A: John McKee, Roshni Padhi School winner for AMC10B: Roshni Padhi		<b>Science Team Awards WYSE</b> Second in state		<b>Western Civilization Award</b> Aida Basic		<b>National French Exam Award Level 1A</b> Gold: Anna Bakwin, Louis Brooks Silver: Maya Daiter, Briana Garcia, Alicia Haydon Bronze: Grace Broderick	
<b>American Invitational Mathematics Exam</b> Certificates of Participation: Helena Abney-McPeek, Elbert Du, John McKee, Roshni Padhi, Wanqi Zhu		<b>Illinois Math League</b> School Winner: Roshni Padhi Certificates of Distinction: Helena Abney-McPeek, Jeremy Chizewer, Elbert Du, Emma Mueller, Shaunak Puri		<b>JETS</b> Freshman/sophomore teams: third in state Junior/senior teams: fourth and fifth in state		<b>World History Award</b> Grace Cain		<b>Level 2A</b> Gold: Chauson Dam, Tosya Khodarkovsky, Mili Shah, Alexandra Stevanovich, Rachel Zemil Silver: Andrea Benitez, Zoe Dervin, Neena Dhanoa, Grant Fishman, Elena Liao, Jamal Nimer, Roshni Padhi, Sarah Polson, Jasmine Wang Bronze: Alessandra Latherow, Shiva Menta, Roma Nayak, Ruxandra Nicolae, Sophia Stamatakos	
<b>American Invitational Mathematics Exam USAMO</b> Elbert Du, Wanqi Zhu		<b>Illinois Council of Teachers of Mathematics</b> Third Place, ICTM Division 3AA Seniors: Joanna Cohen, Anjali Das, Marcel Dupont, Fritz Reece, Lucy Shen, Jonathan Soohoo Juniors: Athena Chien, Ojus Khanolkar, Tiffany Lau, Nikki Menta, Emma Mueller, Christos Nikas, Shaunak Puri, Malika Ramani Sophomores: Helena Abney-McPeek, Ayaan Asthana, Matt Atassi, Jeremy Chizewer, Elbert Du, Giacomo Glotzer, John McKee Freshmen: Neena Dhanoa, Seamus Flannery, Thomas Hsee, Jennifer Lewis, Sammer Marzouk, Roshni Padhi, Campbell Phalen,		<b>Physics Olympiad Qualifying Exam</b> Qualified for second round Jonathan Kutasov		<b>World Languages</b>		<b>Chinese Book Awards</b> Chinese 3: Alexander Pietraszek Chinese 3A: Samira Glaeser-Khan Chinese 4: Sonny Lee Chinese 4A: Michael Rubin, Elizabeth Van Ha Chinese 5: Emi Cohen Chinese 5A: Isabella Khan, Zoe Rebollo Baum Chinese 6: Benjamin Glick AP Chinese: Helen He	
<b>History</b>		<b>North Suburban Math League All Conference Team</b> John McKee, Roshni Padhi		<b>African American History Award</b> Nigel Telman		<b>Chinese</b>		<b>Level 3A</b> Gold: Jeremy Chizewer, David Runesha Silver: James Dill, Allen Jiang, Elizabeth Meyer Bronze: Ayaan Asthana, Jessica Franks, Sophie Hinerfeld, Rachel Schonbaum, Oluwafikunayomi Walter-Johnson, Teresa Xie	
<b>AT European History Award</b> Elizabeth Van Ha		<b>Honorable Mention All Conference</b> Senior: Fritz Reece Juniors: Tobias Ginsburg, Emma Mueller, Christos Nikas, Shaunak Puri Sophomore: Jeremy Chizewer Freshmen: Neena Dhanoa, Alexander Pietraszek, Mili Shah		<b>Published in the Concord Review</b> Xander Tyska		<b>Midwest Chinese Speech Contest</b> Chinese 3: Tiffany Lau, silver Chinese 3A: Campbell Phalen, gold Chinese 4A: Michael Rubin, gold		<b>Level 4A</b> Gold: Nikita Dulin, Eliza Edwards-Levin, Alexander Gajewsky, Christos Nikas, Will Zich Silver: Michelle Awh, Pascale Boonstra, Jason Chang, Ojus Khanolkar, Emma Mueller Bronze: Mathew Ferraro, Elena Graziani, Alexander Kaplan	
<b>AT Economics Award</b> Grace Anderson		<b>Mathematical Olympiad Summer Program</b> Elbert Du		<b>Early World History Award</b> Derek de Jong		<b>Level 5A</b> Gold: Loic Khodarkovsky			
<b>Holocaust Class Award</b> Leah Umanskiy									



# U-High Awards 2015-16

Silver: Jacob Mazzarella, Arun Sharma  
Bronze: Emma Lichter

**Alliance Française de Chicago McCormick Award for Excellence**  
Given to high school seniors from the Chicago area who received the highest score on the 2016 National French Exam  
Arun Sharma

**Helen and Louise Gardner Endowment Scholarship Prize**  
The Helen and Louise Gardner Fund was created by the Gardner sisters at the University in 1959. This fund promotes the study of German language and culture through an active student exchange between Lab and our German partner school Sam Rezaei

**Wilhelm Gregor Heggen Memorial Pretzel Scholarship**  
Averie Miller, Zoe Rebollo Baum, Ariel Toole

**German Book Awards**  
For students who show outstanding improvement in their understanding of the German language or demonstrate exceptional motivation and interest in the study of Germany and its culture  
AP German: Eleanor Grosse  
German 5: Elsa Erling  
German 4: Olivia Issa  
German 3: Jacob Posner

**National German Exam Award Level 1**  
Gold: Andrea Billingsley, Jenna Dreixler, Olivia Jarard, Eva Massey, Nicholas Merchant, Whitney Merkle, Jacob Posner, Henry Sowerby, Alec Wyers, Grace Zhang  
Silver: Thomas Hsee, Jamison Miller

**Latin**

**Latin Book Awards**  
Latin I: Jake Lim  
Latin II: Olivia Cheng  
Latin III: Joshua Kaplan  
Latin IV: Harry Ni

**National Latin Exam Award Latin 1**  
Gold: Olivia Perozo  
Silver: Luca Carroll-Maestriperi, Jason Portugal  
Magna Cum Laude: Dania Baig, Henry Cassel, Derek de Jong, Nicholas Slimmon

**Latin II**  
Gold: Olivia Cheng, Chloe Schneewind  
Silver: Nathan Blevins, Taylor Bogert, Hayward Melton, Maya Paloma, Horace Shew  
Cum Laude: Leah Emanuel, Victoria Gin, Michael Hellie, Vivian Liang  
**Latin III**  
Gold: Hazel Martello  
Silver: Xander Tyska

Magna Cum Laude: Joshua Kaplan, Daniel Rubin  
**Latin IV Prose**  
Silver: Harry Ni  
Magna Cum Laude: Julius Stein  
Cum Laude: Joanna Cohen, McKenzie McNally, Jamie Williams  
**Latin 6**  
Silver: Theodore Ando

**Spanish Book Awards**  
To students who have demonstrated superior performances during their years of Spanish study  
Seniors: Samantha Aronson, Ciara O’Muircheartaigh  
Juniors: Kyle Adlaka, Gabriella Conforti, Jennifer Jiao, Tiboo Mehta  
Sophomores: Sophia Campbell, Nicola Han, Roxanne Nesbitt, Emma Picker, Ethan Tyler  
Freshmen: Hongjia Chen, Charlotte Goldberger, Mia Palmer

**National Spanish Exam Local Winners**  
**Level 1**  
Sobresaliente: Isabel Levin, Bassem Noghnogh, Mia Palmer  
**Level 2**  
Excelente: Aida Basic  
Notable: Tomer Keysar  
**Level 3**  
Sobresaliente: Helena Abney-McPeek, Erica Hsieh, Anna Kenig-Ziesler  
Excelente: Alice Huang, John McKee

**Level I**  
Gold: Aida Basic, Tomer Keysar, Bassem Noghnogh, Mia Palmer  
Silver: Isabel Levin, Sammer Marzouk  
Bronze: Brandon Latherow, Mizan Raoul  
Honorable Mention: Clemente Figueroa, Sohli Manek, Bryce Palmer, Alexa Patrick-Rodriguez, Eddie Rose, Laurny Schweickart  
**Level 2**  
Gold: Nicola Han, Priyanka Shrijay  
Silver: Robert Coats, Rhea Peddinti  
Bronze: Matthew Chang,

Shreya Dhar, Daniel Garfinkle, Charlotte Goldberger, Reuben Slade  
Honorable Mention: Otto Brown, Madison Christmas, Oran Diermeier-Lazar, Amber Huo, Owen Lasco, Jennifer Lewis, Thomas Linquist, Jordyn Mahome, Oliver Maciak, Stephanie Miller, Samantha Rodman, Erin Rogers, Jessica Silverstein, Dheven Unni, Mitchell Walker, Nathaniel Westneat  
**Level 3**  
Gold: Helena Abney-McPeek, Matt Atassi, Kendall Cunningham, Erica Hsieh, Alice Huang, Anna Kenig-Ziesler, John McKee, Roxanne Nesbitt, Emma Picker  
Silver: Florence Almeda, Sophia Campbell, Luis de Pablo, Elbert Du, Katherine Edwards, Aden Goolsbee, Elena Sparrow, Eva Griffin-Stolbach, Whitney Thomas, Jennifer Wang  
Bronze: Kyle Adlaka, Chantalle Dupont, Zoe Goldberger, Emma Meyers, Kelly Slimmon  
Honorable Mention: Ashwin Aggarwal, Arjun Dhar, Jonah Bauer, Sam Fleming, Jacob Leslie, Isabella Light, Miranda Mejia, Sam Morin, Venkat Somala, Ethan Tyler  
**Level 4**  
Gold: Gabriella Conforti, Marissa Martinez, Harrison Shapiro  
Silver: Jonathan Kutasov, Emma Rafkin, Katherine Zhang, Myra Ziad  
Bronze: Ana Pachicano, Amar Shabeeb  
Honorable Mention: Julia Gately, Jennifer Jiao, Saskia Knowles, Tiboo Mehta, Taylor Thompson, Ryan Zimmerman  
**Level 5**  
Gold: Ciara O’Muircheartaigh  
Silver: Grace Anderson, Alina Cui, Fabrice Guyot-Sionnest, Lucia Kenig-Ziesler, Shaunak Puri, Jonathan Soohoo, Elizabeth Sullivan, Leah Umanskiy, Willis Weinstein  
Bronze: Samantha Aronson, Nicolas Audrain, Charlie Billings, Daniela Garcia, Julia Hedges, Lucy Ordman, Olivia Perozo, Gabriella Roussos, Eliana Waxman  
Honorable Mention: Grace Cain, Anjali Das, Ilana Dutton, Ariel Gans, Madeleine Greenblatt, Alexandra Harron, David Hedges, Syrah Russell, Daniel Zhu

Service Learning Awards

**Continuing Service Book Awards**  
For seniors who have continued their commitment to service since sophomore year, funded by Mr. and Mrs. Charles Schwartz  
Samantha Aronson, Marcel Dupont, Ilana Dutton, Julius Stein, Elizabeth Sullivan

Journalism

**Photojournalism Leadership Award**  
Nikita Dulin

**Illinois Journalism Education Association All-State Journalism Team**  
Grace Anderson

**Illinois Journalism Education Association Annual Newspaper Contest**  
Placed in every category entered (22 of 25 possible)  
Honorable Mentions: 1  
Third Place Awards: 4  
Second Place Awards: 14  
First Place Awards: 18

2015 U-Highlights Yearbook

**Illinois Journalism Education Association**  
Best Overall Yearbook  
First place in 6 of 8 categories: Writing, sports, photography, design, divider pages and coverage

**U-High Midway**  
Best Print Newspaper in Illinois (enrollment up to 508 students)  
Best Overall Publication (print or online) in Illinois (enrollment up to 508 students)

U-High Midway

**2014-15 National Scholastic Press Association**  
First class with three marks of Distinction

**National Scholastic Press Association Journalism Honor Roll**  
Ten U-High Midway and seven U-Highlights journalists

**Quill and Scroll National Journalism Honor Society**  
National Award Winners  
Grace Anderson, Micaiah Buchheim-Jurisson,

Elena Carroll-Maestriperi, Elizabeth Chon, Ariel Gans, Julian Lark, Alexandra Lundsgaarde, Clyde Schwab, Willis Weinstein

Computer Science

**National Center for Women & Information Technology 2016**  
National Runner-Up Aspirations in Computing  
Joanna Cohen  
**Achievement in Computer Science**  
Theodore Ando

**Aspirations in Computing**  
Andrea Billingsley, Campbell Phalen

Athletics

**Physical Education Health & Wellness Awards**  
Mbella Beseka, Avik Herur-Raman, Nora Lin, Halima Mossi

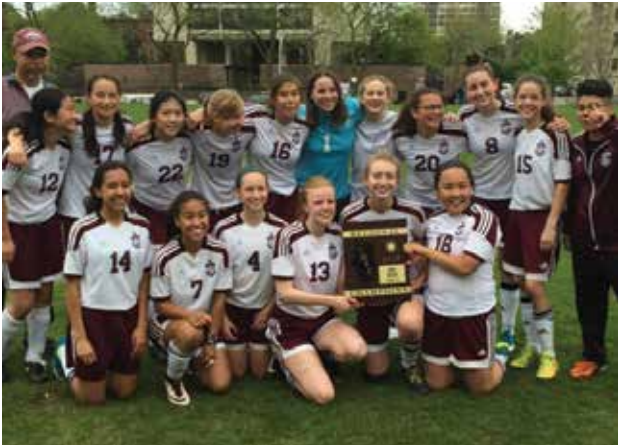
**Chick Evans Scholarship for Caddies**  
Jair Rojas

**James Wherry-Willis Award**  
Paula Herbst

**Bill Zarvis Award**  
Grace Anderson, Mira Jacobs, Lucy Kenig-Ziesler, Phoebe Lincoln, Jacob Meyer, Joe Curci

**William "Doc" Monilaw Medalists**  
Grace Cain, Ilana Dutton, Caleb Hill, Nigel Van Ha

# FALL HIGHLIGHTS 2016



GIRLS SOCCER REGIONAL CHAMPIONS

## BASEBALL

The baseball team finished second in the ISL with a fine 7-3 record. Named to the ISL All-Conference team were seniors Brad Koontz, Joe Curci, and Dylan Olthoff and sophomore John McKee. Junior left-handed pitcher Owen Lasko was named ISL Honorable Mention.

