Dear Friends,

Welcome to the 2017-2018 school year. I am so happy to be here. I am honored to have the opportunity to work with you—a community of people who care so much about this school—as we chart the course for Lab's future together.

The center of everything we do as a school is the student. In its simplest form, it's my job to make sure that our young learners love coming to school every day and love the opportunities we can create on and off campus to support their academic, social, and emotional growth, and to acknowledge the spiritual dimension of childhood. At Lab, I am among many thousands of Lab employees, a group who work at Artel Investments with former Lab Board Chair John W. Rogers, Jr., '76—all talk about outstanding teachers and peers who remain friends and have become colleagues. It is a group that stays connected to each other and involved with Lab. Our school community is enhanced because of them.

Lastly, I have had the privilege of attending get-togethers for new families hosted by our impressively supportive Parents' Association and attended by current families as well. In conversation, I quickly realized what huge sacrifices some families made in order to send their children to Lab, whether meeting the cost of tuition, making a long commute, or even, in some cases, relocating from other states. This can motivate us to contemplate how to ensure that Lab continues to be one of the most outstanding educational experiences. Already it is clear to me that our principals, teachers, and administrators feel that same responsibility.

As I have started to get to know the University, Hyde Park, and Chicago, I am enthusiastic about all of the opportunities available in our halls and right outside our door. I am committed to deepening our connection to the University and the city. Fittingly, we have established a school-wide theme for the year, Opening Doors, which we will explore in all kinds of ways, across all ages. The theme has another aspect that is important for all of us. Lab is a community home this year to more than 2,100 students. Our students must be intentional about shaping a diverse and inclusive community for students, families, employees, and alumni.

I am learning about Lab's past and present by listening, reading, and uncovering symbols around the school. I hope to learn more from you about your hopes and dreams for Lab, and I will be meeting with as many people as I can to listen, exchange ideas, and build relationships. So, whether it is at an alumni event here on campus or in another city, at a family potluck, with an email, or at one of the ‘Chats with Charlie’ I will host, please do take the time to tell me your story and share your ideas.

I am deeply interested and value your thoughts.

I wish to extend my deepest appreciation to Beth Harris and her work with the community last year. She knows and loves Lab, and having her counsel and assistance as I transition into my new role has been invaluable.

I thank the Lab and University community for so warmly welcoming me and my family.

Warm regards,

Charlie Abelmann

Opening doors

“Whether it is at an alumni event here on campus or in another city, at a family potluck, with an email, or at one of the ‘Chats with Charlie’ I will host, please do take the time to tell me your story and share your ideas.”

Led by a group of parents—in partnership with the fine and performing arts faculty—LabArts has grown to what is now two weeks of events centered around a gallery-style installation of more than 1,500 pieces of student artwork. “LabArts gives our youngest students an opportunity to see what’s possible in the curriculum as they get older,” says Fine Arts Department Chair Gina Alicea. “Our students view their work with pride and gladly bring their families to this all-schools celebration.”

“In addition to the gallery, this year’s LabArts included: the Middle School musical; DigitalFuse (a digital music concert); a hands-on, all-ages art project; the U-High film festival; and a variety of receptions bringing families together to see the results of longer-term student projects. Throughout the two weeks, teachers routinely brought students to experience the gallery installation that explore art being made by other Labbies.”

“it has been a pleasure working with Tracy Coe, Cynthia Heusing, Cheryl Rudbeck, and Garland Taylor who have been the core parent volunteers on the project for all six years,” says Ms. Alicea. “Celebrating the arts in our new art hall makes it that much more exciting.”
THE BOOKSHELF

Recommended reading
Humanities teacher Janice Moy recommends Elena Ferrante’s My Brilliant Friend

The reader wonders: What role does rivalry among friends and classmates play in promoting one’s intellectual and artistic development? Innate ability or formal education—which matters more?

FROM THE SYLLABI!
One of the great things about being a librarian? Reading is part of the job description. Every year, Lab librarians recommend scads of books to readers of all ages. The High School summer reading titles are just right for parents and alumni, too.

In the Halls
Lab’s littlest thespians stage a South African tale

Middle Schoolers slice into the heart of science

Nursery/Kindergarten teachers Marie Randazzo, Jennifer Morris, and Karen DelMare proposed making one of their daily-read stories into a play for students to perform for their families and friends. In classic Deweyan style, the students chose the story themselves—a secret ballot.

“To the chagrin of some and the joy of others, the story Abiyoyo won,” said Ms. Randazzo. The tale by Pete Seeger—based on a South African lullaby and folk story—describes a father and son who use music and magic to triumph over a fearsome giant.

Students divided the work into writing, set design, publicity, and casting. The writing committee took an improvisational approach to scenes, writing dialogue as it came along. The publicity team created the playbill. The result was a creative, educational experience rooted in critical thinking. Along with student enthusiasm, says Ms. Randazzo, “Parents and teachers collaborated to make Abiyoyo come alive.”

Grab a scalpel and a heart and let’s get started. Welcome to Lab’s sixth grade life science. Every year the students in Mark Wagner’s “Systems of the Human Body” course are treated to serious experiential learning: dissection. To culminate a unit about the circulatory system, the students go straight to the system’s epicenter by slicing into preserved sheep’s hearts.

“We use sheep hearts because they are the same basic size and structure as the human heart,” Mr. Wagner says. “Students are able to see the four chambers of the heart and review each chamber’s function.”

The students are placed into groups where each performs a specific job: dissecting, recording data, or sketching what they see. This allows the more squeamish students a little distance and grants the scalpel enthusiasts the opportunity to get their hands dirty…so to speak.

“This is a great way for any future doctors in the class to realize that this is something they might like to do,” Mr. Wagner says.
On October 14, Kate Mannering’s fifth-grade class traveled back in time—to England in 1066, where the famed Battle of Hastings was fought exactly 950 years earlier.

Ms. Mannering always begins her British history lessons on that date, kicking off a journey through the ages that includes Stonehenge and Beowulf. But it all starts with the Battle of Hastings, immortalized in the 230-foot Bayeux Tapestry.

At first, Ms. Mannering asks the class to look at the tapestry as archaeologists, closely observing its panels to discern its narrative sequence and characters; eventually, they start piecing the story together as a group. Each student is paired with one tapestry panel to research in depth, before creating their own comics-style replica in the computer lab.

The project gives students an opportunity to further their research skills, embrace creativity, and learn more about primary sources and the importance of perspective. “Always be cognizant of who is telling the story,” Ms. Mannering advises.

Every morning, students in Elizabeth Luna’s first-grade class begin their day together with a simple but significant ritual. They stand in a circle, and they take turns giving fellow classmates a compliment.

“The compliment can’t be about someone’s appearance or what they’re wearing. It has to be about who they are and what they do,” Ms. Luna says. Students expressed appreciation for a wide range of character traits, including classmates’ Lego® engineering prowess, their speed at “Sharks and Minnows,” or their reading, writing, and listening skills.

“Putting on a theater production like this is a powerful way of creating a remembering experience.” In hopes of better preparing Labbies for the collaboration required in the 21st-century workplace, teachers Chris Janus and Christy Gerst structured the project to be completely student-directed. Students who preferred to work offstage could work on costumes, set design, fundraising, or publicity.

