This year has reminded me why I, like so many of you, am passionate about Lab.

Students are creating and performing as never before.

> In the new Sherry Lansing Theater, the U-High drama program has had the opportunity to dive deeper with programming in student directing as well as musical and technical theatre. Likewise, Middle Schoolers are delving into musicals—most recently: The Sound of Music. And new space has spurred student interest. Now three different clubs—Improv, Glee, and Theatre—are making use of the MS Drama Studios.

> Primary students are operating full-size sewing machines in their Creation Station makerspace. One class sewed “breathing buddies”—small bean bags that children use when practicing yoga exercises such as “belly breathing.”

> And fifth graders shared their research at the annual Fifth Grade Science Conference, an all-grade poster session at which young scientists presented the results of experiments in controlled trials that each had dreamt up.

We are celebrating.

> In March, Lab hosted 29 young Teach for America educators and welcomed the group from Hiroshima University that hosted three of our faculty members last summer.

> Nationally-known interfaith leader Eboo Patel spent the day at Lab speaking to adults and student leaders.

> And Lab music teachers continue a collaboration with two British filmmakers; they are helping to develop educational tools to support a PBS documentary, America Epic, about record companies and recordings that democratized music in the 1920s.

We are exploring the diversity and richness of the Lab community and celebrate security guard Mike Cephus upon his retirement.

> Students, faculty, staff, and alumni all turned out to celebrate security guard Mike Cephus upon his retirement.

> And nearly 400 parents, faculty, and staff had a ball at the first ever Dewey Dance … many in 80s costumes and many doing, Thriller dance moves!

This year has reminded me why I, like so many of you, am passionate about Lab. I look forward to another year of exploration and celebration with everyone in our community.

Thank you for all of your support and effort on behalf of Lab.

Beth A. Harris

FROM INTERIM DIRECTOR BETH HARRIS

Exploration and celebration

Dear friends,

I am honored to have the opportunity to remain in my role as interim director as the search process for the next head of Lab continues. Since starting in this role last July, I have grown to better know our people; and in the course of doing so I have deepened my appreciation for how much this community cares about the Schools and the education of our children.

Ours is a community of which we are justifiably proud. We continue to spark and cultivate a love of ideas in our students and to encourage a desire to learn about, and respect, one another. These values are deeply embedded in our fabric and they underpin the very rich tapestry that shapes our students’ educational experience.

By remaining focused on those things that unite us as a community, we are better able to build on our strengths and to celebrate the remarkable accomplishments that unfold in this very special place.

This year has reminded me why I, like so many of you, am passionate about Lab.

In February, University of Chicago Executive Vice President David Fithian and Lab Board Chair David Kistenbrocker announced that Lab would extend the search process for the next director of the Schools, and that Beth A. Harris would continue as interim director until the next director takes office.

Ms. Harris, “I look forward to continuing to work with our families, faculty, staff, and students so that when the next director is welcomed into our halls, she or he will arrive at a school that is focused on its mission, united by shared values, vibrant, and ready to continue Lab’s distinguished tradition of remarkable teaching and learning.”
Recommended reading

English teacher Darlene McCampbell recommends *Einstein’s Dreams*, by Alan Lightman.

A haunting image of unattainable beauty. It’s a tantalizing little book with big ideas. I’ve read chapters aloud to “Stars and Dusi,” my High School story-writing class, that captivate both the science kids and the literary kids. I’ve just read a chapter to a class at Cook County Jail that led to a most moving conversation about why we would—or wouldn’t—wish for our most precious moments in life to last forever. (The class in the jail is part of a program developed by Debra Gittler, ’98. Her organization, ConTextos, is a nonprofit teacher-training and literacy program in El Salvador. She has brought their efforts to the Smallest Grade 2 in Pakistan/Iqbal, a Brave Boy from Pakistan/Joan Winter.)

Reading aloud to little kids is natural. They’re sprawled on the carpet of the library, comfortably entering other worlds. But big kids, including adults, hunger for such moments as well. It’s not only that there’s a bit of respite from busy lives, but a reminder of why we read, why we study great literature in the first place. There’s the sheer joy of entering another world and the challenge to what we already believe. There’s the invitation to reflect on our own lives.

This book is about time and about the life that for us is inevitably fleeting. *Einstein’s Dreams* will enchant you and puzzle you. Time will seem suspended while reading this lovely little book.

I’ve just read a chapter to a class at Cook County Jail that led to a most moving conversation about why we would—or wouldn’t—wish for our most precious moments in life to last forever.