## GIRLS SOCCER

The girls soccer team defeated Universal School 6-0 on Jackman Field to win the 1A Regional Soccer Championship. ISL All-Conference players included sophomores Anna Kenig-Ziesler and Kendall Cunningham both 1st team and Tia Polite and Ileana Minor, 2nd team. Kendall, Ileana, and Anna were named Illinois HS Soccer Coaches Association (IHSSCA) All Regional Team. Coach Mike Moses was named ISL Coach-of-the-Year.

## BOYS TENNIS

With a literal home court advantage, the boys tennis team won the IHSA Sectional Championship held at U-High. The Maroons scored 30 points to soundly defeat the other 10 teams and sent all six of their players on to the IHSA State Championship. There, the Maroons scored 14 points to finish an impressive 13th place. According to long-time



GEORGE LOTT, '24, AND JOHN VAN RYN AFTER WINNING THE FRENCH OPEN DOUBLES TITLE IN 1931.

teacher and tennis coach Larry McFarlane it was one Lab's best finishes in modern U-High tennis history.

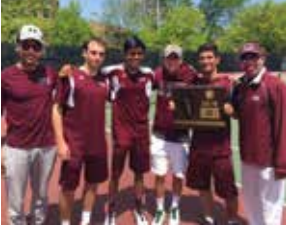
First ranked doubles team of junior Ajay Chopra/sophomore Sam Fleming had an impressive showing at State. Junior Jonathan Kutasov was named IHSTCA All-State 3rd team and the doubles team, Ajay/Sam, was named Honorable Mention All-State. Coach Dawuad Talib received ISL Coach-of-the-Year.

Lab's tennis history includes George Lott, '24, who won the state doubles titles at Wimbledon, the French Open, and the U.S. Open, and in 1964 was inducted into the International Tennis Hall of Fame.

## GIRLS TRACK AND FIELD

The girls track and field team won both the ISL Championship and the 16-team 2A IHSA Sectional Championship in a meet co-hosted by U-High and Whitney Young (3A) at Concordia University.

Eleven girls qualified to run at State in nine different events: Senior Lucy Kenig-Ziesler 3200m (1st) and 1600m (1st); junior Taylor Thompson 400m (1st) and 4x400m (1st); senior Genevieve Nemeth 800m (1st) and 4x400m (1st); junior Elsa Erling 1600m (2nd), 3200m (2nd), and 4x800 (1st); junior Lilia Wilson 100m (2nd) and 200m (2nd); junior Chavon Hussey High Jump (1st) and 400m (2nd); senior Grace Cain 800m (2nd) and 4x800 (1st); junior Alice Carlstrom



BOYS TENNIS SECTIONAL CHAMPS

4x800m (1st); freshman Sally Carlstrom 4x800m (1st); junior Shoshana Holt-Auslander 4x400m (1st); senior Paula Herbst 4x400m (1st).

Coaches Debbie Ribbens, Lynne Ingalls, and Chris Koutavas were all named ISL Girls Track and Field Coaches-of-the-Year.

## BOYS TRACK AND FIELD

Senior Jacob Meyer advanced to the IHSA State Track and Field Championships by winning both the 1600m and 3200m at the St. Rita Sectional. This marks the fourth consecutive year Jacob has qualified to run at State. The 4x800m relay team of juniors Charlie Sowerby and Brian Brady and sophomores Harrison Shapiro and Ashwin Aggarwal won their relay and qualified to run at State.



BOYS TRACK AND FIELD STATE QUALIFIERS



# The teachings of children

Using classroom “documentation,” including photos, videos, and recordings, teachers study students’ signals and tailor instruction accordingly



Children speak many languages. They talk, of course. But they also gesture, make faces, and communicate in as many as 100 verbal and nonverbal ways. The slightest movement of the eyes can hint at what’s going on between the ears.

An Italian educational model that takes inspiration from Lab founder John Dewey, the Reggio Emilia Approach seeks to understand and learn from children’s many forms of expression.

Through extensive classroom documentation, including photos, videos, and recordings, teachers study their students’ signals and tailor their instruction accordingly. Documentation makes it possible for teachers to evaluate students’ progress without the rigid barrier of testing.

“It’s very much an act of love, because it takes time and patience and a real ability to listen,” says Lab Nursery and Kindergarten teacher Meredith Dodd, who is leading a faculty

collaboration to study the use of documentation in the Nursery/ Kindergarten, Primary, and Lower Schools.

Reggio Emilia builds on Dewey’s democratic educational philosophy. Both are founded on the idea of the child as a competent, capable citizen. The teacher–student relationship is more of a partnership than a hierarchy, as each one draws knowledge from the other. By informing the way teachers interact with their class, children become the architects of their own learning.

“It’s important for everyone to know what children are thinking,” Ms. Dodd says. “They’re meaning makers. They’re not a *tabula rasa*. Children create ideas at a very early age.”

Last summer Ms. Dodd and seven other Lab teachers from nursery through fifth grade attended a Harvard Graduate School of Education conference to discuss strategies for making students’ learning visible and

sharing their findings with colleagues. The group returned with new tools and inspiration to learn from their students and from each other.

These tools included classroom exercises designed to help students make thoughtful observations about the world, and to help teachers interpret those observations. A routine called See, Think, Wonder invites students to answer the questions: “What do you see?” “What do you think about that?” “What does it make you wonder?”

Ms. Dodd used this thinking routine with students throughout the year in the Lab garden. The approach formed a shared language to help the class investigate and discuss how garden life changes from fall to spring. Their answers helped Ms. Dodd to evolve her science curriculum in time with her students’ learning.

The process of talking through the thinking routine and writing down students’

**Documentation makes it possible for teachers to evaluate students’ progress without the rigid barrier of testing. “It’s very much an act of love, because it takes time and patience and a real ability to listen.”**

words “showed us how they developed imaginary worlds, built a deeper learning about systems of life, and connected what they’ve seen over a period of time,” Ms. Dodd says.

Teachers also used See, Think, Wonder in monthly meetings where they shared documentation and insights from their classrooms. Through this group learning process, they helped each other interpret their documentation from a variety of perspectives, advancing their own development as teachers.

“Putting the pictures up and sharing them is a way to say, ‘Here’s my find from my dig from today. What do you make of that? What strikes you about this picture?’” says NK Principal Carla Young. “It’s a way of increasing your appreciation of other points of view.”

The exchange between faculty has introduced Reggio Emilia to teachers of older students, despite the approach’s common

association with early childhood learning. As students progress, they begin to share responsibility for documenting and interpreting their own learning under their teacher’s guidance.

“Documentation isn’t just about taking pictures and using them as an assessment tool,” Ms. Dodd says. “It’s about learning how to look and think deeper about children and your own work with them.”

# A map of the World Language Day

Each spring, fifth-grade students head out into the city for World Language Day. A Lab tradition for more than a decade, students put language skills to work through events and excursions involving global culture, arts, and food.









# Camp MacLean

Former sixth-grade campers return years later as junior counselors



Sixth-grade camp is a Middle School spring tradition at Lab. This past May, seven U-High sophomores took part in another tradition—reliving the experience as junior counselors.

During the weeklong stay at YMCA Camp MacLean in Burlington, Wisconsin, junior counselors helped run structured activities, such as orienteering and crafts, for the 124 Lab sixth-graders. During free time they were stationed at different voluntary activities: the zip line, the climbing wall, the basketball court. And at night, they each stayed in a cabin along with

about 10 campers and a Lab teacher who served as a senior counselor.

In addition to formal responsibilities, the sophomores were there to answer questions, ease homesickness, and make sure the sixth-graders had fun; “just make them feel comfortable at camp,” says junior **Tia Polite**.

All U-High students can be junior counselors, but volunteers must be willing to volunteer to miss a week of school. Although making up the work can be a big commitment, Tia and five of her friends—**Jake Leslie**, **Roxanne Nesbitt**, **Miranda Mireles**, **Megan Moran**, and **Elizabeth Van Ha**—decided to try it. **Jessica Franks** had been a junior counselor in ninth grade and enjoyed it so much that she came back.

“I really enjoyed when I went to sixth-grade camp,” Tia says, “so I wanted to make

their experience as fun as possible.”

Jake, whose brother was a camper this year, says he enjoyed being “a sixth-grader for a week,” but in truth the junior counselors had both more freedom and more responsibility than they had as campers.

Staying up and doing homework hours after the campers went to bed, the sophomores got to know each other better, as well as the 15 Lab teachers who staffed the camp.

“We got to see completely different sides of them,” Roxanne says. “They treated us more like equals.”

Junior counselors earn service hours required to graduate, but that wasn’t their motivation. As Jake says, “I had a lot of fun. It wasn’t really about the hours.”

# Special Delivery



Last spring **Erica Lee**’s first-graders did a quarter-long project on the US Post Office and letter writing. The project culminated in a postal service that ran throughout Earl Shapiro Hall for two weeks.

“The post office unit allows students an authentic opportunity to apply literacy skills. They develop a sense of job responsibility as post office employees, and it unifies the school through a student-centered communication system,” Ms. Lee explained.

The project began with a field trip to the Post Office branch at 55th Street and Lake Park in April. (“Just don’t come on tax day,” the staff told Ms. Lee when she asked for permission beforehand.) The first-graders learned about post office boxes and how long it takes to send a package.

In May Ms. Lee began taking job applications for the school-wide post office. Students could choose from

**Mail carrier applicants said they were “good at walking” or curious to see other classrooms.**

five jobs in the pre-machine-age system: window clerk, mail carrier, drop and dye clerk (who cancels the stamps), nixie clerk (who faces the envelopes forward and ensures mail is addressed properly), and distribution clerk (who puts mail in the correct slots for delivery).

The students told Ms. Lee why they would be particularly suited for the jobs they wanted. Applicants for window clerk, for example, often said they were “good at doubles” (since stamps cost two cents each) or “good at talking.” Mail carrier

applicants said they were “good at walking” or curious to see other classrooms.

A section of Ms. Lee’s room became the post office, complete with student-designed stamps and a bin for dead (undeliverable) letters.

Postal service ran from May 16–27. Stamps were sold from 8–8:30 a.m. every morning in Ms. Lee’s classroom, and deliveries were made at lunchtime, with about 200 letters written and exchanged daily.

Second-graders wrote to the first-graders, telling them what the coming year would hold. “It’s going to be epic,” was one prediction. First-graders wrote Bruce and Norma, Ms. Lee’s cats. “Do you like your cat food?”

Like everyone, the kids loved receiving mail. But, says Ms. Lee they had to be reminded, “If you want a letter, then you should write one.”

# Celebrating with a sapling



In June, 24 kindergarteners decorated a newly planted tree in Jackson Park. They made the little ornaments themselves: colorfully drawn rabbits with notes about what they love about school on the back. The tree, a sugar maple, is *their* tree. Visible from the school lobby, it’s their class gift.

The parents of **Sarah Abella** and **Melanie Webers**’ three-year loop class, in which Nursery and Kindergarten students have the same teacher for three years, donated a tree to give back to the green spaces their children have spent so much time enjoying and studying in. The students have logged 275 hours over three years enjoying the parks, and during their second year of Nursery School they engaged in a close study of trees.

“I’m thrilled; we feel very responsible for being good stewards of the park,” says Ms. Abella. “Classes are out there all day, every day, so it’s

really wonderful to be able to contribute to the Park District in this way.”

An arborist with the Chicago Park District facilitated the process of choosing a tree and deciding where to plant it. The class picked the sugar maple after learning that it is a fast grower, so the students can watch it age as they do. They needed a sunny spot without a preexisting root system underground, close enough to see from the school.

The arborist fielded all the kids’ questions: Yes, they could make maple syrup if they wanted. Yes, the Park District would love it if they climb the tree—as long as they let it grow up a bit first.

Says Ms. Abella, “The idea that this tree will be here with new kids long after we’re gone is a pretty cool feeling.”



# The average age of a homeless Chicagoan is 11...

And other powerful lessons from a Middle School service opportunity



A group of seventh graders this spring learned a hard truth about homelessness in Chicago: it affects adults but also kids like themselves.

On May 13 they spent their lunch hour preparing and serving a meal to the homeless at Matthew House, a community-based organization in Bronzeville that provides food, daytime shelter, and support services.

The nonprofit's director of development asked if they could guess the average age of a homeless Chicagoan. The surprising answer—11—hit close to home.

"It was dramatic; you could see it immediately on their faces," says Matthew Landa, Middle School counselor. "They seemed to think, 'That's me, that's my brother, that's my sister.' Students said they had one concept of homelessness going in but had a much more realistic perception afterwards."

The experience was one of many that Middle School students had at the end of the school year. Over two weeks, 325 sixth, seventh, and eighth graders participated in May Service Learning experiences, with 24 out of 27 advisories joining voluntarily—two didn't work due to scheduling issues, and one event was rained out.

"In the past, this was something that individual advisories would do. If they had a particular interest, they might take on a project themselves," says Hannah Evans, service learning coordinator. "This was the first year we did it in such a concentrated way. There's a lot of interest."

In addition to Matthew House, seventh-graders visited Growing Power's Iron Street Farm, where they helped with harvesting and weeding, and Open Books, where they processed and organized

donations. Some sixth-graders pitched in with aquaponic farm maintenance and composting at The Plant, while a group of eighth graders helped the Chicago Park District clean Washington Park.

Some advisors chose the community partner organizations. A few wanted to expose their students to certain social issues, while others made choices based on the most practical logistics. Ms. Evans and the advisors discussed their students' strengths, areas where growth was needed, and how a particular service learning experience might help.

The students participated in pre- and post-visit reflections about their expectations, why they thought the work would be important, what happened, strengths they saw in each other, and challenges they faced while there.

Annette Steinbarth's eighth-graders went on a cleaning spree at Gilda's Club, which provides support and a welcoming place for people affected by cancer. They organized art supplies, decorated the art room blackboard, cleaned play equipment and toys, vacuumed and mopped floors.

"Although they were there just a short time, I was amazed with how well they worked together and how motivated they were," says Ms. Steinbarth. "I didn't have to goad them into doing anything. They were so into it they worked until the last minute—that's how invested they were."

Like those who went to Matthew House, the group at Gilda's Club was surprised to learn the extent to which youth are affected: the facility had a children's art room, a teen room, and a playroom for younger kids. Like homelessness, cancer

had seemed like a problem for people much older than them.

"These experiences are really powerful for the students, but the May Service Learning experiences are just the first step," says Ms. Evans. "We can pique their interest, so moving forward hopefully the exposure to life outside Lab's walls will increase their desire to learn more about why social issues exist in our community in the first place."