Open night on June 5 proved to be a rousing success, both for the students and the teachers. Says Ms. Gerst, “The kids gave rounds of speeches afterwards in which they focused on how they learned so much from the process and were grateful for our guidance.”
U-High Awards 2016-17

Fine Arts

Chicago Architecture Foundation's Newhouse Architecture & Design Grand Prize Winners
Zoe Goldberg, Rachel Schobruhn

Studio Awards

Academy Award
Alexandra Brown

Eye to Eye:

Tamera Carter

Black Students' Association/Eliana Waxman

Will Zich

Freshmen:

Madison Christmas

Olivia Issa

Seniors:

For exemplary concern for Otto Brown,
Elizabeth Van Ha
Levin, Jonathan Lipman,
Pascale Boonstra,
Jonathan Lipman

Eliza Edwards-Levin,

to school life over their entire
senior year

For outstanding contributions
Senior Service Award

Academic Achievement

Service, Citizenship,

In honor of the late alumnus

Dhanya Asokumar,
Tobias Ginsburg, Wanqi Zhu

Pascale Boonstra,
Janine Liu, Malika Ramani

Senior:

University High School with
always find the bright side or

Marissa Martinez, Will Zich
seniors in the creative arts

Hayward Melton

In honor of the late alumnus

to a student who manifests her

Eamonn Keenan

Brent Cawelti Award

Hazel Martello, Becky Wah

Improvement

Benjamin Cifu, Jessica Pan

Science

Helen Abney-McPeek,
Katherine Zhang, Wanqi Zhu,
Sarah Markovitz, Hazel Martello,
Allie Kreitman,
Jingyi Jiao, Joshua Kaplan,
Benjamin Grobman,
Eliza Edwards-Levin,
William Curry, Criss Edwards,
Alexandra Brown,
Sarah Markovitz,
Pascale Boonstra,
Jonathan Lipman

Eunice Helkamp McKenzie Award

in the halls

In honor of the late High School,
recognizing students who have
made considerable progress during
their high school years, who have
been academically strong, and
positive contributors to the school's
activities in sports and student leadership
Emmon Keenan

Faith Drummer Award

In honor of the late alumnus
with personal and academic
guaranteed
Emma Rafkin

David Schneemann Award

In honor of the late alumnus
and a junior with outstanding accomplishments in music,

Elizabeth Meyer,
Jeremy Chizewer,
Elena Sparrow

Brent Cawelti Award

Hazel Martello, Becky Wah

Junior:

To a junior who demonstrates
the Photojournalism

Charlie Flocke

Subject Area Awards

Departmental and

Myra Ziad

Katherine Zhang, Wanqi Zhu,
Sarah Qadir, Emma Rafkin,
Pria Parsad, Delnaz Patel,
Sarah Markovitz, Hazel Martello,
Allie Kreitman,
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U-High Awards 2016-17

German

Brizek-Splihi Award Zosie Splek and Arthur Brizek taught of Lab from the 30s to the 40s. This award honors seniors who consistently showed excellence and dedication to learning French during their four years at Lab. Past recipients: Eliza Edwards-Levin, Jamie Lam, Christos Nikas, Rakish Ramani

French

National French Exam Award
Level 2A

Gold: Eliza Edwards-Levin, Jamie Lam

Silver: Eliza Edwards-Levin, Jamie Lam

Bronze: Eliza Edwards-Levin, Jamie Lam

German

German Book Awards For students who show outstanding improvement in their understanding of the German language or demonstrate excellent methodology and interest in the study of Germany and its culture. Past recipients: Anna Peterson, Nikhil Patel, Sejal Prachand, Zain Jansen, Isabel Levin, Lucy Ordman

Spanish

Spanish Book Awards For students who show demonstrated superior performance during four years of Spanish study. Past recipients: Gabriele Conforti, Jada Galad, Emma Rafkin, Jonathan Rek, Harrison Shapiro, Cole Summervill, Robert Coats, Bret Johnson, Jennifer Lewis, Rayko Stryer, Salomea Alexeeva, Destiny Stronge

National Exam Local Award
Level 1
Gold: Lauren McFarland Silver: Cassie Badeau, Haisa Mariello, Victoria Graff, Gwen Palmer, Max Palmer

Level 2
Gold: Chloe Schneidewin Silver: Olivia Cheng, Elvira Cano, Virginia Garcia, Carolina Taylor, Mary Paiva

Level 3
Gold: Chloe Schneidewin Silver: Olivia Cheng, Elvira Cano, Virginia Garcia, Carolina Taylor, Mary Paiva

Latin & Greek

National Latin Exam Award
Level 1

Level 2
Gold: Claire Runeska Silver: Kamel El-Matach, Maggie Cun, Nancy Pinto, Vivian Higgin, Victoria Graff, Gwen Palmer

Level 3
Gold: Cameron Jourdain Silver: officially ranked silver

National Greek Exam Award Level 1
Gold: Natalie Balboni, Luke Sheehan, John Freeman, Tangier Huang, Jeremy Ng, Chris McFit, Tikayla Fink, Jack O’Dwyer, Natalie Schowalter, Alex Yuan, Tyler Zhang Silver: Paul Seals, Opal Soria, Ellie Fink, Indira Vithal,7

Level 2
Gold: Claire Runeska Silver: Kamel El-Matach, Maggie Cun, Nancy Pinto, Vivian Higgin, Victoria Graff, Gwen Palmer

Level 3
Gold: Cameron Jourdain Silver: officially ranked silver

National Latin Exam Award
Level 1
Gold: Lauren McFarland Silver: George Culver, Mickey Kim, Samm Bok, Sabrina, Monica Sawsaw, Yuyang Yang Silver: oluca Can, Jason Cox, Charlotte Robinsen, Cameron Smit Silver: Golden Glover

Level 2
Gold: Claire Runeska Silver: Kamel El-Matach, Maggie Cun, Nancy Pinto, Vivian Higgin, Victoria Graff, Gwen Palmer

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Level 3
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Spanish

National Spanish Exam Local Award
Level 2

Level 3
Gold: Breanna Harrison Shapiro Silver: Lucy Ordman

BOYS TENNIS

The doubles team of junior Sam Irving and freshman Arjun Ashruman won the IHSA Class A State Championship defeating Dunlap High School in the final match. This was U-High’s first-ever trip to state as a team.

Girls Tennis

Junior James Binkley and senior Jamie Chappin won state matches in the state championship. The Maroons finished third in the state with 19 points. Seniors Charlie Marks, Katelyn Kosaley and Alex Kaplan and juniors Horace Sheyr and Ayonn Ashtiana joined Sam, Arjun, and Jay on the ISL All-Conference team.

BOYS TRACK AND FIELD

Senior Charlie Marks finished 2nd in the IHSA Class 2A State Meet in the 400m with a time of 49.85 winning All-State honors. Charlie won the ISHSAA 2A Sectional 400m and was named ISL Runner-of-the-Year for winning the 100m, 200m, 400m, and 4x400m relay. The 4x400m relay team of juniors Ashwin Agarwal, Nathan Blevins, Taylor Bogert, and Arjun Asokumar won the IHSA State Championship and ran well at the State meet dropping 17.32 seconds off their best time. Joining Charlie on the ISL All-Conference team were: seniors Tommy Sawada, 4x400m; Jason Chang, 4x100m; and Chris Kucera, 4x400m; junior James Woodruff, 4x200 and 4x400; senior Ben Grodman and junior Sean White, in the 4x100 and 4x400; and freshmen Stanley Shapiro, 4x200, and Isaiha Fawcett, 4x400m.

Girls Track and Field

Senior Lisa Wilcox was named ISL Runner-of-the-Year for winning the 100m and 200m races in the ISL Championship. Lisa qualified for the 2A State Championship in the 400m. The 4x400m relay team of seniors Taylor Thompson and Chasity Bushey and freshmen Adria Wilson and Sophia Hood qualified for State based on their second place finish at Sectionals. Chasity set a new school record in the Long Jump with a jump of 17’-00”, and high jump championships, and qualified for State in those events as well as the 4x400m relay. Senior Shoshana Holt Auslander was named ISL All-Conference in the 100m and 200m hurdles, triple jump, and 4x400m relay. Taylor was All-Conference in the shot put and 4x400m. Adria was ISL All-Conference in the 4x400m relay.