THE BOOKSHELF

Recommended reading

*Einstein’s Dreams*, by Alan Lightman

**FROM THE SYLLABUS**

Across Lab students are talking about standing up for their beliefs. Librarian Lee McClain pulled together a collection at the Lim Family Library that celebrates people who’ve taken a stand. She included some fiction titles and included a photograph that they had taken with their iPads. The pièce de résistance came courtesy of Dr. Wyers’ husband, Dr. Stephen Wyers, and yet a third physician/parent, Kapuluru Reddy, who gave the young anatomist a tour of the digestive system, explaining why humans burp, fart, pee, and poop. Then, working in small groups, the children built three-foot tall digestive tracts using, among other things, plastic bag (mouth and stomach), plastic tubing (esophagus), and panty hose (small and large intestines). The students squished graham crackers, bananas, and raisins through the tract, adding some saliva (water), gastric juice (orange juice), bile (green food coloring), and enzymes (yellow food coloring) throughout the process—until the messy end.

Check your pulse with a marshmallow.

Memorize the parts of a cell by singing a rap song.

Build a model of a cell with Jell-O™ (cytoplasm), dried apricot (nucleus), raspberries (mitochondria).

Lauryn Marinho and Grace Bissone’s second-graders studied the human body and its systems with professional guidance and a series of hands-on activities. Physician/parent Mary Wyers talked about the skeleton and shared x-rays and MRIs. (Ever seen a key in a stomach?) Kids made stethoscopes using rubber tubing and funnels and fashioned lungs and diaphragms with plastic cups and balloons. After each part of the ten-week unit, students wrote in their digital blogs about what they learned and included a photograph that they had taken with their iPads.
Dedication to diversity

MLK activities make history more relatable to Labbies

Fishy fact

What’s the scale for measuring fluffiness?

A conference of scientists—fifth grade scientists

Dropping a ball is easy but how do you drop a ball without your hands? That’s harder and that’s the type of problem at the core of the unit that culminates in the fifth grade science conference.

“It’s not a science fair,” emphasizes fifth-grade science teacher Jeff Maharry. Science fairs involve adults judging children. Instead, Mr. Maharry wants his students to have a true meeting of peers, sharing research, and discussing their work like adult scientists do. No scores, no awards. “Parents are invited as a bonus.”

Modeled after higher education poster sessions, what Mr. Maharry began seven years ago as a small, in-class effort, now involves all 140 fifth graders taking over the cafeteria for a night to present their research to their fellow fifth-grade scientists. “The best projects require a little engineering and a little ingenuity,” says Mr. Maharry. “There is creativity when you figure out how to measure something that’s not normally measured.” He describes the student who had to develop a numerical color scale to determine whether she could slow the process of an avocado going brown. And dropping something without one’s hand being a variable? Kids built tripods and containers where the bottom falls away.

In addition to the formal lessons of science—the methods and data collection and conclusions—the students also learn independence. Normally class experiments are conducted in groups. But for this project, each student is responsible for their own experimental design, execution, and presentation. They assist one another, helping to run trials or proofread, but each student is the lead researcher. “That safety net of having teammates to rely on goes away,” says Mr. Maharry. Some students find that independence nerve-wracking while others find it freeing. The kids also need to fail. “We call the process getting your experiment to move from fantasy to reality.”

The entire project takes about five weeks, starting with the students identifying a topic on which they could run a controlled experiment. After the class goes through a sort of peer review, giving each other feedback on proposals kids conduct their experiments, record their results, prepare a poster board, practice their presentations in class, and learn what it “means to be a helpful audience member,” says Mr. Maharry.
Oops! It’s airplanes

Child-centered learning spurs teachers to change direction

Nursery School teachers Dave Kaleta and Amy Tomaszewski started the school year with skyscrapers on the brain. “Each year Dave and I sit down and think about how to set up our classroom to provoke thoughts, interests, questions, and creativity,” Ms. Tomaszewski says. “This year we decided to put up skyscrapers and skylines with the hope of sparking interest and conversations about cities and community.”

The students arrived and set to work exploring the classroom’s LEGO center—Mr. Kaleta is a LEGO artist in his spare time and incorporates his passion for the medium into any classroom at any age, Mr. Kaleta adds. “What I love about teaching this age is that we might have an idea of what they’re going to do before they even arrive. We can start to build a foundation of who we are as a classroom community.”

Mr. Kaleta and Ms. Tomaszewski embraced the opportunity to follow the children’s interest: they changed course and shifted their focus to airplanes.

Moving forward, the class explored the topic from all angles, from reading books about aviators to making their own planes—big and small—out of cardboard, paper, and blocks. One highlight was a trip to the Museum of Science and Industry, where the kids got to design their own airplanes and test-ride on a flight simulator; teachers and students alike also enjoyed experimenting with a wind tunnel in the learning lab to see which everyday objects could fly.