Part of that interest may come from learning firsthand that small acts of kindness can have a big impact. "Little things can be of great help," wrote Caroline Taylor, one eighth-grader who visited Gilda's Club. "So even if you are cleaning for a half hour, it makes a difference."

## Learning together

South Side icons teach Lab and Charter School students about local art and activism



TIMUEL BLACK, AM'54

Last year, a gift from Lab parents Peggy and Yung Bong Lim helped to launch a formal partnership between Lab and the University's Urban Education Institute Charter Schools. As part of that partnership, this spring University of Chicago professors offered informal, noncredit classes to high school students from both schools. Lab parent Bart Schultz, senior lecturer in Humanities and director of the Civic Knowledge Project, led a course called Philosophy, Civic Knowledge, and Talking to Strangers.

Meeting after school each week, with a finale at the Civic Knowledge Project's UChicago office, the students read and discussed work by John Dewey, Civic Knowledge Project founder Danielle Allen, and Mr. Schultz himself, though the teacher hesitated to call the group a class as such.

Rather, it was an opportunity to engage with activism and art

on the South Side. The group visited the Stony Island Arts Bank, journalistic production company the Invisible Institute, and the Renaissance Society. Among the "strangers" they talked to—on the subject of talking to strangers—were Theaster Gates, professor of Visual Arts and artistic director of the Arts Bank; Invisible Institute Director Jamie Kalven, '65, who won a George Polk Award for helping break the Laquan McDonald story; and activist, educator, and author Timuel Black, AM'54.

"It's really not about talking in a classroom," Mr. Schultz says. "There's plenty of that. When we can get out and engage with people like Tim Black and Jamie Kalven and Theaster Gates, that's a whole different kind of education." Students from both schools, he says, were unaware of the cultural resources located blocks from their homes. Emily Buss, a law professor

**"When we can get out and engage with people like Tim Black and Jamie Kalven and Theaster Gates, that's a whole different kind of education."**

and a Lab parent, taught a seminar course during the winter quarter of 2014–15 and returned this spring to co-lead a reading group with faculty colleague Herschella Conyers called *Growing up Black in America*. The texts included *Democracy Remixed: Black Youth and the Future of American Politics*, by political science professor Cathy Cohen, who also attended as a guest discussion leader, and *Why Are All the Black Kids Sitting Together in the Cafeteria?* by Beverly Daniel Tatum.



# Reel world experience

Summer “apprenticeship” gives U-High and Charter School teens the chance to be filmmakers



U-High photography and film teacher Benjamin Jaffe began making films in the early '80s, when independent filmmakers like Spike Lee and Jim Jarmusch were creating templates of how to “do things on your own,” says Mr. Jaffe. “Lee made his first feature-length film, *She's Gotta Have It*, on a credit card. Jarmusch made his first movie, *Stranger Than Paradise*, with a Super 8 camera.” They provided a model for Mr. Jaffe to get into film and an ethic to pass on to his students.

This summer Mr. Jaffe, who joined Lab in 2014, is leading a paid filmmaking internship to give teens from Lab and the University of Chicago Charter School experience in a real production environment. He wasn't interested in creating a traditional film program; he wanted to offer an apprentice-style experience with the guidance of professional

filmmakers, similar to how Hollywood works. Students would leave with practical knowledge and a demo reel “to show what they're capable of creating,” says Mr. Jaffe.

The summer apprenticeship is run through CRib Productions, which Mr. Jaffe started with a grant from Chicago Filmmakers in 2014, when he worked for Chicago Public Schools, to give inner-city teens “an equal chance at a career in filmmaking.” The name, CRib, is a play on a baby's bed and slang for home, because that's how Mr. Jaffe envisions it: “a home for young filmmakers.”

This is the first year Mr. Jaffe is leading the summer apprenticeship for Lab, collaborating with Malcolm Harlan, who leads the program for UChicago Charter. The apprenticeship is funded by a grant made by the Lim family and the students chosen for the

program will participate in the production portion of a feature film, written by Mr. Jaffe and his wife, which centers on themes of social justice and family.

The students will help with auditions for cast and crew and then three weeks of production. Apprentices will work on all aspects of a film shoot, including camera work, lighting, and sound, both on location and using Lab's filmmaking facilities.

Production is just one part of the filmmaking process, though. Mr. Jaffe hopes to expand the program into the school year, incorporating editing into his own class. He has also teamed up with English teacher Mark Krewatch to teach screenwriting—part of pre-production—and music teacher Francisco Dean to teach digital music production and film scoring. Both ran pilot classes last year.

Mr. Jaffe's ultimate goal is to produce a professional, high-quality film. “I want that to be our calling card,” he says. “It's an experiment, but when it's done, I hope we'll blow people away with what kids can do.”

**Apprentices will work on all aspects of a film shoot, including camera work, lighting, and sound, both on location and using Lab's filmmaking facilities.**



## Behind the Scenes

# JEAN-FRANKLIN: CROSSES CULTURES AND MIXES DISCIPLINES

French, Spanish, piano, and even some Italian



**W**hen Jean-Franklin Magrou's mother moved from

Chicago to France in the late 1970s, she didn't know a word of French. She got a job working in a perfume shop on the Rue de Rivoli and met Mr. Magrou's father when they were performing together in a pantomime troupe.

Mr. Magrou, who teaches French and Spanish at Lab, grew up in Paris, spending summers with his grandparents in Muncie, Indiana. “I thought it was amazing,” he says. “So different from downtown Paris.” He couldn't believe people had swimming pools in their backyards. He thought the Holiday Inn was incredible.

At 17, curious to know more about the United States, he decided to attend a year of school in America, as a senior at Muncie Central High School—even though he had already graduated in France. In Muncie he went to football

**Mr. Magrou, who teaches French and Spanish at Lab, grew up in Paris, spending summers with his grandparents in Muncie, Indiana.**

games and prom; he joined the swing choir. “I was the popular French guy, especially among the girls,” he says, laughing.

After graduation he enrolled at Indiana University—Bloomington, majoring in Spanish, which he had studied in France, and art history; he took music classes as electives. An instructor told him he should pursue music more seriously. “He said I was talented enough and I would regret it if I didn't actually try.”

Mr. Magrou had taken piano lessons since age three. He had wanted to learn to play

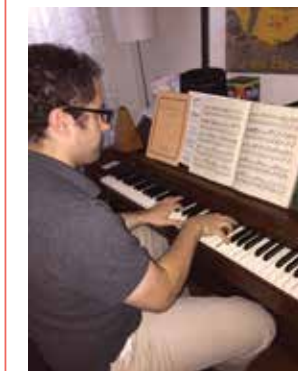
the trumpet, but the music school told his mother that three-year-olds lacked the lung capacity. By the time he was ten and old enough to start, “I had completely forgotten about the trumpet,” he says. He never learned to play.

At Indiana, Mr. Magrou felt like he made progress on the piano. “It was becoming heavy for me because I had such a passion for it,” he says. “The world of classical music is so difficult. I thought, should I even try it?”

With his parents' encouragement, after college he spent two years at the Schola Cantorum de Paris. “I loved it,” he says. “I never thought that I could actually play the repertoire that I was playing.”

At the same time, he realized what a lonely existence musicians have. “You spend long hours alone in practice rooms, six to eight hours a day.” And the difficulty of earning a living as a professional musician was daunting.

So Mr. Magrou returned to Muncie and earned a master's degree in secondary education at Ball State University. He



taught French and Spanish at a number of middle and high schools in Indiana before joining Lab two years ago. (He is learning Italian and “getting pretty good at it,” he says.)

Mr. Magrou likes to integrate music into his language classes, especially at the high school level. He includes French hip-hop, for example, in a unit on minorities in France. “We use music as a method of immersion at Lab,” he says. “It's a great way to immerse kids in the culture and the language.”

He plays piano for Westminster Presbyterian church in Munster, Indiana, and occasionally gives recitals. He has less time to play for pleasure since he and his wife had a baby, he says, though he does sit at the piano with his daughter sometimes. “She plays very modern music right now,” he says. “Atonal.”

Mr. Magrou doesn't regret giving up his dream of becoming a professional musician. “Music is a passion,” he says. “It's something very intimate and personal. Like a diary that I don't want anybody to read.”



**THANKYOU** Recognizing that our Schools are a better place because of the people who contribute

**Recognizing that our Schools  
are a better place because  
of the people who contribute**

**their time and resources, Lab held two special events to say thank you.**

# HONORING PARENTS

In May, former Director Robin Appleby established the Parent Volunteer Thank You Reception to honor, celebrate, and publicly acknowledge the role that our parents play. Whether they serve as room parents or chaperones or manage major events like Book Swap, LabArts, and Spirit Days, parents make a difference. They also help raise important funds through the Parents Philanthropy Committee, give admissions tours, and welcome new families to our campus and in their homes.



**Robin Appleby and Tai Duncan, '00**



Kim Stolze, Noha El-Sharkawy-Aref,  
Ann Grissom, and Nicole Brookens



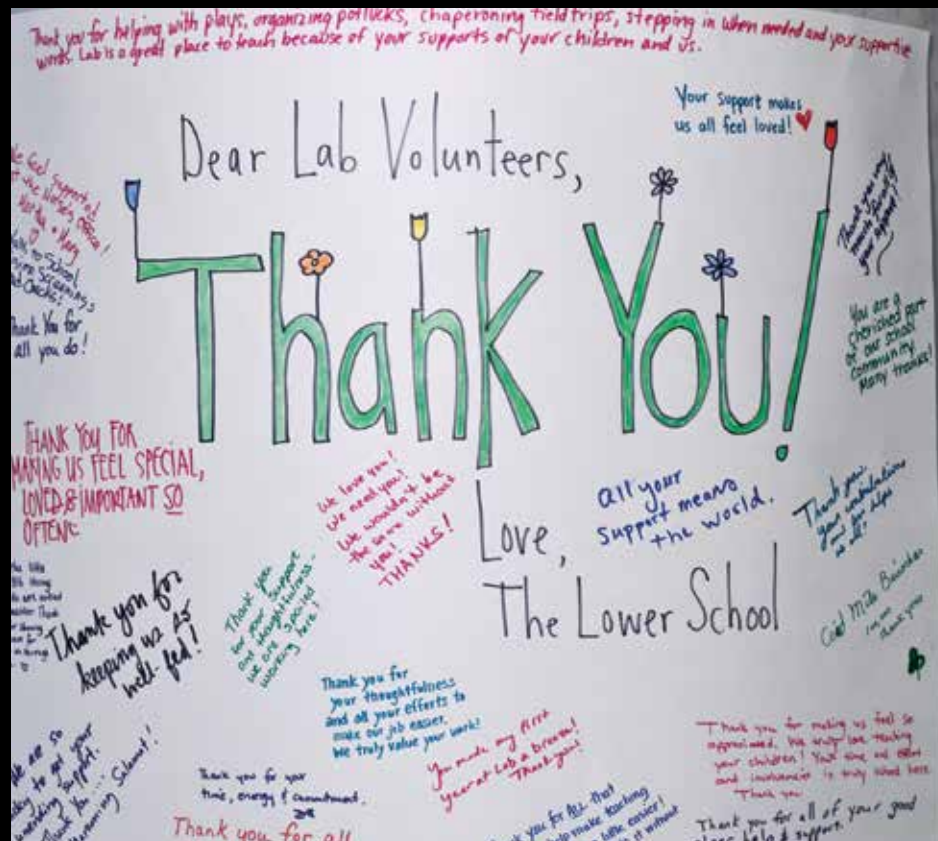
**U-High student ambassadors, the Maroon Keys, greet guests as they arrive**



**Tiffany Flowers, Thomas Rudbeck,  
and Cheryl Rudbeck**



Roseline Beseka and Kim Olivier



# THANKING ALUMNI

For the past four summers, Smita Shah, '91 has hosted and underwritten the annual Lab Alumni Donor Thank You party to recognize and celebrate the financial contributions of our alumni. This year, Interim Director Beth A. Harris gave a brief update for the more than 75 alumni who joined Smita and co-host Renu Mohindra, '94, at MileNorth Hotel's 52Eighty Rooftop Lounge.



**Jim Orr, '61, Nancy Friedland, '64,  
Susie Stein, '45, Rachel Berg '58**



Ajay Shah, '97, and Smita Shah, '91



Lorinzo Jeffries, '73, Charles Fisher, '07,  
Sandy Carton, '08, and Field Osler



**Cheryl Cortez, '92, and Interim Director Beth A. Harris**



**Nabil Moubayed, Deanna Quan, '89,  
and Lynn Sasamoto, '79**



David Solow, '97, Tiago Pappas, '00,  
Andy Rosenband, '99, Shilpa Rupani, '03,  
and Zachary Levin, '03



**Nancy Friedland, '64, Denise Jeffries,  
and Lorinzo Jeffries, '73**



**Smita Shah, '91, Mariann McKeever, '91,  
Jacob Sklarsky, '96, and Dir. of Alumni  
Relations & Giving Jeremiah Stevens**





# Teacher Travelers

The ideals of John Dewey reach around the world

by Claire Zulkey

Gina Alicea, Sylvie Anglin, Rob Ley



**E**xchange trips aren't just for students. In 2015, Japanese Fulbright scholar Kazuyo Nakamura visited the Laboratory Schools to conduct fieldwork on art education while she studied the work of John Dewey, Lab's founder.

In Japan, where she is now a professor of art education and curriculum studies at Hiroshima University, Ms. Nakamura belongs to the Research Initiative for Developing Learning Systems (RIDLS), which aims to create international networks with educational institutions. While it prepares to update its current curriculum, the Japanese Ministry of Education, Culture, Sports, Science, and Technology is closely examining Dewey's ideals for inspiration. "The Laboratory Schools have been recognized as one of the leading schools in the United States," Ms. Nakamura says, and so with her help, RIDLS invited Lab faculty to visit Japan. Lower School Principal Sylvie Anglin,

Educators in Japan are interested in how education trends are shifting away from rote, teacher-centered learning toward a more student-centered, experiential model, "which is what Dewey set out to do over 100 years ago when he started Lab," says Ms. Anglin. The audiences, which included several members of the John Dewey Society of Japan, were engaged and full of questions. "They grilled us," Ms. Anglin says. "When we talked about how education should be child-centered, they were curious to learn exactly what that looks like."