Baseball

The team won the ISHA 2A Regional Championship and qualified with a fine 16-6 record and a second place finish in the ISL. Senior Andrew Pomposelli, juniors John McKee and Jacob Leslie, and freshmen Zach Leslie and Eli List were named ISL All-Conference. David Reid was named ISL Coach-of-the-Year and the Maroons were second place in the state championships.
On April 24, freshman Franziska Wilt, sophomores Mohammad Alaua and Jordyn Mahome, and juniors Olivia Issa and Elizabeth Van Ha were called in to meet with Principal Stephanie Weber, who wanted to share some big news: They had been selected to see President Barack Obama speak at the University of Chicago later that day.

“How do figure skaters manage all those impressive jumps and spins? What is the impact of food deserts on our community?” Mr. Ley says. “Younger children ask questions constantly, but as they get older, they become more self-conscious and think it’s cooler to pretend to know everything. I wanted to remind my students to be curious… and to breathe life into mathematical concepts.”

How does deep quality and duration affect classroom performance? How do figure skaters manage all those impressive jumps and spins? What is the impact of food deserts on our society?

Ultimately, Obama’s talk had a profound impact, says Ms. Weber. “Even though they are young, their voices, thoughts, and points of view are important. They deserve to be heard, and they have the power to make a difference.”

How does deep quality and duration affect classroom performance? How do figure skaters manage all those impressive jumps and spins? What is the impact of food deserts on our society? "story problem"—a fictional story to add human interest to the problem. The expo gives students and their families the opportunity to browse the different projects and learn from one another.

For the past five years, U-High has hosted “Day with the Deans” for high school juniors from both Lab and the U-High’s Charter schools. These professionals—this year from Denison University, The Ohio State University, Reed College, and Tufts University—spoke candidly about the admissions process and how college-view applicants. Says U-High College Counselor Abigail Wagner, “There is not one single factor that their schools use in the admissions process. Rather a host of factors and characteristics are considered when reading each applicant’s file—recommendations, essays, and sincere involvement in an array of activities are all valued in their admissions reviews.”

Karen Richardson, of Tufts, emphasized that their admissions officers seek students who are unique individuals who have sought to pursue their own original interests. Here’s where the unique individuals from the U-High Class of 2017 are matriculating:

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How does deep quality and duration affect classroom performance?

How does deep quality and duration affect classroom performance? How do figure skaters manage all those impressive jumps and spins? What is the impact of food deserts on our society?

Math expo

Students look beyond their desks for real-world questions and mathematical answers.

Seeing the whole student

Deans of admissions talk about the college process
The Revival

Third graders improvise in a Lab-UCHicago Charter partnership

On June 5, during a lively improv show at the UChicago Logan Center for the Arts in front of an audience of 500 people, performers asked audience members for a single word, which they used, taking turns, to build an impromptu story one word at a time. The audience not only roared with laughter but beamed with pride: they were not watching a professional comedy troupe, they were watching their very own third-grade children, grandchildren, and friends perform on this very grown-up stage.

Now in its second year, Lab’s collaborative partnership with the UChicago Charter schools has expanded beyond the third grade to include a program called “Debate it Forward,” in which middle schoolers learn how to debate and mount a mock trial by error—and it’s been a hit. According to Ms. Phillips, improv coaxed out traits in some of her students that she hadn’t seen before. “It’s been interesting to see who’s shy and who shines on the stage,” she says. “Sometimes it’s kids who are reluctant writers who turn out to be great on stage. It just goes to show that introduction to various mediums is crucial to helping young people find their voices.”

“Improv gave the children a chance to communicate and keep the young therapists busy as they become more comfortable being on the stage. The children have to figure out what their partners are trying to communicate with their gestures, then think what the next logical step would be to build an effective machine.”

The Revival’s classes are in line with a growing educational trend of using improv as a learning tool across all academic subjects. Critical thinking, confidence, and creativity are necessary skills for success in all fields: medicine, engineering, politics, and law, to name a few.

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“I am so grateful for this grant and want to keep the partnership [with the Charter school] going to see what more we can do with it,” Ms. Phillips says. “It’s been a trial by error—and it’s been successful—but we want to keep making it better. It’s resources like these that make Lab such an incredible place to learn.”

Playground planners and frog logs

Lab Lower Schoolers have jumped into the playground design business. Literally.

Lab Lower Schoolers have jumped into the playground design business. Literally.

The young designers had already executed a major “play survey” to help inform plans for the Historic Campus outdoor play spaces. Then, working with Lab’s playground consultant (that’s a great job!) students reviewed and voted on the various elements of the future Kenwood Mall playground. First, they prioritized their top playground activities (climbing, riding, and fitness/obstacles) and voted on the overall style (think: “traditional”—decks, slides, bridges versus “modern”—nets, spin, sway.) Labbies voted for “tower” by a landslide. They also voted on the “special extras” like a track ride and a giant spinning globe. The Kenwood Mall installation will be ready for September recess—along with Lab classics: four-square, gaga, and wall ball!

Meanwhile, in Blaine Courtyard, Summer Labbies transformed the recently installed log play structure. These lower and middle school students, members of an “art is life; life is art” class co-taught by art teacher Phillip Matsikas and fourth-grade teacher Lisa Sukenic, made the new play structure come alive as an art installation by depicting the ecology and life cycle of our amphibian cohabitants—Frog Logs became an instant hit!
Summer Lab: believe in magic

For six weeks every summer, the Lab experience unfolds in a whole new way: Nearly 1,000 children attend Summer Lab—a range of programs for children ages two to 18. Summer Lab draws a diverse group—half are not Lab students and this year 50 visited for the summer from Asia, Central America, Europe, and Australia. Here are some of the highlights:

> “Amazing Architecture” spotlighted Frank Lloyd Wright on the occasion of his 150th birthday. Kids read former Lab teacher Blue Balliett’s *The Wright Three*, toured Robie House, and visited the Garden of the Phoenix in Jackson Park with sketchbooks.

> Through “Be the Change” students looked at the ways in which social change occurs, and met with people from five local not-for-profits working to improve our communities.

> Scores of performers took part in the second annual Summer Theatre Lab full production of a Broadway musical and the Summer Lab on Stage performance.

> Visitors from China’s Big Bridge Academy spent three weeks at Lab. In this sixth year of collaboration, the Big Bridge students participated in Summer School and sports camps.
Waste not, want not

From the Lower School to U-High, composting and other environmental efforts surged at Lab this year.

“Our dream is to have zero garbage at Lab—for everything to be recycled or composted,” Ms. Phillips says. “Our classroom is pretty close!”

And they didn’t stop there. Fueled by their own curiosity, the students asked Ms. Phillips if GoGo SqueeZ pouches—pureed fruit snacks that are popular in school lunches—can be recycled. Ms. Phillips found a company online that specializes in recycling the pouches, so her students put a special “GoGo SqueeZ Bin” outside their classroom door so that students from the whole school can drop off their pouches, and stay out of landfills.

“Our dream is to have zero garbage at Lab—for everything to be recycled or composted,” Ms. Phillips says. “Our classroom is pretty close!”

Dismayed by Chicago’s relatively meager recycling efforts, Oregon-grown third-grade teacher Ginger Phillips is determined to incite environmental changes at the Lower School. This year—armed with a grant from the Parent’s Association—Ms. Phillips consolidated Lab’s previously sporadic composting efforts into a school-wide project for the Lower School.