“What I love about teaching this age is that we might have an idea in mind of where we want to go, but it’s really up to the kids to show us where they’re going,” Mr. Kaleta reflects. “What I love most about coming to school every day is that I don’t know what’s going to happen.”

Giving the students a chance to lead the way is a cornerstone of how the duo approaches teaching. “By listening and following their lead we hope to foster a community of respect and responsibility in our classroom,” Ms. Tomaszewski says. “We want them to know that what they think and have to say is building the foundation of who we are as a classroom community.”

Mr. Kaleta notes that he and Ms. Tomaszewski didn’t start out the year as “experts on airplanes”—instead, they embraced the unknown and found themselves learning alongside the students. Together, they all developed new insights into the world of aviation. Delving so deep into one particular topic gave the kids a chance “to feel empowered and competent,” Ms. Tomaszewski says. “There’s so much that they don’t know yet when they come in to any classroom at any age,” Mr. Kaleta adds. “What we always like is for them to feel like they’re experts on something.”

DANCE TROUPE
Seniors Daniella Garcia, Alexis Porter, and Tamara Carter captivated this year’s squad, performing at basketball contests and school events.

BOYS BASKETBALL
Finished the season with a 19-5 record, winning their 5th Regional Championship in the past seven years and winning the CSL Championship with a perfect 12-0 record. Senior Jameel Alausa was named 1st team Illinois Basketball Coaches Association, All-City Honorable Mention, and CSL Co-player of the Year. Named All-Conference were seniors Oliver Maciak and Nick Telman and junior Christian Brookens.

GIRLS BASKETBALL
Finished their season with a 13-9 record winning the 2A Regional Championship for the second time in school history. Juniors Tai Polite and Rosanne Nesbitt were named CSL All-Conference.

SPRING HIGHLIGHTS 2017

SPORTS

DANCE TROUPE

FENCING
Four students medaled at the Great Lakes Conference and Illinois State Championships: seniors Danny Kim (saber) 3rd place at Great Lakes and top 8 at State; Janine Liu (saber) 3rd place in both Great Lakes and State; Athena Chien (foil) 7th place at Great Lakes and 3rd in State; and junior Clemente Figueroa (foil) 3rd place in State.

INDOOR TRACK AND FIELD
Three seniors qualified to compete in the Illinois Indoor State Championships in Bloomington: Chavon Hussey qualified in high jump. Lillia Wilson and Charlie Marks both qualified in the 60m and 200m dash. Both finished ninth (of 23 runners) in the 200m, and in the 60m Lillia finished 12th and Charlie 18th. Charlie also finished 9th in the 400m dash.

SQUASH
In its third year as a varsity sport the team had a record interest with 32 students on the team. Former pro Mark Heatherton joined Peter Wendt to coach the Maroons. The Maroons recorded wins over Lake Forest High School, Lake Forest Academy, and Latin in match competition held at Metrosquash.

BOYS SWIMMING
Senior Eamonn Keenan finished 12th in the state in 200m IM, earning the first team point in 65 years. He set six school records this season: 200m free, 200m IM, 100m free, 500m free, 100m back, and 100m breaststroke. Keenan now holds nine of the 11 swim records, making him the most accomplished swimmer in Lab’s history.

EAMONN KEENAN, HORACE SHEW, MITCH WALKER, SONNY LEE

LILLIA WILSON

EAMONN KEENAN, TIA POLITE

TIA POLITE

JAMEEL ALAVYA
Working out the bugs

Primary Schoolers get a jump start on coding and computational thinking

It’s not surprising that Lab educators are being proactive in arming their students with advanced technology skills. But what may surprise some is that today’s Labbies are taking computer programming classes and learning to code as early as first grade.

“These kids are still learning their left from right, and here they are programming,” says computer science teacher Lisa Harrison.

A 20-year veteran of the Laboratory Schools, Ms. Harrison—who wrote the proposal to pilot the use of iPads in the classroom—has always been an advocate for using technology as a learning tool. Now, she teaches computer science in second grade and introduces technology across curricula. Her second-graders are currently learning to code using colorful “bee-bots,” miniature robots shaped like bees which accept directional codes such as up, down, left, and right.

As queen bee in this scenario, Ms. Harrison gives instructions for the kids to program into their bee-bots. The end goal is a dance party of sorts with all of the robots performing a 25-step choreographed number. Once programming is completed, Ms. Harrison will start the music and the bees should start moving in synch. However, she concedes that success isn’t always the desired situation.