Ms. Alicea and Mr. Ley provided examples of how to build a curriculum based on experiential learning. "You're not reading a textbook—you're going out and seeing it," Ms. Alicea says. When her students learn about architecture, for instance, she takes them on a field trip in Hyde Park to compare Victorian- and Prairie-style architecture in their own backyard. When Mr. Rob teaches his students civics, he instructs them to keep track of how government affects them from the moment they wake up to the moment they

## EDUCATORS IN JAPAN ARE INTERESTED IN HOW EDUCATION TRENDS ARE SHIFTING AWAY FROM ROTE, TEACHER-CENTERED LEARNING TOWARD A MORE STUDENT-CENTERED, EXPERIENTIAL MODEL.

in them," she says. The Japanese educators were particularly struck when Ms. Anglin said, "The teacher is like a traveler who embarks on a journey with children for learning." The takeaway, says Ms. Nakamura, is that "it's important for not only the child but also the teacher to continue to learn."

To that end, the faculty's time visiting local attractions sparked inspiration for future lessons and developments at Lab. Ms. Alicea was touched by the generosity and grace of her hosts, especially after visiting the atomic bomb memorial in Hiroshima. She noted the juxtaposition between the summer gun violence America was enduring while she toured the relatively serene Japan. She is also contemplating revisiting lessons she's taught about Chicago photojournalist Gordon Parks and how he used his camera to record racism in America. This is a poignant time, she says, to reflect on how art can "be a voice for expressing anger or frustration or whatever emotions America is going through."

Ms. Anglin meanwhile noted the Japanese educators' commitment to being the best teachers possible. "The Japanese use a strategy called lesson study as a way to observe and provide constructive, explicit feedback to each other on how to make a lesson better," she says. "It goes deep in terms of how kids are learning and getting the most out of that lesson." After

go to sleep. "I want them to see how their personal lives connect to government," he says, which students can often see as abstract. "They might learn things like how a bill becomes a law, but they don't understand how that affects them."

According to Ms. Nakamura, 21st-century learning—geared toward creativity, collaboration, critical thinking, citizenship, and cross-cultural competency—is fully realized at Lab. "The audience was very impressed with such educational experiments and found great inspiration



fourth grade teacher Rob Ley, and fine arts teacher Gina Alicea visited to speak on the subject, "The 21st Century and Redesigning School Education."

As part of a two-week visit, the Lab faculty gave presentations at Hiroshima University and affiliated schools on the goals and history of Lab as it relates to Dewey's ideas. "We sent our presentations early, and our hosts translated everything into a book that they gave out," says Ms. Anglin. "All our PowerPoints were translated into Japanese."



receiving a guide for Japanese educators on lesson study, Ms. Anglin and Mr. Ley are considering setting up their own group back home. "The resources and the structure of that would fit our school really well," says Mr. Ley.

When they weren't delivering their own addresses or seeing the sights, the Lab faculty visited lower-grade schools affiliated with Hiroshima University (much the way Lab is affiliated with the University of Chicago) in Hiroshima, Osaka, and Kyoto.

"There was such a gentle and kind manner in the way that the teacher and the kids interacted," says Ms. Anglin. "The kids all had responsibility for their school, whether it was serving lunch to each other, cleaning up or caring for areas around the school, or leading the greeting at the beginning of each class."

Ms. Alicea, who studied in Japan 14 years ago for her own Fulbright scholarship, already saw a freer educational mentality. Compared to the last time she visited a Japanese classroom, where "they were sitting in little rows, and they couldn't

move," the elementary art students she observed this time enjoyed making a mess of cut-up pieces of paper during a lesson on abstract art. "There was such freedom in the room," she says. "It was really wonderful to see the progression."

The trip both affirmed the Lab faculty's work and challenged them to discover how they could further integrate Dewey's ideals back home. "We exist in our own departments. My mind is not focused on social studies, it's not focused on what Sylvie's doing with the Lower School, so it was really great to step back from it and see the bigger picture and how we do it together," says Ms. Alicea.

At one point during the trip, Lab's impact on its students came full circle. During a break between presentations, a Japanese woman carrying a stuffed mouse that was wearing a Laboratory Schools sweatshirt approached Ms. Anglin. "She said that she had gone to Lab when she was in kindergarten for one year when her dad was a visiting professor at the University of Chicago." The woman,

now a graduate student studying to be a teacher, told Ms. Anglin how formative that year had been. When she found out there were people from Lab speaking at the University, she made a special trip to attend the lectures.

"It was a real joy to be able to go and share what we do in our school with people who are so interested and committed to excellence in education," says Ms. Anglin. Audience members told her, "When we talk about the hopes and dreams we have for our children, we find we have a lot in common."

More than 100 years after the Laboratory Schools were founded, says Ms. Nakamura, "Dewey's educational philosophy is still meaningful to school education in our time."



# New Parents Fund founded

on long history of vision and commitment

**W**hen families return to campus this fall, renovations to the Historic Campus will be complete and they will see the full result of the most transformative period in the Schools' history.

The goal of updating Lab's physical plant goes back well more than 20 years to a master plan developed by Nagle Hartray, which included building the Middle School

and Kovler Gym. Financial constraints limited the execution of the complete plan, and so, in 2005, with University support, Lab engaged Skidmore, Owings & Merrill LLP to lead the second stage of the process.

Skidmore's plan served as the cornerstone for what came to be known as the Lab+ Campaign and Project, the primary goal of which was to maintain the diversity so central to our community while allowing for improvements to every aspect of the Schools:

- > Enhancing the arts
- > Upgrading the Historic Campus
- > Creating a new space for early childhood education
- > Providing increased student aid and professional development
- > Enhancing Lab's libraries

The Schools are grateful to the parents and alumni who supported the record-breaking Lab+ campaign, the results of which will ensure that current students and generations of children to come benefit from one of the best educational experiences available anywhere.

## PARENTS LEADING PARENTS

Inspired by the successes of Lab+, and to continue the rich and vital history of parent philanthropy at Lab, we have launched a new Parents Fund, which will initially be co-chaired by parent volunteers **Christie Henry** and **Michele Seidl**.

The fund will launch with Lab's first annual Parents Fund Blitz, beginning on Monday, October 3 and running through Friday, October 28.

Recognizing that the experience of each Lab family is unique, the Parents Fund includes four key areas of support, which we hope will align with the many meaningful interests of all Lab families:

- > **The Possibilities Fund**, an unrestricted fund to be used where Lab needs it most
- > **Tuition Assistance**, helping make a Lab education affordable to as many families as possible

> **Academic Programs & Faculty Support**, sustaining and enriching leading edge programs

> **Co-curriculars**, enhancing learning beyond the classroom

We expect this to be a month of fun and celebration, in addition to philanthropic success. A cohort of parent volunteers will be involved in planning contests for grade participation, raffles, and other ways to inspire giving.

The culmination of programming will be a Family Festival, hosted by Lab's Board of Directors.

## PLEASE SAVE THE DATE TO JOIN US:

The Family Festival Sponsored by the Laboratory Schools Board of Directors Sunday, October 16, 1–4 p.m.

The event will feature activities for children of all ages and take place on Kimbark Avenue, enter at 58th Street.



Christie Henry



Michele Seidl (with Neil Shubin)

Lab invites you to all-schools family festival

Sunday October 16 1–4pm

## MEET THE PARENTS FUND LEADERS

### CHRISTIE HENRY

Christie's relationship with Lab began in 2006 when her daughter, Ellie, enrolled at Lab, followed two years later by her son, Jack. She has been a stalwart volunteer ever since, including taking on one of Lab's most important volunteer roles, Parents' Association president from 2010 to 2012, and overseeing the PA Speaker series. Christie's relationship to the University dates over two decades, and

she is currently editorial director for the University of Chicago Press.

### MICHELE SEIDL

Michele has been a member of the Lab community since her son, Nathaniel, arrived as a three-year-old Nursery Schooler. He is currently a freshman and his sister, Hannah, is in fifth grade. Michele has regularly volunteered her time since and has especially enjoyed time spent in the classroom and serving as a member of several principal search committees. She has also been an indefatigable Parents

Philanthropy Committee volunteer.

**LabLife:** Tell us about the new Parents Fund.

**Christie:** In talking to fellow parents about Lab's fundraising, we learned that parents are eager to support Lab but would like to be able to direct their philanthropy to areas that are important to them and their children.

**Michele:** More than 60 percent of our parents support Lab and the newly structured Parents Fund will do just that—make it easy for families to give to the programs

they care most about. It might even spark some interesting discussions around the dinner table.

**LabLife:** How will the Parents Fund Blitz work?

**Christie:** It's been fun to plan. We've recruited a great group of parent volunteers who are organized by division and grade. To highlight the areas of giving, we've created a series of videos that take viewers into the halls of the school to capture philanthropy at work in everyday student experiences. Each week in October we'll feature a different theme that coordinates with an

option for support. We will also be present at school gatherings to encourage participation.

**Michele:** Our focus is participation. We want all parents to support this initiative because their support carries with it the message that we—as parents—are fully committed to ensuring that Lab continues to offer the best education to our children and generations of future Labbies.

The Parents Fund will go live October 3

THOSE WHO WISH TO MAKE A PLEDGE MAY DO SO ONLINE AT:  
[HTTP://WWW.UCLS.UCHICAGO.EDU/GIVING/ANNUAL-GIVING/PARENT-FUND](http://www.ucls.uchicago.edu/giving/annual-giving/parent-fund)



A close-up portrait of a man with short, dark brown hair and light blue eyes. He is wearing a dark blue suit jacket over a light blue button-down shirt. He has a neutral expression and is looking directly at the camera. The background is blurred, showing what appears to be a library or study with bookshelves.

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# “Stay weird. Stay different.”

Long before Graham Moore, '99, won an Oscar for *The Imitation Game*, he'd been fascinated by the story of a gay, English mathematician who committed suicide.

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By Megan Doherty, AM'05, PhD'10



**G**raham Moore was sitting alone in his hotel room in Scottsdale, Arizona, in December 2010 when he got a phone call that changed his life. His agent on the other line was telling him that the book he was on tour for made it to *The New York Times* Best Seller list.

It was a quiet, solitary moment, yet it represented a monumental shift. “This was the moment I realized that I’m a professional, I don’t need to have a day job,” says Mr. Moore, ’99. “That’s when the switch flipped in my head and, practically speaking, when a switch flipped in my life.”

That novel, *The Sherlockian*, was a six-year labor of love. Its success came after years of rejection, disappointment, and the desire to quit. Had he given up, he wouldn’t have enjoyed another of those private, transformative moments three years later, when he found himself crying in the bathroom of a film studio outside London after watching actors Benedict Cumberbatch and Keira Knightley perform lines he wrote.

The movie they were rehearsing, *The Imitation Game*, won him an Oscar for Best Adapted Screenplay in 2015. But the glitz and glamour of that Hollywood night couldn’t compete with the quiet realization that this film, this story he had wanted to write since he was a student at Lab, might be really good.

**B**ased on the life of Alan Turing, the film told the story of the British mathematician who, during World War II, helped crack the German Enigma code.

Mr. Moore—a self-proclaimed computer nerd who attended computer programming camp, space camp, and then camped out in the school computer lab—had been intrigued by Mr. Turing, “an object of cult-like fascination, a legend among computer science folks.”

That enduring interest, born in middle school, followed him from Chicago to New York and then to Los Angeles. He kept talking to his friend and collaborator Ben Epstein, ’99, various agents, and managers about this amazing true story, but no one was swayed.



“Everyone else said there was no way to sell that story,” Mr. Moore says, citing their fears that no one would want to finance a film about a gay, English mathematician who committed suicide. “I kept putting it aside and never doing anything with it.”

Until, that is, a chance encounter in Los Angeles. It was the summer of 2010, and he went to the party of someone he hardly knew. “I didn’t really know anyone in Los Angeles at that point,” says Mr. Moore. “I’m not sure how or why I got invited. I think she sent an email invite to the wrong Graham.”

He learned that his hostess, Nora Grossman, wanted to be a producer and had just optioned her first book, which she said was “about a mathematician you’ve never heard of.” When he pressed her for details and learned it was about Mr. Turing, he flipped.

“I launched into a completely insufferable, deranged monologue about how I’d been dreaming of doing a script on him. She was inching back in her own kitchen.”

Eventually he convinced Ms. Grossman and her business partner, Ido Ostrowsky, to let him write it on spec. Six years and an Academy Award later, the three share an office and are working on their next movie together.

**I**n his Oscar acceptance speech, Mr. Moore urged young people to “stay weird, stay different.

“The things that make you feel weird or different are the very things that can make your work really exciting and interesting,” he adds now. “Think less about trying to be a writer and more about the story you want to tell and what you can uniquely bring to that story. What’s your way of telling it that no one else would?”

Along with two of his siblings, his date to the Oscars was his mother, Susan Sher, former Lab board chair and adviser, former chief of staff to Michelle Obama, and a senior executive adviser at the University of Chicago and the UChicago Medicine.

Getting to share that night with family was important to him. “My mom has done so much for me my entire life, so getting to say, ‘Hey, Mom, want to come with me

**“IN MY WORK NOW, I HAVE THE GREAT PRIVILEGE OF BEING ABLE TO JUMP BACK AND FORTH BETWEEN FILM AND BOOKS AND TELEVISION, AND LAB WAS A PLACE WHERE THAT KIND OF BOUNDING AROUND AND EXPERIMENTATION OF INTERESTS WAS REALLY ENCOURAGED. LAB ENCOURAGED AN INTELLECTUAL VORACIOUSNESS IN ME.”**

to the Oscars?’ felt like a lovely way to start evening up the debt.”

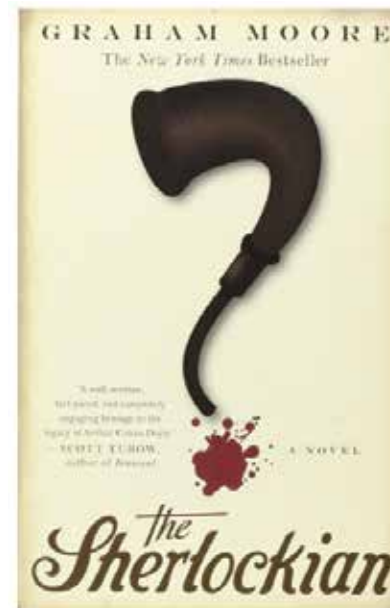
In addition to his Oscar win, Mr. Moore received a 2015 Writers Guild of America Award for Best Adapted Screenplay and Lab’s Rising Star Professional Achievement Award in 2014, the same year he was U-High’s commencement speaker.

At that commencement, he talked about friendship, using his collaborator and friend Mr. Epstein as a model. “The friendships I developed at Lab have stayed with me my entire life. No one’s at their best in high school—I certainly wasn’t—but I hope students realize the other people they meet at Lab may be the most precious thing Lab has to offer.”