“She wants to catch the kids when they are young and get them excited about doing little things to make a big difference in our environment,” Ms. Phillips says.

Ms. Phillips purchased little green composting bins for each classroom and two large ones for the school garden. To promote the program, her students visited other classrooms to explain which items from school lunches can be put in the composting bin, which should be recycled, and which should go back home.

“The thing my students love most is their daily trek after lunch to collect all the bins from the classrooms and empty them into the large bin in the garden,” Ms. Phillips says. “They love the responsibility.”

Debby Davis’s educational journey has spanned decades, borders, and disciplines. And she’s just getting started.

A third-grade teacher at Lab, Ms. Davis studied nursing in college before traveling the hospital for the classroom and settling on education. Her teaching career has taken her to Europe and back but her pursuit of learning never stops. She played the clarinet while growing up but since then she’s also learned the flute—along with tennis, calligraphy, and dance.

“I just follow my curiosity,” she says. With three children of her own, including twin sons, Ms. Davis hasn’t always had time to pursue extracurricular activities outside of home or school. But her roles as an educator and parent offered plenty of opportunities to learn and grow.

After teaching an experimental “science through art” program at a multicultural middle school in Minneapolis, Ms. Davis moved across the Atlantic Ocean with her husband to Belgium, where she worked at an English-speaking Catholic school for two and a half years.

“I got to do a lot of travel and just be a part of another culture, struggling with the language and how to live and work in a different country,” she says. “And I worked with colleagues from all over the world.”

The couple returned to the United States when their twins were born, and Ms. Davis spent eight years as a full-time mom. But that didn’t stop Ms. Davis from pursuing her dream. “I ended up in the world,” she says.

Debby Davis is all about embracing self-directed learning—her own and her students’.

“As an adult learner, you have so much freedom,” she says. “You can just go and try things, just for the pure sake of dancing or playing an instrument.”

To bring some of this freedom into her classroom, Ms. Davis instituted weekly “Genius Hours” during which students learn about a topic of their choice, either individually, with partners, or in small groups. Projects range from learning to sew stuffed animals to researching real-life animals to composing music and editing videos on the computer.

The beauty of Genius Hour is that every week brings a new chance to explore. By investigating an unfamiliar topic, and repeating the process every week, students develop the skills for self-directed discovery.

“So, you’ve learned to do this type of learning,” Ms. Davis says. “Now do it again.”

Her imperative applies not just to Genius Hour, but to educational adventures at every stage of life.
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.

**THANKING ALUMNI**

For the fifth year in a row, Alumni Association Executive Board member Smita Shah, ’91, has underwritten the Lab alumni donor thank you event at a downtown Chicago hotel with an extraordinary view of Chicago. This year’s event took place at London House with more than 70 alumni in attendance. Lab’s new director, Charlie Abelmann, gave brief introductory remarks.

**HONORING PARENTS**

The second annual volunteer thank you party was a smashing success, with many in attendance. The event was designed to recognize, celebrate, and acknowledge our parent volunteers who donate their precious time to Lab. In so doing, these critical volunteers make the Schools a better place for our students, our faculty and staff, and one another. This year, Tina Louie and Audris Wong were honored for their extraordinary leadership of the Parents’ Association.
Educator Charles Abelmann named director of the Laboratory Schools

Charles Abelmann, former head of the Barrie School in Silver Spring, MD, joined Lab as director on July 1. He spent seven years leading Barrie, which is an independent school for students 18 months through grade 12 that combines a Montessori-based program for younger students with a grade 12 that combines a Montessori-based program for younger students with a grade 12 that combines a Montessori-based program for younger students with a grade 12 that combines a Montessori-based program for younger students with a grade 12 that combines a Montessori-based program for younger students with a grade 12 that combines a Montessori-based program for younger students with a Corporate preparatory program for older students, while training future educators and leaders.

“The Laboratory Schools have a legacy of outstanding and innovative education, and Charlie will provide the strong academic leadership needed to continue and enhance that tradition,” says UChicago President Robert J. Zimmer, who made the appointment. “He is also committed to fostering vibrant connections between Lab and the rest of the University, which will bring multiple benefits to our community.”

At Barrie Mr. Abelmann strengthened academic programs, in part by ensuring coordination among divisions and promoting pedagogical innovation. Under his leadership, the school formed partnerships that attracted guest artists and visiting teachers from other countries. The school also became a convenor on important topics in education and formed local and global partnerships that provided new opportunities for students and faculty to build community and support social responsibility.

Prior to his leadership of Barrie, Mr. Abelmann developed an expansive understanding of educational practice and policy through his work at the World Bank where, among other things, he oversaw investments in education programs, conducted policy analysis, and aided in capacity-building in East Asia and East Africa. He has served as principal of a public elementary school in Washington and as special assistant to the superintendent of the DC public schools.

“We are impressed by Charlie’s passion for education, his breadth of experience, and his enthusiasm for collaborating across the Lab community to advance teaching, learning, and the development of students,” says David Fithian, executive vice president of the University, who has oversight responsibility for Lab and its director. Mr. Fithian led the search process working with a committee that included Lab administrators, teachers, parents, and alumni. To ground and inform its work the committee held open sessions and one-on-one information-gathering meetings across the entire Lab community.

“In a very short time,” says Mr. Abelmann, “I am seeing why this school has such a rich history: its people are passionate about education; the teachers are deeply invested in the students; and the students are open, talented, and engaged. I grew up around university life, and I am eager to be a part of a community so invested in the education of young people, one that places a high value on inquiry and collaboration.”

“The search committee was unanimous in its enthusiasm for Charlie,” says David Kistenbrocker, chair of the Lab Board. “He has a strong vision for education and an affinity for collaborative work with boards, parents, teachers, staff, and students.”

Mr. Abelmann earned his MA and EdD in administration, planning, and social policy from the Harvard Graduate School of Education. His BA in English and religion is from Duke University. He has two high school-aged sons, Tobias and Emilia.

“The summer was a great time to get grounded and start to explore,” says Mr. Abelmann, “but it’s even more exciting now that our students and teachers are back.”

In his own words— a little more about Charlie

On the relevance of my past work overseas In Mongolia, I saw how motivating children’s books can be for both adults and youth. We helped revitalize the publishing industry and inspired children and parents to create thousands of books. I saw the power of sharing both published and homemade books and simply sharing oral stories. Lab is a place that values children’s literature. I am excited to share my passion for books from around the world and resources like the International Children’s Digital Library that was linked to our work in Mongolia.

On community, cookies, and lemonade We are a large, diverse community, so making sure that everyone feels connected and part of that community could not be more important. We will be working to find new ways for everyone—certainly every student, but also parents, guardians, faculty, staff, and alumni—to find a Lab that feels comfortable and welcoming. I find that even a simple invitation for cookies and lemonade—ice cream or fruit can work, too—can give people license to make new connections. I look forward to lots of these small but important opportunities!
Faces of feeling

Teachers Maureen Movrich, Wendy Minor, and Luciana Taschini picked up on a recurring theme in their classroom—“bad guy versus good guy” play—and an entire flow of teaching and learning emerged.

At Lab, Nursery/Kindergarten teachers are constantly observing, documenting, and thinking about the play and interests of the children in their classrooms. They’re looking for just these kinds of common themes or interests. And when they find them, commonalities—That’s when things get interesting.

“We have a popular picture book in the room called Superhero ABC by Bob McLeod. Some children were having a hard time reading the expressions of the faces of the characters in the book. ‘Who’s the bad guy?’ was a common question,” explains Ms. Movrich.

“Being able to think about feelings, your own and others’, is an important element guiding the Nursery curriculum—building empathy is a part of the social/emotional

The ability to “read the face” of a friend helps communicate when he might be upset, angry, hurt, stuck, frustrated, or sad.