“Kids learn how to problem solve through the bugs. So when one goes left instead of right, it opens the door for conversation about what went wrong. Analytically, ‘Did the program work the way we wanted it to, and how do we fix it?’” Ms. Harrison says.

Ms. Harrison is always looking for opportunities to support teaching and learning. “There are lots of ways of working computational thinking, like sequencing and problem solving, into any subject,” she says. “I see real value in teaching these concepts and connections when students are young.”

She’s a firm believer that this approach is a great fit for Lab’s mission. “It’s all about persistence and collaboration. We can show that technology can be a tool for kids to create, not just consume.”

Ms. Harrison’s second-graders are currently learning to code using colorful “bee-bots,” miniature robots shaped like bees which accept directional codes such as up, down, left, and right.

Grand slam

Middle School’s first poet-in-residence helps students break new ground

Adam Gottlieb was leading a poetry workshop in one of Lab’s seventh-grade humanities classes when one student wrote a poem about having long hair. In ten minutes, Mr. Gottlieb says, “he wrote this fierce, amazing poem where he claimed his identity in a really nuanced way. I thought that was very mature and brave for a seventh grader.”

The student subsequently read the poem at Lab’s Diversity Day. Middle School Humanities teacher Peggy Doyle described it and the other poems students have written under Mr. Gottlieb’s guidance as “really phenomenal. People were weeping.”

This year, Mr. Gottlieb worked with Middle School classes as Lab’s first teaching poet-in-residence. While his classes are grounded in his spoken-word poetry performance background and his work with Young Chicago Authors, he also works individually with teachers to make sure his work supports their lesson plans. With Ms. Doyle’s class, he did a workshop on civil disobedience, tying it to Romantic ideals.

For a seventh-grade unit on identity, he led a discussion of Gene Luen Yang’s graphic novel American Born Chinese and drew from the Young Chicago Authors curriculum, “What It’s Like to Be (Me).” For an eighth-grade unit on the idea of America, they read Langston Hughes’ poem, “Let America Be America Again,” leading to a lengthy discussion right after the November election.

Both Ms. Doyle and Mr. Gottlieb are pleased to see the collaboration extend to next year. “He’s very soft-spoken and kind,” Ms. Doyle says, “and a really insightful young man to whom the kids respond very positively.”

Emeritus retirement

This spring, NK teacher Maureen Ellis will pack up her classroom for the last time after 29 years at Lab. When asked what she will miss the most, she answers without hesitation.

“The kids,” Ms. Ellis says. “At this age, they are just starting to figure everything out, and their enthusiasm is energizing.”

Ms. Ellis began her 45-year career in early childhood education at the University of Illinois–Chicago’s first-ever daycare center, where she ultimately became the director. When she joined Lab’s faculty in 1987, she was thrilled by the autonomy Lab affords its teachers. “I enjoy the freedom to get to know my students and build my curriculum in a way I feel will benefit them the most,” she says.

“Post-retirement, she and her husband plan to move to the East Coast to be near their five young grandchildren. “I want to be more present in their lives,” she says. “I want to be close to them while they are young.” Lucky them.
Sophomore English teachers assign novel that nudges students out of their comfort zone

For some, the thought of helping high school students navigate Toni Morrison’s *The Bluest Eye*—a complex novel infused with tough racial and ethical issues—might be too challenging to even consider. Not so for the Laboratory Schools’ sophomore English educators. Summed up by educator Mark Krewatch, “The big question about the book,” he says, “is not whether we would do it again, but whether we could find another book that has those social issues.” He explains that the teachers considered a number of factors in selecting Morrison’s text: “personal experience among department members, themes for the year (‘home’ and ‘identity’), diversity, language patterns, and subtext that lend themselves to close analysis, length, etc.”

*The Bluest Eye*, a story about an African American girl growing up during the Great Depression, offers a frank and often bleak exploration of race and self-esteem. Mr. Krewatch and teachers Kirsten Williams, Colin Renner May, and Ian Taylor are measuring success by student conversation. “We at times used close analysis of text and language pattern as a more objective entry point to talk about the book’s difficult content, which naturally lends itself to broader social discussions,” explains Mr. Krewatch. “The richness of the text, I think, can lend some comfort to those discussions—looking at technique is something ideally any student can feel comfortable tackling, even if they are a little uneasy about the content. But then hopefully we can use that momentum to get to those harder discussions—and have those discussions be better informed.”