**T**he road to the Oscars was paved in small but pivotal decisions—like when Mr. Epstein convinced him, despite his protests that they should move to Los Angeles. There was never an “aha” moment when he knew with certainty he was on the right path.

“In fact, I’m sort of not quite sure what my chosen path is even at this point,” he jokes. “I’m a writer, but I bounce back and forth a lot.”

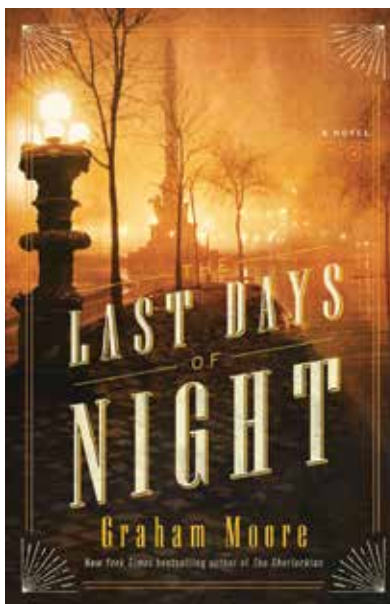
Mr. Moore has written two novels and is working on a third. In addition to *The Imitation Game*, he also wrote the screenplay adaptation of Erik Larson’s novel *The Devil in the White City*, which will star Leonardo DiCaprio. His second



**“THINK LESS ABOUT TRYING TO BE A WRITER AND MORE ABOUT THE STORY YOU WANT TO TELL AND WHAT YOU CAN UNIQUELY BRING TO THAT STORY. WHAT’S YOUR WAY OF TELLING IT THAT NO ONE ELSE WOULD?”**

novel, *The Last Days of Night*, comes out in September, and he’s working with Ms. Grossman and Mr. Ostrowsky on a screenplay for it. He also has some television credits: his first job in Los Angeles was writing for the ABC sitcom *10 Things I Hate About You*.

“I consider myself a novelist first and foremost,” Mr. Moore says. “In my work now, I have the great privilege of being able to jump back and forth between film and books and television, and Lab was a place where that kind of bounding around and experimentation of interests



was really encouraged. Lab encouraged an intellectual voraciousness in me.”

That voraciousness may have helped sustain him during many years of trial and error. It was when he and Mr. Epstein were in college—Mr. Moore at Columbia University and Mr. Epstein at New York University—that they began writing scripts together.

Mr. Epstein suggested the idea one night, and Mr. Moore thought he was joking. But a phone call the next morning convinced him that his friend was serious. “He said, ‘I’m in film school, it’s not that hard,’” recalls Mr. Moore. “I’ll show you how to do it. It’ll be fun.”

Mr. Moore doesn’t remember exactly what their first script was about. “A light teen comedy” was as much as he could recall—and that it was “not very good.”

After graduating college in ’03, he spent the next five years in New York working as a sound engineer at clubs in the evenings and writing during the day, before Mr. Epstein persuaded him to move to Los Angeles. In addition to working on screenplays and starting what would become *The Sherlockian*, he also dabbled in journalism.

“A lot of my 20s were spent trying different things, figuring out that I wasn’t quite good enough at them, and then finding something else I was better at,” he says. “That kind of experimentation was very helpful.”

**E**ight or nine failed scripts preceded *The Imitation Game*, which will always have a special place in his heart.

“Sometimes I feel sad that I’ll never quite love anything that much again,” says Mr. Moore. “You never get over your first love.” He and his fellow filmmakers felt a tremendous responsibility to tell Mr. Turing’s story fairly, accurately, and respectfully.

Before the movie was released, the filmmakers held a private screening for members of Mr. Turing’s family in London. Filled with nerves, Mr. Moore was relieved when family members told Mr. Cumberbatch that watching him on screen was “just like seeing Alan again.”

“From that point on, once his family felt we’d done justice to his story, we were happy. Everything else, the awards, was just icing,” says Mr. Moore. “We made the film we wanted to make.”





# Reviving the lost art of letter-writing

Students from UChicago elementary schools tour the city with their pen pals

By Megan E. Doherty, AM'05, PhD'10



Nearly 300 eight- and nine-year-olds spent a sunny Thursday in May taking in Chicago's sights and waving at passersby from bright red, double-decker tour buses. While the children on the buses go to school only a few miles apart, these young friends had only recently met.

The moment was the result of a partnership between different University of Chicago elementary schools to learn more about their surrounding communities—and each other. After exchanging letters as pen pals and then visiting each other's schools, the students participated in this joint exploration of Chicago neighborhoods.

"Being open to sharing yourself with someone whom you don't know and learning how to learn about somebody new, we're building on that whole sense of curiosity kids have about each other," says Sylvie Anglin, Lab's Lower School principal. "What makes them the same and different? Hopefully that will deepen their curiosity and appreciation for others."

The collaboration was occasioned by the Exploratory Seed Grants program, which is open to faculty from each of the schools in order to foster creative partnerships between Lab and UChicago Charter schools. Proposed projects must promote innovative student learning experiences, celebrate diversity, and support the missions and values of each school.

After an information session about the grant in October 2015, Lab teachers **Hee Park** and **Brandy Wortinger** reached out to Deena Heller, a teacher at Donoghue, to discuss commonalities across the schools' curricula. When they discovered they all taught Chicago history, the idea of connecting their students through neighborhood exploration was born.

### A five-month foundation

For five months, Lab's third-grade classrooms paired with classes from Donoghue or North Kenwood/Oakland (NKO), two of the University of Chicago Charter Schools.

Lab's six third-grade classrooms, two from NKO and three from Donoghue, split into groups, each focusing on one of five neighborhoods: Bronzeville, Hyde Park, Chinatown, Pilsen, and Little Italy.



## SOME STUDENTS BONDED OVER A MUTUAL LOVE OF JOLLY RANCHERS. OTHERS CREATED A SPECIAL HANDSHAKE THAT THEY PERFORMED EVERY TIME THEY SAW EACH OTHER.

They sent letters back and forth beginning in January, and the days the notes arrived from their pen pals were occasion for immense excitement.

They wrote about anticipating summer, sought name ideas for pet guinea pigs, shared favorite holidays, and hatched plans to open lemonade stands together. They included drawings and doodles of hearts and double-decker buses, and they signed off: "your friend."

"I feel happy when we played together," wrote one. "Write back!" wrote others.

Before the experiment began, the collaborating teachers met to match kids with common interests, such as gymnastics or bicycling. Others were paired by personality traits: curious kids, jokers. The handwritten letters provided the foundation for two classroom "play dates," during which students visited their buddies' schools to meet and discuss their shared lessons on Chicago history—and simply be kids, playing together.

In February, Lab students visited Charter School classrooms to meet their pen pals, and in April the Charter Schools

made their field trips to Lab. To ease first-meeting jitters, teachers prepped students by talking about conversation strategies, including how to listen, how to add thoughts, how to ask questions.

After the first play date, the teachers knew they were on the right track, seeing the kids smile, laugh, share, and bubble over with excitement.

"I loved seeing the kids together and the blossoming of friendships," wrote Ms. Park in an email to her fellow third-grade teachers. "I hope that they will take this experience and become better citizens who can make a positive impact in this world."

The day of the first field trip, one student in Carly Bressler's Donoghue class went home sick, so the teachers improvised a solution: FaceTime. The absent student participated virtually for the entire play date. Her Lab pen pal carried the phone around the classroom "as if it was her best friend on the other line," shared Ms. Bressler in the teacher email chain.

Some students bonded over a mutual love of Jolly Ranchers. Others created a special handshake that they performed



every time they saw each other. Some classes made origami monster bookmarks for their buddies. Others played icebreaker games of questions and answers to foster conversation.

For their Chicago history lessons, the students discussed the Great Chicago Fire of 1871 that started in Little Italy, the murals in Pilsen, the 1893 World's Fair in Hyde Park, the 12 bronze statues of the zodiac signs in Chinatown, and a Bronzeville monument to the Great Migration.



### The most important learning occurred with, and about, each other

"Studying the neighborhoods gave the pen pals something to connect over," says Ms. Heller. "It was a powerful way to give them the experience of learning more about the world and themselves."

After the meetings, the third-graders completed written reflections. "She is kind and she does not judge me about who I am and I don't judge her and we talk and

necessarily our job to give answers but to give space to discuss and let them share their thoughts."

Near the end of the school year, on May 12, five buses from Chicago Trolley & Double Decker Company gathered the students to see, in person, the sites that they had studied: Jane Addams Hull House in Little Italy; 16th Street murals in Pilsen; the Chicago River; the Adler Planetarium; and Chinatown's Nine Dragon Wall.

When the docents offered the microphone to the students, asking if they wanted to share some knowledge about the neighborhoods, many took a turn. They shared learned facts but also their observations. "I see that in Chinatown a lot of the signs are in Chinese," noted one student. "Maybe that's because they want to celebrate their culture."

After the bus tours, everyone returned to Lab for a potluck lunch. The meal—pizza, tacos, egg rolls, vegetable fried rice, fried chicken, macaroni and cheese, and greens—was served by parents from each of the schools.

"It was powerful to see the kids breaking bread

together," says Ms. Heller. "But not only the kids; it was good for them to see their parents serving food together too."

The excitement of getting to know each other turned to sadness that this was their last meeting. The students clamored for photos posing with each other to remember their time together.

"Our schools have a willingness to take risks and try new things and to be innovative," says Ms. Anglin. "Innovation can be imperfect. The fact that we had a whole grade level of faculty who were willing to embrace the unknown of what this partnership could be, even if it's a little scary or messy, is part of the culture of the University of Chicago."

get along very good," noted one student. "I learned everybody is special in their own way," wrote another.

Although geographically close to each other, many of the students come from different racial, cultural, and socioeconomic backgrounds. After they met, the Lab teachers fielded questions from their curious students about their observations. They had conversations about first names, reasons to have uniforms versus free dress, different class schedules, what a charter school is, why Donoghue had signs about a strict attendance policy, and why Lab's facilities seemed more modern.

"These questions weren't necessarily different from what normally goes on. It's not the first time we teachers have had hard questions from our students," says Ms. Heller. "As educators, it's not



# 1946

In September 1946, this group of 13- and 14-year-olds enrolled at the University of Chicago, after completing only two years at U-High. Joining what was called the Hutchins College, were Richard Freeman, Diane Darrow, Charles Bidwell, Barrie Seid, Calla Lurie, and Dorothy Leiber.

UChicago Dean of the College John W.

Boyer, the Martin A. Ryerson Distinguished Service Professor in History, writes about the innovative program in his *Occasional Papers on Higher Education, VII, The College at The University of Chicago*: “When [University President John Maynard] Hutchins persuaded the University Senate in mid-November 1932 to authorize

a four-year program that combined the last two years of the University High School and the first two years of the College for local Lab Schools students, he launched a small but important precedent that, within a decade, would mushroom to transform the academic landscape of the University.”

## Alumni notes

### Keep in Touch

The Lab Notes section of this magazine is where alumni come to connect with the Schools and fellow classmates. Please contact your class representative or the Office of Alumni Relations and Development with any updates about yourself or friends who attended Lab. If your graduation year is without a representative, please consider volunteering to serve in this fun and important role. Email notes, information, or questions to labnotes@ucls.uchicago.edu.

## 40s

1940s CLASSES REUNION  
OCTOBER 14–15, 2016

**Roger Isaacs, '43**, released a new paperback book, *The Golden Ark: A Pictorial History*. This illustrated book is the culmination of Isaacs' continued 50 years of biblical research and guides the reader along the Ark's precarious journey from Mount Sinai across the Jordan River. The book may be purchased online at talkingwithgod.net.

### 1945 Class Representative

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### 1946 Class Representative

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From your class representative: “**Margie Barron** and **Howard Barron** enjoy their new residence at North Shore Place in Skokie.

“**Josie Drapekin** takes great pride in her 36 years volunteering

at Highland Park Hospital.

“**Caryl Seidenberg**, with her artistry, has produced approximately 20 books, now owned and displayed by the UIC Richard J. Daley Library, where the books were on exhibit this past June through September.

“Current activities of their grandchildren appear to be the dominant interest of all classmates I have interviewed; including **Howard Smith** and **Hortie Coplan**—who, with her husband, has been a world traveler.

“And I continue my work with dyslexic students in Hyde Park.”

### 1948 Class Representative

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### 1949 Class Representative

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## 50s

1950s CLASSES REUNION  
OCTOBER 14–15, 2016

### 1951 Class Representative

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From your class representative: “We traveled to India and Nepal in March. I found India to be a country filled with contradictions and sensory overload. We could hardly take it all in. Our conveyances ranged from an incredible rickshaw ride through Old Delhi, to boats, jeeps, buses, plane rides, an open Hummer safari in a former maharaja's forest preserve, an elephant ride up to the top of an enormous fortress, a camel-drawn cart, and a small

plane that flew above the top of Mount Everest and the length of the Himalaya range.”

**Gabriella Cohen** writes, “I retired last year and returned to UChicago to take courses, docent at the Oriental Institute, and input data to the Integrated Database research archives. I decided I don't need to leave my descendants any money, so I travel with one grandchild at a time. Last summer, accompanied by my grandson, Jonny, I went to Vienna and Berlin. This summer, I went on a Danube River cruise with my Princeton-graduate granddaughter. I ride my horse, who keeps me strong, reasonably agile, and balanced.”

**Lou Dean** writes, “In the things-we-don't-know-about-each other department, the delightful songwriter Tom Lehrer and I were barracks-mates when we served in the military, assigned to the Army Security Agency. After basic training, I spent a month at Fort Devens, MA, where one of my barracks-mates was Harry Blackstone, Jr., who became a nationally known magician following in the footsteps of his father.”

**Art Koff** reports: “I continue to write a monthly column for MarketWatch and be interviewed regularly by media, including Israeli National Radio, *USA Today*, Fox News, and a newspaper in Santiago, Chili.”

**Michael Padnos** writes, “I have been invited to Jerusalem for the premiere of the documentary about my son Theo's liberation from Syrian captivity. The film was shown at the Jerusalem Film Festival on July 13, and will be shown again at MOMA on September 30. I plan to attend both premieres. In between the premieres, in August, I will travel down the Burgundy Canal. I am thrilled for my son, who has become something of an international celebrity. The film will enter general circulation after MOMA and will be on Netflix starting in November.”