< Isabelle’s story told by Willa
One time Isabelle was walking to school and it was so cold when she was walking to school and it was snowing and her mom was the scribe of story dictation. But it got colder and colder and Isabelle thought that she missed her dad! So that’s why I picked Isabelle because she’s so sad!

Astrid’s story told by Ziya
Astrid is sad. Maybe Isabelle was walking her in and then Silu came and she walked her in. They made a house for Astrid and then they changed their mind. That’s why she’s sad.

Noah’s story told by Samuel
Noah is sad. Noah thinks I’m (Samuel) is gone. That I’m sick sometimes. One day I went to school and dropped Noah off. Noah went to school. Noah misses me.

Sebastian’s story told by Max
Sebastian had a little lovey. Then his lovey went away. The witch stole his lovey but he didn’t like that. He was surprised by the witch stole it because the witch stole it and it was his favorite lovey. The witch grabbed it from him and threw his little lovey away. Then he slept in his bed without it.

Miles’s story told by Astrid
Miles is mad at the dinosaur because, he, Miles, doesn’t want his mom. The dinosaur cracked into pieces then everyone was happy. Then he wanted his daddy. Then it’s almost dark, then the fireworks almost come out. The other dinosaur is nice and it helps him not make him mad anymore. It makes him happy, happy, happy!
development children are working on in nursery school. The ability to “read the face” of a friend helps communicate when he might be upset, angry, hurt, stuck, frustrated, or sad. “Our project began with this in mind. How do children decode a friend’s face or images in a book?”

The teachers decided to start with color and simple symbols (think emojis). The class read and discussed a story that explored the idea of color and the feelings one may associate with them. Later, the children looked closely at faces drawn by Ms. Minor and talked about which emotion they thought the face represented. One drawing in particular—a face that had two eyes and a simple straight line for a mouth—inspired very different interpretations: Imogen said it was a frustrated face. Lucy said it was a goofy face. Zephyr said it was a confused face. Adrian said it was a fine face.

When children were challenged to use their own face to express different emotions for a photo session it wasn’t an easy task for all. Some referred to their emoji project for inspiration. Others needed verbal prompts such as, “think of something that makes you mad.” But when the children were invited to pick a friend’s photo, focus on the emotion on the face, and then offer a story that would explain the emotion: “We observed how easy it was for them. It made sense to the children to talk about feelings in relationship to their friends and their knowledge of those friends.”

Lucian’s story told by Derin
He’s angry. Because he’s afraid of the monster. He’s trying to chase Lucian. Lucian is very fast but the monster isn’t. The monster is very fast with his hands. The monster is trying to eat Lucian all up. He runs so fast.

Imogen’s story told by Silu
She’s mad! She’s angry! The toy break! The dinosaur break! Smashed him. I don’t know who smashed him. She was sad. And she walked away. That’s the end.

Ziyan’s story told by Cassius
He’s sad. Someone stole his favorite toy, it was a monster truck. It was a gift from his parents. They got it at a store. And a vampire stole it. He’s gonna break it apart. The vampire disappears and Ziyan gets the monster truck back.

Leah’s story told by Gaby
She’s mad! She’s not jumping in the puddles. She’s not go into the puddles. She not jump in the puddles. “Don’t jump in the puddles!” Leah says. She no want to go outside but her parent want her. I don’t know what else.
Join the club... or any club

The whys and hows of the Middle School club “curriculum”

By Megan E. Doherty, AM’05, PhD’10
For the Middle Schooler, clubs are for experimenting and exploring their interests without the pressure of a long-term commitment.

Rubiik's Cubes. Harry Potter. Drawing. Legos. Quiz Bowl. Anime. Math. Chamber music. Historical fiction. Homework. If you are a Middle Schooler and it's lunchtime, you have time to be part of a club—one of these, or one of dozens more. In the Middle School, the club program has both intellectual and social/emotional underpinnings. Yes, clubs are fun. Yes, they can be driven by student interest. But clubs provide an important scaffold for Middle Schoolers to develop a variety of interpersonal and intellectual skills and connections.

Thanks to the revamped schedule, four days out of five are 30 minutes set aside for club activities (after a 20-minute lunch period). About half of Middle Schoolers head to a club on any given day, though it’s not required—kids may opt instead for a longer lunch break, to visit the library, or simply to hang out with friends. For the Middle School, clubs are for experimenting and exploring their interests without the pressure of a long-term commitment.

“Kids need to know that they have options and flexibility to explore,” says Middle School Principal Sandy Besty. “That is why we say clubs are drop-in and drop-out. It has to be easy and fun.” This is the way all of the 40 or so Middle School clubs operate.

As teachers get to know the students and their interests, clubs also serve as a tool to help kids make connections with new friends. Says Middle School Dean of Students Ryan Allen, “We use the clubs as an encouragement to explore for our kids. They are not only trying our interests and intellectual ideas, they are tapping into the social connections that come along with them.”

Because it’s developmentally-appropriate, every Middle School club is sponsored by an adult who is present when the club meets. These adults provide important structure for young people who are coming into their own as individuals.

Says Janice Moy, faculty co-sponsor for the Asian Students Association (ASA), “Many students who identify as Asian are not drawn to a club like ASA and we don’t push it, but for those who are intrigued by ASAs’ existence and interested in exploring their ‘Asian-ness,’ I think that the club can be a very good thing. We also always have students who are not Asian who become very strong and supportive members of the club. These are often students who like or have experience with certain aspects of Asian culture, have lived in Asian countries, are studying an Asian language, or just have Asian friends who also like to participate in ASA.”

Ms. Moy and co-sponsor Mythili Venkataraman speak enthusiastically about the club’s cultural celebrations and philanthropic work but also about how the club serves as a place where kids can be comfortable about Asian culture and identity, and to celebrate them. Says Ms. Moy, “It’s kind of a ‘it’s fun and cool to have this identity, we’re here’ thing, in my view.”

In some cases, clubs allow students to get leadership experience that they may not otherwise have: When a group of students expressed an interest in economics, their club found a sponsor in sixth-grade humanities teacher Kelly Storm. They discuss how tax cuts might impact markets and social programs, and they track a few stocks over time, exploring how current events connect to the economy and cause stock value to go up and down.

“It’s something we don’t study formally in the Middle School, but they were interested in the subject and it’s an extension of their curiosity,” says Ms. Storm. “This allows kids to spend time

Do Your Homework Club Environmental Club Jewish Students Association Math Counts Rubik’s Cubes Star Wars Club 6th Grade Math Team 7th Grade Math Team Drawing Club Lego™ Civilization Marvel™ Club Prism Science Fiction Movie Club Science Olympiad 6th Grade Work Time 7th Grade Math Help Asian Students Association Black Students Association Chamber Music Chess Club Datio Project Drama Club Fantasy Book Club Ganesian Math Club History Vault Jammed Locker Little Bits Quiz Bowl Social Justice Robotics Club Anime Club Economics Club Glee Club Historical Fiction Book Club MLAB

In the Middle School, the student club program has both intellectual and social/emotional underpinnings. Yes, clubs are fun. Yes, they can be driven by student interest. But clubs provide an important scaffold for Middle Schoolers to develop a variety of interpersonal and intellectual skills and connections.

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For the Middle Schooler, clubs are for experimenting and exploring their interests without the pressure of a long-term commitment.
As a middle-school student Myra Ziad, ’17, approached the work of applying to high schools with enthusiasm but also trepidation. On top of worrying about simply getting an acceptance, she worried about her family’s ability to afford independent school tuition.