Students also looked carefully at and reflected upon Morrison’s preface, says Mr. Krewatch, “where she addresses her desire that her characters— as awful as some of their actions might be—should be sympathetic, but not pitiable. She talks about how she made the novel purposefully difficult to create distance between reader and character.” But not between teacher and learner. A long-held hope for Lab educators will be realized when the planned outdoor classroom is completed by Fall 2017. What used to be “Pebbles,” the kindergarten playground adjacent to Kovler Gym, will now serve as a natural space for instruction at all grade levels. The classroom will feature a pond and a stream and be surrounded by “living walls” to create a sense of immersion in the natural world.

Recognizing the multidisciplinary nature of the project, teachers from across subject areas have been involved in the planning. Art classes might use the space to gather inspiration for drawing and photography, while science courses might take the opportunity to get a hands-on look at different life cycles. “We live in a big city, so giving kids as many opportunities as possible to be up close and deeply connected with the natural world is really important,” notes Lower School Principal Sylvia Anglin.

In addition to connecting students with nature, Ms. Anglin hopes the outdoor classroom will connect students with each other. “The more we look for ways to connect our kids, the smaller the feel of the community.”

Outdoor classroom planned for Fall 2017

At the third annual Mark Plotkin | Muriel Rosenthal Alumni Speaker event for U-High students, Lab had the honor of hearing from the Reverend Howard-John Wesley, ’90, pastor of the historic Alfred Street Baptist Church in Alexandria, Virginia, where the Obamas can be found in the pews. Pastor Wesley won the NAACP Chairman’s Image Award in 2016 for his commitment to social justice and several of his sermons are housed in the Smithsonian’s National Museum of African American History and Culture faith-based collection. But here at Lab, he spoke with the empathy of someone who understood the experience of our students, and he described how his own life was rooted in what he learned at Lab.

He brought teacher Darlene McCampbell to tears as he thanked her for helping him find his calling and write his first sermon. His route took a twist through bio- and electrical-engineering degrees and a turn at medical school before he decided to become the fourth generation of men in his family to serve as a Baptist preacher. When asked whether we lived in a “bubble” at Lab and in the University community, he explained that the Lab “bubble” he experienced in high school is the way he wished the world would be. “The students who heard him speak in October were so impressed with his talk that they still reference that assembly and his message to this day,” wrote High School Dean of Students Ana Campos as she announced that a student committee had chosen Mr. Wesley as this year’s U-High commencement speaker.

The series is made possible through the generosity of Mark Plotkin, ’64, in honor of his mother, who insisted he attend the Laboratory Schools. “There is a special chemistry that happens between students and alumni when they have the opportunity to exchange ideas,” says Director of Alumni Relations Jeremiah Stevens. “They share a common understanding of culture, purpose, and place that creates a palpable trust and respect.”

Outdoor classroom planned for Fall 2017

认识多学科项目性质，教师来自不同学科领域将参与规划。艺术课可能利用空间为素描和摄影收集灵感，而科学课程则有机会在不同生活周期中获得实地观察。"我们在大城市中生活，所以要给孩子们尽可能多的机会，让他们与自然世界接触。"副校长Sylvia Anglin说。

除了让学生与自然接触，Ms. Anglin希望户外教室能将学生连接起来。"我们越寻找方法让学生联系，社区就会越小。"

户外教室计划于2017年秋季落成

马克·普洛廷(Mark Plotkin)和Muriel Rosenthal校友演讲师系列的第三个年度活动在Lab为U-High学生举办，乌拉巴第里(Rev. Howard-John Wesley) ’90，亚历山大城阿弗列德街浸信会牧师，是奥巴马的座上宾。牧师韦斯利因他的社会正义承诺和多篇说词而获得NAACP主席形象奖。2016年。但在这里在Lab，他用同理心与学生交谈。他解释了Lab的“泡泡”他在这个高中的经历，是他的理想世界。

他把教师Darlene McCampbell带到泪水中，他感谢她的帮助，使他找到自己的使命，并写下了第一篇说词。他的路线从生物和电气工程的学位转到医学学校，然后决定成为第四代男性在他的家族中作为浸信会牧师。当被问到我们在Lab和大学社区是否生活在“泡泡”中时，他解释了Lab的“泡泡”他在这里的经历是这样。"学生们在十月听了他的话非常印象深刻，至今仍然引用那次集会和他的信息。"他说。

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"这是一份荣誉，"他告诉韦斯利，"感谢你的演讲，感谢你分享你的故事，你的生活。"他说。

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Lab students work with the Obama Foundation to explore architectural planning

The Barack Obama Presidential Library won’t open for a few more years, but art teacher Gina Alicea is already getting her students involved. In 2015, when the Obama Foundation announced that the library would be located on the South Side, Ms. Alicea was set to teach architecture to fourth-graders. She typically started the unit with a tour of downtown Chicago and a round auditorium echoing the one in Gordon Parks Arts Hall.