**Steve Webster**, who left our class after eighth grade, writes: “I work part time at Gundersen Health System in La Crosse, WI. As a dermatologist, I give skin cancer screens and sun safety talks (‘use sunscreen, wear hats’) at local businesses. My wife, Katie, and I continue to enjoy recreation on the Mississippi.”

**Bobette Press Wolf** reports: “I continue to exhibit my body of photographic work titled ‘Fifty Couples over Fifty.’ I also still serve on the Lincoln Park Village

Program Committee, planning all sorts of wonderful activities—for example, theatrical events and a pedway tour of Downtown Chicago. When we aren't busy enjoying life in Evanston, my husband, Hugh, and I manage to travel: Santa Barbara, Sacramento, Hawaii, and San Miguel de Allende, Mexico, this year.”

### 1952 Class Representative

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### 1953 Class Representative

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### 1954 Class Representative

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**Paul Freehling** writes, “I retired from Seyfarth Shaw on June 30, 2016. Fifty-two years of law firm practice is enough. I will be offering my services as a mediator and arbitrator from now on.

“My wife Sue (**Susan Seder, '57**), continues to own and operate her cookware store in Hyde Park. September marked 40 years!

“Sue and I had two nice trips recently. We were in Washington D.C., where I worked during two of the four days there and Sue played for all four. We both love visiting D.C. We also went to Paris for a week. Our children and three of our four grandchildren were able to join us for four of the seven days. Paris is one of our favorite cities. Even though it rained for part of every day we were there, and was chilly, we had a great time being in the City of Lights with our family. The museums had not yet closed because of flooding when we were there, and visited some we've seen before and some we haven't. Because of the rain, the parks were lush and beautiful. We had fabulous rooms at the Hotel D'Angleterre in the Saint Germaine area on the Left Bank, and they didn't cost an arm and a leg.

“Sue and I have the same email address: suefreehling@comcast.net.”



**1957 Class Representative**

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From your class representative:  
“Another year has rolled around—academic year, that is, which is how time always passes in my mind. That comes from living with academics all my life and, in a small way, being one myself—as a social worker, I always worked with students. I still do pro bono work at the Henry Street Settlement but was down to one student this year. I like working in one of the world’s first settlement houses, still serving immigrants on the Lower East Side of New York. The nationalities have changed, but not the needs.

“My other occupation is that of a German–English translator. Originally I translated philosophy, which was my major, but since the ’60s and ’70s I’ve translated, among other things, an eyewitness memoir of the Franco-Prussian War, a book about cats, and a romantic novel. I get a kick out of finding just the right term in English for a German phrase; not everyone’s idea of fun, I realize.

“Jerry and I lived in Baltimore for 23 years, but happily retired back to Brooklyn 11 years ago. I sing in a church choir and in the Cecilia Chorus of New York, which sings major choral works in Carnegie Hall. One of my daughters is a trainer of elementary school teachers; another daughter is a writer and editor; and a third daughter is a professor of Chinese history in La Jolla, California. Between them they have four children: one went to Beloit College in the fall, the others are younger.

“We both have to walk slowly with canes, Jerry because of normal pressure hydrocephalus, I because of a dead kneecap. But we do get around and do the things we want to do.

It’s always good to know where and how you all are, be the news happy or sad.”

**Bob Despres** says: “My wife, my fox terrier, and I are splitting our time between Chicago and Williamsburg, VA. In Chicago, we live in Vista Homes at 59th and Stony Island Avenue, just around the corner from Lab. Our son and my sister live in Chicago. My son and his wife work at the recently opened Baja California restaurant, Leña Brava, as chefs for famed Mexican restaurant entrepreneur Rick Bayless. We live in Chicago

from late April to Thanksgiving. We travelled to Connecticut College in early June for my wife’s 50th college reunion. I went to Israel in late June through early July.”

**Buzz Stein** reports: “Pegasus Books published a book I have worked on for several years. The book is titled *Hair: A Human History*. In it I describe my observations on how the nagging, recalcitrant, valuable, elusive fiber covering our heads serves humans. In researching the book I traveled the world to talk with people who spend their lives with hair: fur trappers (Canada), scholars of North American settlement, shepherds (Australia, United States), weavers (Wales, Ireland), forensic pathologists (Washington, D.C.), artists (United States, United Kingdom), wig makers (United Kingdom, Japan), barbers (United States), hair jewelry collectors (United States, United Kingdom), and others. The writing was a discovery process but at the same time a learning exercise in presenting ideas to a different (non-academic) audience.

“I am semi-retired (from university and industry), comfortably ensconced in the college town of Princeton and engaged with other writing projects, half-marathon running (it’s easy to win in my age group), arborist work (local arboretum), grandkids (five), and voraciously reading and rereading the classics. I cannot help but echo a common theme of these Notes: The Lab experience, through my teachers and classmates, served as an important bedrock for my later development. It was indelible, inextricable, and invaluable, and I am most grateful to have had this unique privilege. My best wishes to all.”

**1958 Class Representative**

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**David Kraines** writes: “After 51 years of college teaching and research, including 45 years at Duke, I became an emeritus (finally exposed as out of merit) this past summer. Although I will have a major reduction in teaching and a total reduction in salary, I expect to continue to ride my Segway regularly to my office and act as faculty advisor of our math club, director of the undergraduate math research program, and coordinator of undergraduate math

**Jim Adelman, Ellen Myers Adelman, ’60, Ellen O’Farrell Leavitt, ’60, Philip Leavitt**



competitions for the indefinite future. I hope to be able to attend a U-High reunion in the not-too-distant future.”

**60s**

**1960s CLASSES REUNION**  
OCTOBER 14–15, 2016

**1960 Class Representative**

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From your class representative:  
“Phil and I went on a long road trip and along the way enjoyed wonderful visits with four classmates and their spouses. First stop was Durham, NC, where we visited with Jim and **Norvell Brown Kennedy** at their eclectic gallery, filled with wonderful antiques, artifacts, art, jewelry, crafts, and much more. We reminisced over dinner and caught up on 57 years gone by. We had not seen each other since literally the day we graduated and it was truly wonderful to get reacquainted.

“Next stop was to Greensboro, NC, where we enjoyed the hospitality of Jim and **Ellen Myers Adelman**. Jim and Phil compared notes about being on their respective high school swim teams and we talked about current events, including the presidential campaign—a topic of endless discussion.

“After a couple of days in Philadelphia, we started back west



**Philip Leavitt, Ellen O’Farrell Leavitt, ’60, Cathy Zaleski, Don Zaleski, ’60**

**Jim Kennedy, Norvell Brown Kennedy, ’60, Ellen O’Farrell Leavitt, ’60, Philip Leavitt**



aand spent a night with Cathy and **Don Zaleski** in Maineville, OH. Cathy and I walked around the lake on which they live, while Don drove Phil back 50 miles to a gas station where Phil had lost his wallet. They rode in a bright yellow 2007 Corvette, one of five fabulous cars in their collection. Phil was very lucky that a Good Samaritan had picked up his wallet and turned it in with all contents still intact.

“We then traveled back to Chicago, where we had dinner with **Sharon Gordon Millman** and her husband Barry. We see Sharon quite often and she never fails to receive us with a warm welcome, interesting stories, and clever quips. And Barry knows absolutely everybody on the North Shore.

“I’m writing this while on the trip, and as we continue westward, we also hope to visit **Art Loewy** in St. Louis and Carol and **Ian Dresner** in Basalt, CO (our dog Homer is in love with their puppy Dulcinea). We hope to meet up with Christina and **Peter Bornstein** in Denver, with whom we had a delightful dinner two years ago.”

**1961 Class Representative**

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**1963 Class Representative**

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From your class representative:  
“As you may recall, at our 50th reunion back in 2013, we began a fundraising drive to raise \$100,000 by the time of our 55th reunion in 2018 to establish the Class of 1963 Endowed Scholarship Fund at Lab. As of this date, thanks to generous donations from 57 members (39.3 percent) of the class, we are almost two-thirds of the way to our goal with nearly

**Barb Schulman Ruttenberg, ’63, Peggy Kadison Beck, ’63, Judi Epstein Shapiro, ’63, Betty Rosenstein Musburger, ’63, Susie Furth Hand, Lynne Firsel, ’63, and Karen Goldberg Topin, ’63**



\$65,000 pledged or raised! A special thank you to everyone who has donated. Over the next two years, our class fundraising committee, **Dick Lansing, Betty Rosenstein Musburger**, and I, will be working with you to raise the remaining \$35,000 so we can announce that we have reached our goal of \$100,000 at our 55th reunion. We hope that all 145 class members will consider a gift to the Scholarship Fund. So many of us (including myself) benefited from scholarships or tuition remission as children of parents employed by UChicago. This is our chance to help give another generation of students the same great education we enjoyed. Pledges can be made and paid over a five-year period. If you haven’t made a contribution yet or would like to add to your pledge, you can do so by contacting Jeremiah Stevens at the Laboratory Schools’ Office of Alumni Relations and Development at [jstevens@ucls.uchicago.edu](mailto:jstevens@ucls.uchicago.edu), or you can email me at [david.stameshkin@fandm.edu](mailto:david.stameshkin@fandm.edu) for more information.

“I am also proud to announce that for the second consecutive year, the class of 1963 had the highest percentage of donors of any Lab class! Let’s make it a ‘three-peat’ this year!”

**Sean Cardenas** writes: “In 2014, our first grandchild joined the family: a grandson who brings us hours of joy. With Cathy’s retirement, we are now able to spend time traveling. Trips have included Yellowstone, Glacier,



**Anne Hiltner, ’63 in December 2015**

California road trips, Boston, Europe (Spain, Italy, and France), Panama Canal, Guatemala, Mexico City, and Maya Riviera. We are planning to return to Paris in the fall for our 30th anniversary. And finally, after 36 years in San Diego, we are moving to Albany, OR.”

**Betty Rosenstein Musburger** reports: “Our book club celebrated **Susie Furth Hand**’s 70th birthday. We have previously celebrated **Karen Goldberg Topin**’s and **Lynne Firsel**’s 70th birthdays and by the end of this year will have celebrated everyone’s 70th. To everyone else in the class who is about to or has celebrated their 70th, happy birthday!”

**1964 Class Representative**

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From your class representative:  
“Fifty years after playing my last baseball game at U-High, former teammates **Gil Bogs, Mark Madorin**, and I joined U-High’s baseball team on a very cold May afternoon for a postgame photo following an 8-2 win at North Shore. Gil, Mark and I then went to the team’s fabulous home field, the Kroc Center, to watch an 8-2 win over Latin School. A few days later, our trio watched the final game of the 2016 baseball season—a tough first round State Playoff loss to a very talented team from Illiana Christian. Thanks to a great coaching staff and a great group of student-athletes for making us feel so welcome, and for presenting each of us with a team hat.”

**Richard (Dicky) Notkin**: “I look back 50 years with mixed emotions. Am I the only one who is embarrassed when I recall what an idiot I was as a teenager? My mind can hardly comprehend a half century of post-high school life, but my joints keep reminding me that yes, we are definitely in the post-middle-age years.

“I am grateful for the quality education I received when I transferred from Chicago Public Schools to U-High at the beginning of my sophomore year in 1963. **Robert Erickson**, my

**Joe Belmont, ’66 (letter sweater), Gil Bogs ’66 (behind Joe’s left shoulder) and Mark Madorin ’66 (red and white jacket), joined U-High’s baseball team for a postgame photo following an 8-2 win at North Shore.**



art teacher at U-High, was a true mentor to me, and channeled my energies into a self-directed investigation of the many approaches to various media. He also inspired me through his commitment to the arts and his wonderfully unique aesthetics in painting, drawing, photography, and other mediums.

“Phoebe—my marriage partner for 23 years and a painter and printmaker—and I now live on the Key Peninsula in Puget Sound, Washington. I spend my days in my studio, a converted four-car garage right next to our fixer-upper home. I have been working as a sculptor my entire adult life, following my passion for art and social/political commentary, mostly in the medium of ceramics. Life is good.

“Unfortunately, I cannot attend our 50th reunion. I have a tight deadline for a solo exhibition at Zolla/Lieberman Gallery in Chicago. October will be full of final glazing, firing kilns, packing and shipping the work. If you are near Chicago, please join Phoebe and me at the opening reception on Friday evening, November 4th. The gallery is located at 325 W. Huron.

“When I think of my granddaughters, Ava, 7, and Sophie, 5, I see the future. They deserve a world which will afford them the kind of opportunities that have blessed our lives. Be aware, alert and active, and vote.”

**1967 Class Representative**

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**70s**

**1970s CLASSES REUNION**  
OCTOBER 14–15, 2016

**1970 Class Representative**

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From your class representative:  
“After many years of serving us well, **Jim Grodzins** has stepped down as our U-High 1970 class agent. I hope you will all join me in thanking him for a job well done. We’ll have more news for future issues. In the meantime, if you haven’t been getting my email updates, please contact me at [banks.hannah@gmail.com](mailto:banks.hannah@gmail.com) so I can include you.

“If you have anything you’d like to see in future issues of *Lab Life*—news, gallery openings, speaking engagements, awards, retirements—please feel free to share! We’re all interested in what you’re thinking and doing. Look forward to hearing from you soon.”

**1971 Class Representative**

Susan Yost  
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Columbus, OH 43209  
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614-231-9435

From your class representative: “As those of you who get emails know, I have taken over **Debbie Kovacs**’ role as class representative. If you are not receiving my emails and would like to, please contact me at [susanyost8@gmail.com](mailto:susanyost8@gmail.com). There is also a Facebook page titled ‘U-High Class of 1971.’ The page was started for the last reunion and perhaps will be a good vehicle for reunion plans and updates for October.

“As for me, I am living in Bexley, OH, which is a small suburb of Columbus. I live about two miles from **Susan Marantz** and we see one another several times a month. We try to take a walk every Sunday morning when we are both in town. I’m still doing psychotherapy part time but am thinking about retiring, as my husband has retired from medicine and we’ve been traveling more. I recently met up with **Judy Deutelbaum Kern** and **Donna Epstein Barrows** on one of my trips to Chicago. I have a daughter





who lives in the Lakeview area, and a son who started law school this fall.”

**Rob McNeill** writes: “I remain a history professor at Georgetown University, specializing in environmental history. Lately I’ve been writing about the Anthropocene (as some people now call the period since about 1945 in order to emphasize the destabilizing role of humankind upon Earth systems and the global environment). My most recent book, coauthored with a former student, is called *The Great Acceleration*. For more info, please visit <http://www.hup.harvard.edu/catalog.php?isbn=9780674545038>.