“Lab was my top choice, but in the back of my mind I knew it wouldn’t be possible because of the tuition,” Ms. Ziad recalls. But when she opened the envelope from Lab, she found not only an acceptance letter, but also a letter from the Malone Family Foundation offering her a full merit scholarship through their Malone Scholars Program. “I thought it was a prank or a scam. I started crying. My mom and dad started tearing up. I felt like a billion doors opened for me.”

Lab’s partnership with the Malone Foundation has made it possible for 10 outstanding students of limited financial means to benefit from, and enhance, the U-High experience. These are students with stellar academic performance, above-and-beyond work ethic, and deep thirst for knowledge.

“Malone Scholars are top-tier,” explains Irene Reed, executive director of admissions and financial aid at Lab. “To think about them going to another school would be a huge loss for our students and our institution.” She says the Malone Scholars Program has been a tremendous force for recruiting outstanding students.

A special place
For more than a decade, Cathie Wlaschin, the Malone Foundation’s executive director, traveled to more than 10 schools every year in search of the most enriching learning environments in the country. Lab was chosen as one of 50 schools nationwide to partner with the Malone Scholars Program.

Each partner school is entrusted with a $2 million endowment to fund Malone Scholarships for students in the top five percent of their national class who qualify for financial aid for at least 30 percent of their tuition.

“The Malone Scholars Program makes a Lab education possible. And the scholars make the most of Lab.”

By Ingrid Gonçalves, AB’08
and the warmth of the place were among the highest I found anywhere in the country.” She was moved by students’ outspoken love for their school and impressed by the wealth of academic and extracurricular programs available for a broad range of interests.

**Seizing opportunity**

Lane Gunderman, 13, his sister, Hazel Martello, ’17, and Ms. Ziad believe that a Lab education is not to be taken for granted. The Malone Scholars Program placed that privilege within reach and inspired them to make the most of it.

“I was very excited about Lab,” Mr. Gunderman says. “I was able to do research during some summers in high school (something that I doubt I could have done at another school as easily), take classes at UChicago, and take very well-taught and challenging courses in nearly every subject.”

As a finalist in the 2013 Intel Science Talent Search, Mr. Gunderman traveled to Washington, DC, to present the Summer Link research project he worked on with UChicago Associate Professor of Chemistry Greg Engel. And he dove in deep at Lab joining the Math, Science, Linguistics, and Scholastic Bowl teams, too. (“I guess I also helped form the Latin club,” he adds.)

Mr. Gunderman recently graduated from the Massachusetts Institute of Technology, where he double majored in physics and math, and now he’s heading to graduate school.

Though their interests differed, Ms. Martello focusing her time on Certamen and Ethics bowl, Lab made a lasting impact on the life trajectories of both siblings. This summer, her second as part of the Internship for Civic Engagement, Ms. Martello added leadership responsibilities for the program as a senior intern working with Alderman Sophia King. “She has a deep intellectual capacity and she really uses her intellect to make connections between policy and people,” says program director Alex Wallace.

“Malone Scholars don’t just have great grades,” Ms. Ziad explains. “Often these kids shine in the admissions process despite having overcome some pretty serious obstacles in their personal lives.”

This fall, Ms. Martello is attending the University of Chicago, hoping to study political science and linguistics. “I’m still unsure what I’d like to do after college, but hopefully something with international law or politics.”

Ms. Ziad developed an early interest in neuroscience, which she began to pursue during her sophomore year at Lab. She presented her research on brain injury and memory loss at the National Junior Science and Humanities Symposium in San Diego, and completed several Summer Link research projects with UChicago faculty while at U-High.

One research project, in partnership with the Brain Surgery Institute paired Ms. Ziad with Dr. David M. Frim, chief of neurosurgery at University of Chicago Medicine. As part of her work, she created microscope slides out of brain sections less than two millimeters in size. Each section had to be perfectly flat, requiring a great deal of care and precision much like neurosurgery itself.

“Not many high school students get that opportunity,” she says. “But I took each opportunity and made the most of it, because not everyone gets to go to Lab, and I had the privilege to be a part of this community that’s unlike any other.”

Ms. Ziad is enrolling in the University of Michigan this fall, where she plans to study neuroscience as part of her pre-med track, and to explore other subjects as well.

**One life at a time**

In the mid-1950s, worried about her son, Dr. John C. Malone’s mother went to the nearby New Haven Grammar School to ask if they would consider a work scholarship for her son. They did and Malone went on to study electrical engineering and economics at Yale University, earn a master’s and PhD from Johns Hopkins University, and eventually build a multibillion-dollar fortune in the cable television industry.

Malone credits his success to the challenging, engaging education he experienced early in life. He established the Malone Family Foundation in 1997 to offer the same opportunity for students. The foundation’s ultimate goal is to provide an outstanding education to every student in the top five percent of their national class.

Says Ms. Martello, “I came to Lab uncertain of my capabilities and of my future, but Lab helped me nourish my ambitions and reach my potential. After six years of hard work, not only on my end, but of my teachers, friends, family, and support system, I’m ready to continue pursuing a top-notch education and am looking onto a brighter future.”

“Eventually I believe that the Malone Scholars Program will change the world,” Ms. Wlaschin says. “The first Malone Scholars only graduated in 2004, but they’re already out doing great things. We’re still in our infancy, and it’s a perpetual program, so I think it’s going to make a big difference.”

Making the world a better place is no small feat. But Lab’s Malone Scholars seem poised to help.
Back into the swing: Paul Crayton, ’84, and Edyth Stone, ’83, at a back-to-school party in the cafeteria.
Class of 1942: volunteering to serve as your class representative? Email the Office of Alumni Relations and Development at labnotes@uchicago.edu.

Class of 1938: Interested in volunteering to serve as your class representative? Email the Office of Alumni Relations and Development at labnotes@uchicago.edu.

George Treissel writes, “I have more grandchildren and a giant alumnus, but rather as an alumnus of the class of 1938, not 1939. I continued in physics for another year or so after receiving the PhD in 1939. Like all of us, the FYC experience set the tone and framework for the rest of my life. People who know me ask regularly about my renunciation programs all over, and I always insist that its goal was to start as early as possible to make Renaissance women and men. People were trained to do something, and we often find that wonderful fluency in literature, science, philosophy, etc., and to learn about ever more in the cross-discipline, and in discourse in any medium or environment. As a result, I have enjoyed a wonderful adventure—exploring, writing, and getting to know the TV programs and, winning. My after-school project can imagine. George Lindahl and I were ‘homeroom teachers’ for a good many year of our DC and the US film program for the 1964 Atoms for Peace Conference, among other things—and when he died, I took over his section. Later I was a director of the National Science Foundation and headed the project of Children’s Television Workshop. I became the head of the American Association of Museums named the US as ‘Influential in the last Hundred Years’ (or something like that) at the shaping of museums. I mean that I can imagine. “Truth is, I don’t remember exactly how long I’ve been here. But I can’t believe this to a puffy piece—rather to remember some of the great classmates and stories, in case you don’t already know all these. After our last FYC class, reina McEwan and Kaye Piper stopped by my home in DC, and we talked about the old days and movies and most remarkably, I think I am the only one left now. Kaye, of course, was still largely disabled by an early life brain injury, paralysis and the aftermath—and we spent hours reminiscing while she lay at rest in their home. I am now 91, have outlived four wives and endless friends, and I’m lucky to have still some time that you don’t mind my sharing a few.”

Class of 1946: Interested in volunteering to serve as your class representative? Email the Office of Alumni Relations and Development at labnotes@uchicago.edu.