Once again, the students have been working with the Obama Foundation staff to make sure form follows function in their designs—and this group is “taking it even further,” Ms. Alicea says. While the fourth-graders’ ideas tended toward the fantastical (think swimming pools and helicopter pads), the eighth-graders have been taking a more practical approach: their concepts have included an outdoor space for community members to congregate and a round auditorium echoing the one in Gordon Parks Arts Hall.

Eight years ago, Lab became one of the first schools in the country to have a high school requirement in computer science. Now, more than 200 students are learning how to code and build computers from scratch.

“The main goal is to demystify technology,” says Computer Science teacher Marty Billingsley, ’77. “What happens when you use your phone to take a picture and upload it to Instagram? How do you represent numbers, images, sound, and movies with wires and hardware?”

A pair of advanced courses allow U-Highers to push further into both the software and the hardware aspects of CS. AP Computer Science is an intensive programming class, and in Computer Architecture kids build an entire computer system from the ground up—they design the core pieces of hardware that perform actions on data, build circuits, write software, and build the operating system.

One student, Helena Abney-McPhee, was recently announced as a National Runner Up for the Aspirations in Computing Award for high school girls, and others (Jonathan Lipman, Wanqi Zhu, Alex Gajewski, and Ashwin Aggarwal) were selected as “Facebook’s Favorite” at a programming competition at the University of Illinois–Urbana-Champaign, where they were the only high school students participating.

Advanced students have received any number of accolades, from winning programming hackathons (while going head-to-head with college students), to being recognized in national competitions for high school girls. Alumni from these advanced classes have gone on to work for Google, Facebook, Microsoft, Uber, and Amazon. “These companies are changing the face of how we use technology,” says Ms. Billingsley. “We didn’t teach them everything, but we gave them the preparation they needed to go out into the industry.”

U-High’s advanced Computer Science courses

Hands-on and getting young people out into the tech world
In February, the Jane Addams Hull-House Museum provided a serendipitous educational experience for Naadia Owens’ junior and senior students. Ms. Owens, who teaches African American and US History at U-High, took 23 of her students on a tour of the museum’s permanent exhibits: The Hull-Home, where Addams and the other settlement residents lived, and the former Residents’ Dining Hall.

At Lab, the students had just begun a unit on immigration history, covering the Progressive Era, social reform, and of course Jane Addams herself. Some of the ideas they investigated were, in Ms. Owens’ words, the “push and pull factors—things that make people leave a place and come to a place. Over time and across groups, pull factors tend to be similar, such as work and economics.”

The students considered Chicago’s immigration boom in the late 19th and early 20th centuries, when the exponential population growth created issues that occur [in a city] when you don’t have time to plan,” says Ms. Owens. The students looked at the city’s changing demographics and how Addams and Hull-House alleviated some of those problems and enriched the lives of the people they served.

After watching a video on Hull-House’s work and its importance to Chicago, the group toured the buildings, including Addams’ personal quarters and demographic maps she created. They talked about the institution’s ethnographic work with West Side communities, the vestiges of the larger organization (now gone), and its legacy. The students especially enjoyed seeing Addams’ actual bedroom and learning what an immigrant coming to the building would have experienced.

It was a temporary exhibit of fiber arts, however, that unexpectedly galvanized the students’ imagination and brought home the lessons they had been learning. Artist Aram Han Sifuentes’ “US Citizenship Test Samplers”—fabric panels embroidered with portions of the test—resonated with the students, sparking a lively discussion of the meaning of citizenship, the requirements placed upon immigrants seeking it, and what they could do to help those struggling with the cost of taking the exam.

Along with teacher Zachary Hund, SM’11, PhD’15, 26 Advanced Topic Chemistry students visited Argonne National Laboratory, which grew out of the University of Chicago’s work on the Manhattan Project in the 1940s. There they heard from Mark Rivers, director of UChicago’s Center for Advanced Radiation Sources, toured the Advanced Photon Source labs, and visited the Center for Nanoscale Materials.

The students considered Argonne’s role in the Manhattan Project and its importance to Chicago, the group toured the buildings, including Addams’ personal quarters and demographic maps she created. They talked about the institution’s ethnographic work with West Side communities, the vestiges of the larger organization (now gone), and its legacy. The students especially enjoyed seeing Addams’ actual bedroom and learning what an immigrant coming to the building would have experienced.