“I remain married to **Julie Billingsley, '75**, one of **Franny Billingsley**’s several sisters. After 25 years of agreeable chaos, Julie and I are now beginning the phase of empty-nest parenthood. One of its defining features is multiple, gigantic tuition bills.

“Many are the days when I wish I were back in Chicago and able to witness the triumphs of the Sox and Cubs at close range, rather than here in Washington so exposed to the grim spectacle of electoral politics!”

**1973 Class Representative**  
Kevin Spicer  
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Santa Monica, CA 90403-4656  
uofclabschool1973@gmail.com  
310-315-1833

**Robin Hazard Ray** writes: “I recently published my first mystery novel, *The Strangers’ Tomb*. The book is set in Boston in 1858, where rival scientists, fugitive slaves, Irish immigrants, and decaying Boston Brahmins jostle for position and survival—and some of them don’t make it. It is part of a projected three-part series crafted around a broad theme—the human price of pseudoscience—with clues resolved by real and imagined scientists from Boston’s past, and set in and around Cambridge’s beautiful Mount

Auburn Cemetery. The novel is available through Amazon in eBook and paperback formats.”

**1974 Class Representative**  
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**Jennifer Gray** writes: “It has been a few years since our days together at Lab, hasn’t it? It’s all been a bit of a whirlwind for me. After finishing high school I left Chicago for two decades, taking a ‘gap year’ then going to college on the east coast and settling in the New York City area. I worked as an architectural lighting designer for a number of years there, married and had two amazing daughters. After my divorce, the girls and I moved to Evanston, where I raised them on my own for a dozen years. This was my ‘adventures in single parenting’ period. Thirteen years ago I met and married my husband **Scott Wilkerson, '77**. Scott teaches high school math in the Chicago Public School system. I did not know him at Lab, but it seems like we lived parallel lives.

“I am a psychotherapist now, practicing in Chicago and Evanston, and loving my work! This summer I took a leap, and tried adjunct teaching at the graduate level. I think I finally discovered the concept of ‘taking on too much.’ I am also planning a wedding for our older daughter Emily who is 31 and a journalist and living in Chicago. Emily says she has a dream job, as the marijuana reporter for The Extract, the online version of the Chicago Sun Times. Her fiancé is a teacher at a charter school in Chicago and we are thrilled to have him joining our family. Our daughter Caitlin is 26 and lives in Los Angeles where she stayed after going to college there. She is very creative, and trying to find her way into a career where she can use her gifts. In the meantime she has a wonderful life in LA, filled with friends and travel, and is enjoying her twenties. I am thoroughly enjoying this period of my life as well and feeling grateful.

“I have attended some recent Lab reunions, and look forward to catching up with everyone at the next one!”

**Dan Rudolph** sends word from Atherton, CA: “I just wrote my last tuition check to Stanford University for my youngest child, Ellen, who graduates in June with a BS in product design. My middle daughter, Claire, lives and works in

nearby San Francisco, and my son, Jack, is running my wife, Anne’s, family avocado farm in Cambria, CA (near Hearst Castle), although he has expanded to include passion fruit, goat cheese, and heritage pigs, among other things. I left Stanford Graduate School of Business about five years ago and have been an operating partner for a couple of private equity firms, where I serve as an active board member and mentor to our CEOs. I also get over to Stanford still as a mentor for entrepreneurship students, play tennis two or three times a week, and look after my three dogs with Anne.

“In the last year or two I have seen **Dan Kohrman** for dinner out here in California, gone to a Bulls vs. Warriors game with **Paul Strauss** (sorry about the beat down by the World Champion Dubs), visited **Matthew Patinkin** at his Chicago apartment with his parents, seen **Steve Massaquoi** and his adorable one-year-old daughter in Boston, and seen and spoken to my friend and business partner **Eric Schwartz** many times both here in California and in Madison, WI, where he lives. I caught up with **Cathryn Collins, '76**, late last year (**Dan Kohrman**’s younger sister) in San Francisco when she brought her amazing trunk show to town and I did some holiday shopping with her. It was great to see her after 30 years and she is doing well in New York and all of the world.”

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**Class of 1977: Interested in volunteering to serve as your class representative?** Email the Office of Alumni Relations and Development at [labnotes@ucls.uchicago.edu](mailto:labnotes@ucls.uchicago.edu).

**Peter Fritzsche** writes: “Join our collective children, Lauren, Eric, Elisabeth, and Joshua, and the happy parents, Franziska and Peter Fritzsche, in welcoming Matteo Hellmut Fritzsche to the world. Matteo was born on June 6 (D-Day). Meanwhile, I am still teaching history at the University

of Illinois and my new book, *An Iron Wind: Europe Under Hitler* will be published by Basic Books in October. I will attend the 2017 reunion.”

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Hans Massaquoi  
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**Sandra Altamero-Downing** writes: “Our 18-year-old son, Leo, started his first year of university in February, since the academic year in Sydney is the calendar year. He’s studying commerce and seems to be enjoying it.

“Cameron and I have a small design and project management consulting practice which works on major projects: airports, mines, universities, etc. Right now Cam is the finalization manager for Barangaroo, a huge urban rejuvenation project in Sydney. It’s very exciting.

“I’m now looking for full-time work. I’ve been working part time for our business and consulting in finance when a project comes along but I would like something full time now. I just started looking, so that’s keeping me busy. I practice yoga daily and am active in Sydney’s vegan and animal rights community.

“Living in Sydney is wonderful but being away from the United States gets harder for me every year. Cam would love to live and work there at some point and we had been looking to move, but he is enjoying his current project so we’ll probably stay here until Leo finishes university, at the very least.

“I’m very fortunate to have a great group of friends and some of Cam’s family here. But, in all honesty, there is nothing like America and Americans for me.

When I go back there, I feel whole. I feel like me. And my Lab friends are a huge part of that, so I was very excited to be back in August.”

**Allan Hurst** writes: “It’s been an interesting few years. In 2010, I moved my mother from Chicago to the Bay Area so I could care for her, given that she had developed dementia. It was an unpleasant journey at best, and ‘character building’ doesn’t begin to describe it. My mom died in 2014 after a long and painful struggle, and her passing was a mercy for everyone involved. I was surprised and touched that **Juli Hamp, Leslie Matlaw**, and **Bambi Bellows** showed up at Mom’s memorial (thank you guys again for being there!). I haven’t returned to Chicago since then. Even though I miss the city terribly, I’m dreading my first visit there without any family still living there.

“I’m still living in the San Francisco Bay Area (in Sunnyvale, the town that gave Atari and Chuck E. Cheese Pizza Time Theater to the world), and will be celebrating 13 years of marriage to my husband Randy Hensley (not a Labbie) this Thanksgiving. Still a partner at a network and virtualization consulting firm (Keep IT Simple) with more than 30 employees. Amazed to realize that I hit retirement age in just 10 years, and probably targeting Portland, OR, as our retirement destination.”

My contact info:  
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**Terra Rosenthal Lovrich** reports: “Our son graduated from the University of Illinois with a degree in computer science. He has accepted a job with a consulting company located in Downtown Chicago. He loves the Midwest and is very excited to begin this new chapter in his life. It is interesting to have our son, a born and raised Texan, become a Chicagoan. Basically the reverse of his father and me. I am excited to have one more reason to return to the city.

“Our middle child will be a senior at the University of Illinois in the fall. Yes, two of our kiddos will have degrees from U of I. So strange, never would have predicted that. Her field is marketing and supply chain management. She spent last summer in New Jersey at Unilever, and this summer she is in Manhattan at Bloomingdales. She

**Cameron Downing, Leo Downing, and Sandra Altamero-Downing, '79**



loves New York and wants to start her career there. She says she will come back to Texas when it is time to start a family. I’m hoping she doesn’t forget that!

“Our baby just completed her freshman year in high school. Texas public schools do not have the greatest reputation, but we are lucky enough to live in the top district in the state. Eliza is taking advantage of a high school medical program and thinks she wants to go into orthopedic surgery. Outside of school she does competitive cheerleading. Like the select soccer we experienced with her sister, it is a very intense program. My chauffeur hat is still being pressed into action.

“My husband, **Mark Lovrich, '80**, is a mechanical engineer and founded a software company with a partner. I help out with the administrative tasks and leg work of the business. I also volunteer at a local hospital. All in all, life is good for us. High school seems like yesterday. How did we get to middle age so fast?”

## 80s

**1980s CLASSES REUNION**  
OCTOBER 14–15, 2016

**1980 Class Representative**  
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**1981 Class Representative**  
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**1983 Class Representative**  
Cheryl Buckingham  
csamp2002@yahoo.com

**Kumari de Silva** writes: “I had a fun time teaching my first yoga workshop in Bakersfield, CA, at Samsara Wellness Center. I am still

teaching yoga in Santa Clarita and Frazier Park, CA, writing for my blog, [kumaridotcalm.com](http://kumaridotcalm.com), and working as a broker associate for Mountain Properties, Inc., in Pine Mountain Club, CA, after I got my broker license this year.”

**1984 Class Representative**  
Susan Mack Taple  
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**Tiffany McLean** writes: “I am a prosecutor for Los Angeles County. My son, Trey, is 16, an athlete, and a letterman at Crescenta Valley High School. My other son, Ian, is 14 and a concert drummer. My 30-year-old daughter, Iman, is a sound engineer. We have three yorkies.”

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**1987 Class Representative**  
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**1989 Class Representative**  
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773-783-0445

From your class representative: “I am happy to share a hearty congratulations for **Angelique Williams-Power** as she starts a new journey as president of the Field Foundation. In her previous role as program director for the Joyce Foundation’s Culture Program, she made a deep and lasting impact on the arts community. Her passion and enthusiasm blended with her astute eye for marketing and growth made her an invaluable asset. Those abilities blended with her expansive vision definitely position her to make a strong impact in her new role. Wishing her the best!”



**David Cunningham, Camille Baughn-Cunningham, '84, and Susan Mack Taple, '84.**



## 90s

**1990s CLASSES REUNION**  
OCTOBER 14–15, 2016

**1990 Class Representatives**  
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**1992 Class Representative**  
Shrunali Rai  
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From your class representative: “We had an impromptu mini class reunion at **Catherine Vaux Curry**’s house in Evanston. With kids and spouses in tow, **Cheryl Cortez**, **Jon Belonio**, **Chris Harper**, **Valerie Dillon Melotti**, **Matthew Tuttle**, **Marc Piane**, **Dimitri Karcazes**, **Irene Reed**, and **Shrunali Rai** had a great time reminiscing, laughing, and enjoying good eats and drinks. Hope to see everyone at our 25th class reunion next year.”

**Jamal Ahmad** writes: “I just moved to Evanston. I’ll continue working as an orthopaedic foot/ankle surgeon, but for NorthShore Orthopaedic Institute at North Shore University Health System. I look forward to reconnecting with all and admit I’ve been awful about doing so before. Ramadan Mubarak to those who fasted with me.”

**Cheryl Cortez** reports: “After eight years as a stay-at-home mother, I relaunched my career as a private equity investment analyst this summer. I am excited to learn new things and explore this part of myself (which has been dormant for a while). The best part about this journey is that I will work for a Lab alum. Our network is more valuable than I originally believed. Hope everyone had a great summer!”



Marc Piane, '92, Irene Reed, '92, Valerie Dillon Melotti, '92, Matthew Tuttle, '92, Chris Harper, '92, Cheryl Cortez, '92, Dimitri Karcazes, '92, Shrunali Rai, '92, Jon Belonio, '92, Catherine Vaux Curry, '92, at the Class of 1992 BBQ.



**Charity Thomas** writes: “Within the last year, I’ve seen three Labbies in England. **Sarah Rose, Cheryl Cortez,** and **Kim Thomas** (who came just to see my husband and me). Ben and I will be home in October for Alumni Weekend and hope to see as many people as possible.”

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**1995 Class Representative**  
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**1996 Class Representatives**  
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# 00s

**2000s CLASSES REUNION**  
OCTOBER 14–15, 2016

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Ross Knorr, '03, Ryan Sturgill, '03, Marisa Levin, Laura Jarrett, '03, John Oxtoby, '03, Andy Jeninga, '03, Zach Levin, '03, Alex Chiu, '03, Maude Baggetto, '03, Grant Chavin, '97, David Solow, '97, and Chase Chavin, '97.



**Cyrus Dowlatshahi** writes: “I recently moved to New York City after completing *Takin' Place*, a documentary about Chicago's South Side, at the end of 2015. *Takin' Place* (www.takinplacemovie.com) has screened around the country and has been very well received. Most importantly, I've recently been able to enjoy the White Sox in New York City with fellow South Siders and Labbies **Houston Stokes** and **Sarah Schlessinger**.”

**Jessica Lawson** reports: “I am in the Dominican Republic. I currently work at WTTW and am very active with Mariposa DR Foundation, an organization I cofounded. Our mission is to equip girls with the tools and support they need to become independent young women, and to help their families out of extreme poverty. In that capacity, I traveled to Copenhagen to represent Mariposa at the 2016 Women Deliver conference, the world's largest global conference on the health, rights, and wellbeing of girls and women in the last decade. One of our girls was recently accepted at the United World College in Costa Rica, which is a huge accomplishment! In addition, Lin-Manuel Miranda (of *Hamilton* fame) is a big supporter and recently announced he would share



**Daniel R. Scheinfeld Sr., Sandra Scheinfeld, David Scheinfeld, '00, wife, Melissa Scheinfeld, and daughter, Antonia Scheinfeld**

part of his MacArthur Genius Grant funds with Mariposa! To learn more please visit <http://www.mariposadrfoundation.org/>.”

**David Scheinfeld** writes: “Lab community, good to reconnect! My beautiful wife, Melissa, our 6-month-old daughter, Antonia, and I now live in Austin, TX. After leading backcountry wilderness courses for Outward Bound in Montana, I worked for Northwestern for a few years. I then attended University of Texas–Austin, where I received my PhD in counseling psychology. I became a licensed psychologist and worked in the Department of Veterans Affairs as a trauma therapist. On the side, my research and program development focuses on adventure therapy for veterans; integrating therapeutic facilitation with outdoor adventure to promote psychosocial growth. We are in the middle of a gut-remodel of an 1887 house, and we are thoroughly enjoying being new parents. Let me know if you are ever in Austin! You can reach me at dscheinfeld@gmail.com or 253-208-7018.”

**2001 Class Representative**  
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**2003 Class Representative**  
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**2005 Class Representative**  
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**2007 Class Representative**  
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**2008 Class Representative**  
Victoria Rogers  
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**2009 Class Representative**  
Jaya Sah  
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**Lauline Gough** writes: “I graduated from Loyola University Chicago School of Law this year and accepted employment as a Cook County assistant state's attorney.”