Meredith Eaton, Jean MacNab, Mike Winter, and Marianna Tax Choldin writes, “My novel, ‘The HVAC Guy’, will be a big birthday party! Most of us have seen this town, but we’ll come and enjoy this momentous occasion as a reason to celebrate together during the weekend of October 13–14, 2017. We’re planning a tour of our school—new and old buildings—a great dinner together, and some other nice events. A number of classmates have already responded that they’ll join us. We would love to have you, and please email any or all of us: Meredith at jmacnab@doghollow.net, Mike (mikewinter@ameritech.net), and Marianna (nicc@nicc.com). We’d love to hear from you, and to see you there!”

Class of 1949: Interested in volunteering to serve as your class representative? Email the Office of Alumni Relations and Development at labnotes@uchicago.edu.

Class of 1952: Interested in volunteering to serve as your class representative? Email the Office of Alumni Relations and Development at labnotes@uchicago.edu.

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Ben Shapiro and wife, Lisa, stayed with us and
and often.”

Arts funding announcement for the 2017 fiscal year.

The only sad part was that my dog, Bhue, had to
in Big Bend in March of this year.

I still work on my Android
cardiovascular system with a
shopping, and fantasy
hobby. I continue to
about our careers anymore, just

retirements. We wish you the best.”

We love living in Israel! We will
be starting ulpan in September.

I want to say I have such wonders
ing Fiddler on the Roof, which
by my students and his wife of 17
than it has used, and we hope to

Electrical and Computer Engineering at
It is an honor to be invited to this event.

The 1970 Class Representative
is interested in volunteering to serve as your class representative?

Richard Dworkin
donated from labnotes@ucls.uchicago.edu.

Email richard.dworkin@gmail.com; welcome any advice or interest from fellow alumni! Write me at
the Office of Alumni Relations and Development at labnotes@ucls.uchicago.edu.

I am a huge fan of the Chicago
Foundation curriculum, coaches’ handbook, and student workbook.

I choose Z-Wave and Zigbee for

I want to say that I have such wonderful
it is the absolute best. I think I learned
in high school in Israel. I ever
the kind of management I do,
and others and split
shall I do? What happens if I go
and how I spend my time
while she is still able to

I am also so proud when

I continue to
and cultures, using drama as their
globe to create theatre pieces and
inspired educators around the
globe. Il fui also there.”

My son, Andrey, a 10-year-old
and I still

my son, and 10 grandchildren
in the States. My son is chief
and 10 grandchildren living in the States.

my dog, Bhue, had to
in Big Bend in March of this year.

I still work on my Android
computer and electronics geek. I

I choose Z-Wave and Zigbee for

I want to say that I have such wonderful memories

of all the careers I have
had, and the kinds of management I do, and how I spend my time
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and I still
Karen Meier writes, “By the time you read this I will have moved to Portland, OR. We are retiring, downsizing, and starting a new stage of life. Plan to do lots of traveling, hiking, eating out, and making new friends with our neighbors at PDX Commons, an active adult cohousing development (pdxcommons.com). Contact me if you want to get to know your neighbor in Portland or are curious about cohousing.

Kevin Spicer writes, “We are in our 10th anniversary this fall. I build custom WordPress websites for a wide variety of businesses and am proud to do the redesign for one of my favorite places in the city: the Garfield Park Conservatory site. I’m in the WordPress community, running a meetup on the North side and speaking at WordCamps all over the country, including WordCamp Europe in Vienna last year. This was my first time in Europe and it was a very fun trip that I hope to repeat every few years. Mostly though, I continue to write, do graphic projects, and run my business from my home office in Lincoln Square.

My daughter is happily married and has just completed her PhD in Anthropology. She was a pretty good student at Salt Lake City for five years and never travelled the area, so we took a family trip through most of the national parks so close to home. Everyone loved it, except my son.

My son is an electrical engineer, working in the western suburbs. We have bought one big-headed remote control helicopter that you see in the video. I’m a pretty proud mom.”

Elizabeth (Lizzy) DeRoos writes, “I graduated in 2017 with a doctorate of education from Bradley University.”

Class of 1977: Interested in volunteering to serve as your class representative? Email the Office of Alumni Relations and Development at labnotes@uchicago.edu.

Class of 1987: Interested in volunteering to serve as your class representative? Email the Office of Alumni Relations and Development at labnotes@uchicago.edu.

Class of 1993: Interested in volunteering to serve as your class representative? Email the Office of Alumni Relations and Development at labnotes@uchicago.edu.
Deana Greenfield, '96, flew a kite for the first time on vacation in Galveston, TX.

Class of 1996: Interested in – – – – – – – – – – – – – – – – – –

Class of 2004

Julia Betley writes, “I got married on July 8 in Mitch Morgan. We both work in licensing for Film and TV music and met while working in the music industry together. We also both went to the University of Southern California. I work at RCA Records and he works at Warner Chappell. I am now senior director of licensing and soundtracks for RCA Records.”

2005 Class Representative

Mark Bedforth
Apartment 3
850 West Diversey Parkway
Chicago, IL 60614
mark@uchicago.edu
773.702.7239

Class of 2006: Interested in volunteering to serve as your class representative? Email The Office of Alumni Relations and Development at labnotes@uchicago.edu.

2007 Class Representative

Moody Chisolm
moody.chisolm@gmail.com

Tyler Anderson is currently teaching young children English in Beijing. He is leaving that post to teach in an international school in Shenzhen Guangdong Province, China. He considers his work to be an incredible, life-altering experience. He still loves to sing. When he was in kindergarten he would break into song quite often.”

Matt Scola writes, “I currently am living in New York City working for Sealed, a startup company focusing on residential energy efficiency. Saving the world, one boiler at a time!”

2012 Class Representative

Ari Hanes
arihanes@gmail.com
773.324-4612

5TH CLASS REUNION / 2012 OCTOBER 18-19, 2017

Kavia Khosla writes, “Hi everyone! I’m happy to be coming back to Hyde Park for medical school at UChicago this fall. My sister, Natalia Khosla, ’10, and I are living together here, and hopefully pursuing some interesting dance projects at the same time. I am survived by our four children and granddaughter. Born June 7, 1933 to Albert and Ruth (Levinson) Drucker, she grew up with her brother Bill in Chicago’s Hyde Park neighborhood, a proud graduate of, and then teacher at, the University of Chicago Laboratory Schools. After graduating from Smith College in 1954, she taught English at elementary and high school levels in Cambridge, MA; Chicago; Evanston; and Winnetka. She and Frank were married in 1959, and raised their children (and beloved black lab) in Illinois and Southern California. Drucker trained in family therapy and counseling and worked as a clinical social worker (MSW) at Swedish Covenant Hospital in Chicago from 1981-1984. She taught English as a Second Language to the Japanese expat community on the Chinese North Shore. She loved skiing, tennis, sailing, piano, and records, and was long passionate about sewing, quilting, and needlework. As an early adopter, she co-organized the North Shore Mac Users Group from 1983. She and Frank loved traveling, from Alaska to European cruises, and for many years she had an abiding passion for Japanese culture, and language.

Obituaries

1940s

Dorothy Diane Drucker Nesbit, ’48, AMFBA, affectionately known to all as Dot then Din, died of natural causes on April 10 in her home in Santa Rosa, CA. From her 53-year marriage to Frank T. Nesbit, she is survived by their four children and granddaughter. Born June 7, 1933 to Albert and Ruth (Levinson) Drucker, she grew up with her brother Bill in Chicago’s Hyde Park neighborhood, a proud graduate of, and then teacher at, the University of Chicago Laboratory Schools. After graduating from Smith College in 1954, she taught English at elementary and high school levels in Cambridge, MA; Chicago; Evanston; and Winnetka. She and Frank were married in 1959, and raised their children (and beloved black lab) in Illinois and Southern California. Drucker trained in family therapy and counseling and worked as a clinical social worker (MSW) at Swedish Covenant Hospital in Chicago from 1981-1984. She taught English as a Second Language to the Japanese expat community on the Chinese North Shore. She loved skiing, tennis, sailing, piano, and records, and was long passionate about sewing, quilting, and needlework. As an early adopter, she co-organized the North Shore Mac Users Group from 1983. She and Frank loved traveling, from Alaska to European cruises, and for many years she had an abiding passion for Japanese culture, and language.