It was a temporary exhibit of fiber arts, however, that unexpectedly galvanized the students’ imagination and brought home the lessons they had been learning. Artist Aram Han Sifuentes’ “US Citizenship Test Samplers”—fabric panels embroidered with portions of the test—resonated with the students, sparking a lively discussion of the meaning of citizenship, the requirements placed upon immigrants seeking it, and what they could do to help those struggling with the cost of taking the exam.
In February two fourth-grade classes went on a musical genre journey. Studying gospel, rock ‘n roll, R&B, hip hop, jazz, disco, funk, soul, and house, they prepared for a trip to the DuSable Museum to see a live band bring the music to life.

Students in Joseph Kearney and Erin McCarthy’s classes selected the genres and each student researched two musicians in one genre—Aretha Franklin, Prince, The Beatles, or the Grateful Dead, among others. After writing biographies about the musicians’ lives and influences, the students created posters with QR codes that linked iPads to audio of the music.

“The students took their characters very seriously,” Ms. Davis says. “They loved acting out their roles. We hope that, in conversations about the current experiences of immigrants and refugees in the United States, that the students will remember [the simulation experience] and have compassion and speak out against injustice,” Ms. Davis adds.

Each student researched two musicians in one genre, then wrote biographies about the musicians’ lives and influences.

To help their students understand the experiences of early 20th-century American immigrants, third-grade teachers Ginger Phillips and Debby Davis immersed their students in a simulation project.

Each student was assigned an immigrant profile from that time period. They made preparations for their characters’ trip to Ellis Island, including deciding what to pack, saying goodbye to friends and family, and cooking hardtack to eat on their long journey.

Each simulation session had a variety of possible outcomes, and the students wrote journal entries—in character—for each scenario. They also researched their own family histories and created family immigration presentations for their classmates and parents.

“I was a success. I was giving out pencils for Valentine’s Day and gave the kids an option of a regular Valentine’s pencil or a Black History pencil,” says Mr. Kearney. “They all wanted the Black History ones.”

“They all wanted the Black History ones.”

In the World

Learning African American history through music

Blaine Hall becomes Ellis Island

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TURNS OUT, THERE’S PASSION FOR A PARTY AT LAB. Now that Connections, Lab’s gala fundraiser, takes place only every other year, a group of parents spearheaded what became the Dewey Dance. More than 500 parents, faculty, staff, and alumni turned out for this casual 80s-style gym dance, many in period attire (think Madonna, Run DMC, Salt-N-Pepa, and John Hughes movies). The dance raised the roof and more than $188,000 to purchase a new minibus (to transport students everywhere from soccer tournaments to band competitions) and to support the cost of new playground equipment. The party also appealed to a new crowd: more than half did not attend Connections last year—that’s a thrill.

NEW SCHOOL RECORD: LARGEST GROUP OF PARENTS TO LEARN THE THRILLER DANCE TOGETHER

Chitra Nair

Lab Board Chair David Kistenbroker and Cynthia Heusing

Dewey Dance Co-chairs: Veronica Votypka, Beebe Roth, and Neethi Pinto

Andy Jessen, Philip Connell, and Tom Levinson

Michael Lee and Cathy Lee

Jay Nacc

Meggan Friedman and Sam Velenosi

Dewey Dance parent committee

Angela Cobb and James Smith

Thriller dance lesson
By Michael Rubin

U-High’s new wave journalism

With a new educator and new technologies, U-High’s tradition of top-notch journalism evolves

By Michael Rubin
“WE HAVE A CULTURE HERE THAT REALLY RESPECTS THOUGHT, REFLECTION, AND KNOWLEDGE—WHERE THE COMMUNITY UNDERSTANDS THAT JOURNALISM PLAYS A ROLE IN ADVANCING KNOWLEDGE,” MR. AIMONE SAYS.
It’s 9:35 p.m. on a Monday night and a Facebook post congratulating a student athlete on placing at state caught my attention. About 1,400 people had just arrived, cheering and waving as the students walked through the gym.

Students have used Facebook to communicate and connect with one another for years, but in 2015, the U-High/Midway joined the social media sphere. Besides this expansion, the Midway has undergone extreme institutional changes sparked by one of the newer additions to the Lab faculty, journalism teacher Logan Aimone.

Prior to coming to Lab, Mr. Aimone worked for School Newspapers Online and had led the National Scholastic Press Association. He spent the first ten years of his career in his native Washington state teaching high school journalism, where his students earned top national honors for newspaper, website, and yearbook. He co-wrote two journalism textbooks and has received state and national awards for teaching, advising, and free expression.

Paige Fishman, senior and an editor-in-chief of the U-High/Midway yearbook, believes that Mr. Aimone’s arrival in the Lab community allowed her to channel her voice as a journalist and really look at the publication with a new vision. “I think he understands that with technology on the rise, journalism is constantly changing. His teaching really changes with the technology and he lets us, the editors-in-chief, have a lot of freedom,” Paige says.