# 10s

**2010s CLASSES REUNION**  
OCTOBER 14–15, 2016

**2010 Class Representative**  
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**2013 Class Representatives**  
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**2014 Class Representatives**  
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Boluwatife (Bolu) Johnson  
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**Maddie Raffin** reports: “I’m working at Breakthrough New Orleans, which is a teaching fellowship that helps at-risk middle schoolers keep their grades on track. I work around 12 hours a day, get to write my own lesson plans, lead my own classes, and assign homework here at Tulane University. It is a six-week course, and I get a taste of how rigorous the teaching profession will be in the future!”

**Zoe Briskey** writes: “I am excited to have released my new album! It’s called *Eloquence*\* and the whole thing can be heard at <https://zoebriskey.bandcamp.com/album/eloquence-2>. Also, I just finished writing a musical inspired by Anton Chekhov’s *The Three Sisters*.”



**Lillian Eckstein, '14, Tomi Johnson, '12, Nathan Eckstein, '12, and Boluwatife (Bolu) Johnson, '14, at Princeton University**

# Obituaries

## 1930s

**Natalie Stern Mackler, '37**, died on March 24. She was involved in many Chicago charities, including Chicago Lying-In Hospital's Mothers' Aid Pavilion and the Foundation for Hearing and Speech Rehabilitation. Nat played tennis until she was 90 and became a bronze life master at bridge between the ages of 90–95. She had a sensational disposition and love of life. All who knew Nat cared for her.

## 1940s

**Howard Robert Barron, '45, PhD'48**, died at the age of 86. Howard was a graduate of Yale Law School and Stanford University. He was a judge advocate general for the US Navy. Howard was a partner at Jenner & Block for decades, after which he joined Schiff Hardin in 1997 as counsel. He was a longtime member of Highland Park High School Board 113 and president of the District 107 School Board. He is survived by wife **Marjorie Shapira Barron, '46**, and his daughters.

## 1950s

**Mariel B. Stephenson, '56**, died on February 29. A widely known and greatly talented artist, Mariel's favored painting medium was watercolor. Friends, family, and art lovers now display her work throughout the world. Following her respect and love for our environment, in 2013 she followed her parents' example and honored their memory by establishing most of her 10-acre property as the Stephenson Conservation Easement, donated to the Greenbelt Land Trust of

Mid-Missouri. Mariel's father, William Stephenson, the founder of Q Methodology, was a visiting professor of psychology at UChicago. She passed away peacefully, secure in the knowledge that her parents' home, the home she loved, was going to new, like-minded owners, and that her father's Q Methodology papers, files, works, and books were safe in the Center for the History of Psychology in Akron, OH. She is survived by a sister and brothers.

**Sheila Anne Morgenstern, '58, SB'64**, died on July 10, 2015. Her sister, **Mary Morgentern, '59**, writes: “Sheila passed away from cancer, she was 74 years old. After graduating from U-High she went to Oberlin College, where she received her BA in political science in 1962. In 1964 she received her MA in constructional law from the University of Michigan. Following graduate school she moved to Washington, DC, where she worked as a program manager at the Department of Health and Human Services with youth and their families. These programs included funding services to runaways, homeless youths, child welfare, and Head Start. She retired after 33 years of working with the government. Sheila was an avid reader and a lover of art and art history. She enjoyed attending concerts, theater, and ballet performances. She was a Redskins fan and had season tickets for their home games for many years. She was a longtime member of the Sierra Club, a conservationist, and lover of the outdoors. She traveled to many parts of the world and was always very interested in politics.”

## 1970s

**Anna Jean Fan, '72**, died on April 15 after a five-year battle with cancer. She attended Lab until her family moved to Tucson, AZ, in 1967. Anna was an adventurer, Eurailing her way through Europe, and ultimately moving to China in 1980, just as the country was opening its doors to foreigners. In her seven years there, she prepared Chinese students for life in the United States, taught English, and worked for IBM China. After returning to Chicago and a series of programming jobs, in her 40s she consummated her passion for maps, adding a third master's degree—this in geography—to her previous two in mathematics and linguistics. Her dream job was her last one, working for the City of Chicago in geographical information systems.

Anna loved music, science, and cats. She played the piano for many productions of Hyde Park's Gilbert and Sullivan Company besides singing in the chorus, and was a stalwart Chicago Symphony and theatre supporter. Anna was a Hyde Park Greeter, showing countless visitors the neighborhood she loved so much. As an intrepid Earthwatch volunteer for 15 years, she tagged koalas; served as a lookout post for a meerkat in South Africa; counted otters in Alaska and wildlife in Malawi; paddled the Niers River in Germany looking for signs of beaver; and just last November, checked penguin nests for eggs in Argentina, lifting the heavy birds with a long piece of rebar. She died in Tucson, family in attendance, just as she wished. She is survived by her brother Michael, her sister **Paula Fan, '69**, and her devoted companion, Také Yamamoto.

**Janet Rice, '76**, died peacefully at home in April. As an adult, Janet retained her forthright manner, smart dry wit, and great compassion for others. She raised and trained eight puppies that were placed in service to a blind person. Janet is survived by her two children, her older sister, **Barbara Rice, '73**, and her father, Stuart Rice, who is the Hixon Professor Emeritus, Chemistry at UChicago.

## 1990s

**Steva Maram, '98**, died suddenly at home May 11. After graduating from Lab and attending the University of Southern California where she studied drama and was a member of Delta sorority, Steva worked as a press assistant in the Illinois Governor's office and in marketing at Pure Nightclub in Las Vegas. She is survived by her parents, Barry Steven Maram and Carol Lynn Maram.



# Actor, entrepreneur, programmer Rishi Bhat, '02



Internet entrepreneur Rishi Bhat, '02, has been using a computer since 1987—when he was three. At age six he began programming, and as a sophomore at Lab he sold his first software startup.

“Pretty decent for a 15-year-old,” says Mr. Bhat, now a doctoral student in computer science at the University of Illinois.

That fledgling company, SiegeSoft, marketed a program to protect users’ privacy online. It began as a project to relieve boredom: when the pre-calculus class

At age six he began programming, and as a sophomore at Lab he sold his first software startup.

Mr. Bhat intended to take one summer was canceled, he wrote the program as a tool to protect his own privacy on the Internet before realizing it was a business opportunity.

He has a history of always taking his interests to the next level.

When six-year-old Mr. Bhat asked how his computer games were made, his father, an engineer, explained the basic principles of programming and bought his

son a book on how to do it himself. At age seven, he “read it as a bedtime story every night for a while,” said Mr. Bhat, who began by making his own games.

In third grade, he brought weekly printouts of those programs to his teacher, **Bob Strang**, who gave him feedback and encouraged him to keep going.

Since then computers have taken precedent for Mr. Bhat, except for a brief interlude as a child actor. After some local theater and television work, in 1995 he costarred in the film *The Indian in the Cupboard*. By the time he was 13, however, he’d replaced acting with a renewed focus on computers; he took college-level programming courses as a high school senior.

In addition to SiegeSoft, Mr. Bhat has started and sold two other software companies: MyEdesk, which allowed users to access their desktop over the Internet, and Fone2Fone, designed to save, restore, and share content between mobile phones.

After selling Fone2Fone, his interest in entrepreneurship waned. He returned to school and is focusing his research on predictive computing: employing mathematical models and natural language processing to make predictions about human behavior based on social media data.

“I want to make a real contribution to academia. A new possibility is predicting both physical and mental health issues, especially as it relates to the spread of disease,” he says, and then, jokingly, adds, “I also kind of want people to call me ‘Doctor.’”

# Global solutions Sarah Hanck, '96



Global health strategist Sarah Hanck’s journey through 25 countries began with the energy and community of Hyde Park. Coming of age surrounded by people from all over the world, Ms. Hanck, '96, says her eyes were opened.

“It was a community of like-minded individuals; everyone was there in the pursuit of knowledge to make the world a better place,” says Ms. Hanck, who named her daughter, Ellis, after the street she grew up on. (Ms. Hanck is the daughter of emeritus science teacher **Gerold Hanck**, who retired in June.)

Arriving at Lab in fifth grade began a lifelong push to question the status quo and to think about how to improve life for the community beyond her neighborhood. Reading *Heart of Darkness* in **Darlene McCampbell**’s English class inspired a new goal: to visit Africa.

She realized that dream at age 24. After volunteering as an HIV-prevention counselor at a free clinic in Washington, DC, she took a graduate-school internship with a network of HIV clinics in Malawi. Her mission was to glean best practices and facilitate them learning from each other.

In 2003, armed with a backpack and five CDs that she listened to incessantly over the three-month trip, she leapt into

the unknown. “It was a really eye-opening experience,” says Ms. Hanck, who broke out of the expat circles to live with locals she befriended.

Now a vice president at strategy consulting firm Rabin Martin, she designs solutions for complex global health problems for clients such as the Bill and Melinda Gates Foundation and the Children’s Investment Fund Foundation. Her primary focus has been to help build and evaluate Merck for Mothers, a \$500 million initiative to improve the health of mothers during pregnancy and childbirth.

“I’m someone who never accepts the status quo and who directly deals with the issue at hand.”

“There’s no pill you can give someone to prevent them dying in childbirth. There’s no silver bullet for a lot of the health problems we deal with,” says Ms. Hanck, who previously helped design and pilot the first foster care program in Vietnam for HealthRight International. “It requires a lot of multifaceted solutions and interventions.”

Ms. Hanck, who received U-High’s Rising Star Award in 2013, hopes to work with more foundations and corporate social responsibility initiatives in the future—to help them find the right partners and invest in the right answers.

“I’m someone who never accepts the status quo and who directly deals with the issue at hand,” says Ms. Hanck. “I want to get directly to the heart of the answer.”

# Improving urban communities Shari Runner, '75, MBA'82



Shari Runner, '75, MBA'82, was a Lab lifer. Her mother first enrolled Ms. Runner’s older sister after their overcrowded public school literally did not have a seat for her, and suggested she sit on the window sill. “My parents thought education was the most important thing that anybody could have,” says Ms. Runner, president and CEO of the Chicago Urban League.

“You can’t get that when your school isn’t even prepared to accept you into the classroom.”

Leading the Chicago Urban League’s strategic planning, development, programming, and community outreach, she hopes to change the trajectories of many African American youth and adults in the city.

“The most challenging thing about my work now is to know that we’ve come a long way, but we’re still facing many of the same issues and the same ills,” she says. “In our very segregated city, it’s frustrating to know we do so much good and we’ve been fighting the symptoms for so long, but we’ve not been able to address the root causes.”

Some initiatives include Project Ready-College, which helps youth and their families navigate the college application process; the Urban Youth Connection program, which mentors young men and women at risk of not graduating

from high school; and other programs that provide jobs and help members of the community purchase and maintain homes.

Starting her career in finance and trading foreign exchange, Ms. Runner says that work lost its luster when it became more automated and less human. She took a two-year hiatus from banking to start her own business, Houseffects, “an upscale Crate and Barrel.” Eventually desiring more flexibility as a parent, she began consulting for nonprofits by helping with their business planning.

“The entrepreneurial spirit has really run through everything I have done, and that came from Lab,” says Ms. Runner, “knowing how to learn, having curiosity, and the ability to think through things in a different way.”

In 2010 she joined the Chicago Urban League, which had made an impression on her during a college internship, solidifying her sense of who they were and what they stood for: an organization that effects positive change for the African American community.

“I want to be remembered for changing so many of the

“The entrepreneurial spirit has really run through everything I have done, and that came from Lab.”

things that make so many people in the city live separate and unequal lives,” says Ms. Runner. “When people have access, they achieve things beyond their wildest dreams.”

# A resilient gerontologist Phoebe Liebig, '49



Researcher Phoebe Liebig, '49, stumbled into the field of gerontology—literally. In 1971, she was teaching English and social studies at a Los Angeles public school where disgruntled students were dumping trash on the floor. She slipped on some sunflower seeds, and suffered injuries that led to nine hospitalizations over the next four years.

The injuries to her spine limited her ability to work. She asked her friend Jim Birren, head of the University of Southern California (USC) gerontology program, if he had any technical writing she could do. Starting as a grant writer, she needed to learn about the field—one that held personal interest for Ms. Liebig, who at age 38 had spinal issues rendering her unable to even drive.

“It was a midlife decision, not a midlife crisis,” says Ms. Liebig, who, now, retired at 82, worked as a policy analyst and consultant before joining USC’s Andrus Gerontology Center as an assistant professor. “I was a late bloomer, getting my PhD at 50. I like to think of myself as a living example of productive aging.”

Ms. Liebig conducted several national studies on housing and long-term care, including family caregiving, home modifications, and assistive technology policies and programs. Two Fulbright

Senior Scholarships, in 1997 and again in 2006, took her to India, where she conducted field research on homes and services for the elderly and developed an educational program for the department of social work at a women’s university in Tirupati.

Her work has earned her recognition, including a 2003 Clark Tibbitts Award for Excellence in Gerontology from the Association for Gerontology in Higher Education, leadership awards from several national

“I was a late bloomer, getting my PhD at 50. I like to think of myself as a living example of productive aging.”

and statewide organizations, and USC’s 2015 Lifetime Achievement Award.

Gerontology focuses on lifespan development, beginning with childhood. Ms. Liebig’s own three years at Lab, grades 8–10, proved formative, she says. “I give a lot of credit to U-High for giving me the groundwork and experiences that allowed me to be a risk taker, to be able to say, ‘Let’s try this out and see if it works.’”

She appreciated teachers who led her into new pathways, including opportunities to take shop instead of cooking, engage in student critiques in her Latin class, and study creative writing with Langston Hughes.

Now Ms. Liebig gardens, practices yoga, and sings in the Jouyssance Early Music Ensemble. As she puts it, “One can be resilient at many ages.”





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# LAB ALUMNI WEEKEND

FRIDAY, OCTOBER 14 AND  
SATURDAY, OCTOBER 15, 2016

Join us to celebrate Lab  
Alumni Weekend  
October 14–15

All Lab alumni are invited to  
Lab Alumni Weekend. There  
will be special activities for  
classes with grad years ending  
in 1 or 6.

Return to see old friends,  
favorite teachers, new and  
familiar spaces. For a schedule  
of events, to see who's already  
registered, and more, visit:  
<http://labalumniweekend.uchicago.edu> or call the  
Office of Alumni Relations and  
Development, 773-702-0578.

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## save the date

Young Alumni Thanksgiving  
Party  
Saturday, November 26  
Chicago