1960s

Ellen Myers Adelman, ’60, AMFBA, died on February 28. Ellen was an active member of Temple Emanuel in Greenboro, NC. She worked for her husband, James, and her children, Joel and Lisa.

Bill Parsons, ’63, died in December 2016. Bill was the first education director of the Holocaust Museum in Washington, DC. He received national recognition for his leadership, passion, and commitment to teaching the lessons of genocide and the Holocaust and to recognize it as the speck of individudal institutional choices. Bill retired in 2015 as chief of staff of the United States Holocaust Memorial Museum in Washington, D.C., after 25 years of service. He was also the recipient of numerous awards for his leadership and publications. Ms. Parsons is survived by his wife and, as well as his brothers James Parsons, ’70, Bradford Parsons, ’77
**Diplomatic attorney**

Timothy Wilkins, ’82

Lawyer Timothy Wilkins, ’82, breaks down assumptions to many global business and social justice.

Working on mergers and acquisitions for international firm Freshfields Bruckhaus Deringer, he helps companies come up with solutions that work across vastly different cultural, legal, and economic backgrounds.

“What makes it really fun is in every deal you must assume the hat of an international diplomat,” says Mr. Wilkins, who credits social studies teacher Earl Bell with fostering his ability to structure persuasive written work across vastly different backgrounds.

Drafting language that is comprehensible to both US and Indonesian parties, for example, requires Mr. Wilkins to see things from each party’s point of view. His most creative and effective fixes arise when he breaks out of the mentality that the customary US law approach is the right one.

“I spend 100 percent of my time doing those deals, and another 25 percent working on social justice issues,” quipped Mr. Wilkins, who is the only African American partner in the United States at a firm that has 2,500 lawyers across 28 offices around the world. “I learned that the more diverse voices that contributed to a project, the better the outcome. Coming to Wall Street firms, I was surprised to see such a small percentage of women and lawyers of color staff Black Afinity. Network that connects black lawyers at his firm’s global offices from London, Shanghai, Paris, and Frankfurt.

To help with the diversity challenge, Mr. Wilkins pioneered Freshfields’ Legal Outreach program, which works with New York City public schools to expose students to the type of thinking and writing required to be a good lawyer.

Mr. Wilkins serves on the Minority Lawyer of the Year Committee and on the Committee of the NYC Bar Association and is head physician at Northeastern University and the associate program director for Primary Care Sports Medicine Fellowship at Boston Children’s Hospital.

What happened was not an isolated case. On average, three days in the United States an otherwise healthy young athlete dies of an undetected cardiac anomaly.

The most common cause is hypertrophic cardiomyopathy, a condition that makes it harder for the heart to pump blood.

“You could save their lives, but these heart anomalies are very difficult to detect,” says Dr. Corrado, whose research as an assistant professor at Harvard Medical School focuses on sudden cardiac death in athletes. “How do you prevent a kid who is seemingly fine from dying of something you can hardly detect? The best way is with echocardiogram.”

Stethoscopes have been used to listen to the heart since before there was electricity. We need to be looking—with portable, affordable ultrasound machines.

**Sports medicine physician**

Gianmichel Corrado, ’87

Physician Gianmichel Corrado, ’87, has a life project: replacing the stethoscope with the portable ultrasound.

When he was a 23-year-old post-baccalaureate student, he liked playing pick-up basketball. One day, a young man suddenly collapsed in the middle of the game.

“He just died right in front of us. I’ll never forget that moment,” says Dr. Corrado, head team physician at Northeastern University and the associate program director for Primary Care Sports Medicine Fellowship at Boston Children’s Hospital.

It was there that he began applying ultrasound technology to the problem of sudden death in athletes.

“In sports medicine, I care for athletes of all ages, from five to 80 years old. I love seeing people of every age group get back out there to play safely,” he says, adding that he’s trained his team to portable ultrasound machines to do echocardiograms.

“We’re screening all athletes at Northeastern now. We haven’t found any anomalies yet. But someday, we will.”

Stethoscopes have been used to listen to the heart since before there was electricity. We need to be looking—with portable, affordable ultrasound machines.

Although she’s been dancing since she was three, Rachel Turner, ’09, knew from the moment she could walk, she could turn it into a viable career. But after performing two years ago in two shows for the Capital Fringe Festival in Washington, DC, it all came together.

“I suddenly realized, whoa! I’m actually doing this,” she says. “It’s still fantastic and not real for me that I get to do this for a living.”

“**My company is really about human connection. Everything we do has a common thread around relationships, from technology and social media to inequality and injustice.**

She moved to DC after college to teach dance at St. Andrew’s Episcopal School, and was inspired to take her choreography to the professional world. Initially working with her friends, including Karlin Gatton, ’11, she founded her dance company Errant Movement in 2015.

“My company is really about human connection. Everything we do has a common thread around relationships, from technology and social media to inequality and injustice,” says Ms. Turner, whose work, though modern, is strongly influenced by ballet.

“**It’s easy to understand and relate to since it deals with issues that affect people on a day-to-day basis.**

To achieve her goal of uniting communities through dance, Ms. Turner began cultivating local arts programming. She coordinated a dance showcase with 13 companies designed to be accessible to those unfamiliar with the art and performed in an underserved community for neighbors who may have never experienced dance.

“**My experience running Arts Fest at Lab prepared me for this type of work,**” says Ms. Turner. Ms. Turner, who received her first grant from the DC Commission on Arts and Humanities in May, used the money to put on the MacEcosolid Festival in August. The event spanned four nights and included free performances and dance classes for children and adults.

“Dance is such a large part of African American communities, including liturgical and social dance trends. It’s important to witness these dances on the stage alongside modern and ballet, and see how they can be performed on a professional level as a career.”

**Economic environmentalist**

Michael Greenstone, ’87

Access to inexpensive and reliable energy is critical for improving living standards, but the least expensive forms of energy come with bundled air pollution that shortens people’s lives and greenhouse gas emissions that increase the odds of destructive climate change,” he says. “To balance the goals of economic growth and environmental quality is the challenge.”

In 2014, Mr. Greenstone and colleagues partnered with the government in Gujarat, the most industrialized state in India, to reduce industrial pollution. They devised an incentive structure to local environmental auditors to be honest about plant pollution. The state adopted the reforms he and his team outlined as policy, which resulted in reducing pollution by 30 percent.

Now he’s working to understand the economic consequences of climate change, with a focus on the energy needs of developing countries.

“The most exciting problems are finding the areas where governments can successfully intervene in markets to improve our well-being—that is where it is possible to make a difference in people’s lives.”

**LabiLife Fall 2017 47**
All Lab alumni are invited to return to campus to reconnect with the Lab community. U-High class years ending in 2 and 7 will celebrate milestone reunions and enjoy special class gatherings and dinners.

Return to see old friends, favorite teachers, new and familiar spaces. Additional information regarding the weekend schedule and accommodations is online now at: https://labalumniweekend.uchicago.edu

Please contact the Office of Alumni Relations and Development with any questions at alumni@ucls.uchicago.edu or 773-702-0578.

save the date
Young Alumni Thanksgiving Party
Saturday, November 25
Chicago