Bringing an individualized style of teaching to the table, Mr. Aimone has fostered a sense of responsibility among his students that they feel is unique to Lab’s journalism classes. Mr. Aimone continues to demand an emphasis on a personalized teaching approach, which allows each student to find their own journalistic voice.

“It’s easy to have a lot of great ideas about the yearbook and what it should look like,” Paige says, “but Mr. Aimone really gives us the tangible tools needed to achieve our goals.” These “tangible tools” include a new online portal that allows students to create yearbook pages with the latest Adobe InDesign and Photoshop software from anywhere they have an Internet connection. Additionally, both the Midway and U-Highlights staff take advantage of Google Drive and a workflow management website as new modes of communication and work organization.

And just as Mr. Aimone has trusted U-High journalists to take a more authoritative role on their respective staffs, students have trusted him as a mentor and constant. “After the election this year, I went into the office to work on my pages and he came into the back and just asked me how I was, and we had a really honest conversation about the election,” arts editor for the U-High/Midway newspaper Natalie Glick says. “I truly felt that I had an ally and a person who I could come talk to about these issues. I walked away from the conversation feeling comfortable and empowered.”

Marissa Martinez, a senior and a Midway editor-in-chief, started on the Midway staff with former adviser Wayne Brasler, a nationally recognized educator who spent more than 40 years teaching U-High journalism and is credited with creating the School’s award-winning program. Marissa says journalism has shaped her high school experience as a whole and led her to realize that a career in the field is on her horizon. Next year, Marissa will attend the Medill School of Journalism at Northwestern University, one of the most prestigious and competitive journalism programs in the country.

“Since day one, Mr. Brasler had been preparing me to write stories in the paper, and that level of seriousness pushed me to do better,” Marissa says. “I really appreciate the amount of authority Mr. Brasler and Mr. Aimone afforded us. They treated us like adults, they treated us like good journalists, like people with integrity, which I think is really important in the high school community.”

Current U-High students only had a short time to learn from Mr. Brasler, who retired in 2015, but they have come to value and admire his incredible influence on their foundational journalism education.

“Mr. Brasler was a pillar of the U-High community in the eyes of a lot of people who have gone through this institution, and with that in mind, he had a very specific procedure that he followed for years, which worked really well,” Paige says. “I think that from him, I learned a lot of the basics of writing copy, editing stories, and finding an angle.”

Recognizable to any of Mr. Brasler’s past students, his demand for excellence and his meticulous attention to detail were unparalleled among the U-High


Despite all of these changes, Marissa believes that the paper’s biggest strength is something that has remained constant throughout: disciplined, reliable journalism. “The Midway is so unique because people trust and respect our opinions and our newsgathering skills,” Marissa added. “Being in a position to create news for the students, the teachers, and the alumni is a really important skill to have. Being involved in the Midway means we are able to decide what the school needs and wants to know.”

THE MIDWAY AND ITS PAST STUDENTS HAVE FALLEN ON FAVORABLE EARS FOR THEIR PERSISTENCE IN DEMANDING CREDIBILITY AND AUTHENTICITY.
Humans of Lab

Eighth grade students start by really seeing their diverse community

by art teacher Sunny Neater-DuBow

Humans of Lab is inspired by Brandon Stanton’s Humans of New York project. Upon arriving in New York, Stanton says that he was immediately impressed with the diversity of the city—which is similar to my own impression of Lab after arriving here three years ago. Many of my eighth graders have been here since they were in Nursery School and may be lucky enough to take for granted the rich diversity that we have here, or they may feel that they kind of know everyone already. I wanted to create a project that would cause my students to look fresh at the diversity of our community and get to know the different members of our community in a new way.

And so, like Brandon Stanton and his original quest to photograph the rich diversity of New York, my “Digital Media: Art on the iPad” students set out to photograph and better know the vibrancy and diversity that makes up the Lab community.

In addition to practicing their conversation and interviewing skills (and getting up the courage to venture outside of their friend groups:) students learn how to go beyond the basic point-and-shoot features of the native camera app on the iPad to learn about technical aspects of exposure compensation, classical and non-traditional composition, and post-processing by layering a variety of apps. Students also learn how to record and edit their interviews and turn them into visual design elements.

The Humans of Lab installation is currently on display in the Gunvor Refetoff Gallery, first floor Belfield West.

“JUST WORRY ABOUT YOURSELF. NOT WHAT OTHERS THINK.”
-GRETA
“DIGITAL MEDIA: ART ON THE IPAD” STUDENTS SET OUT TO PHOTOGRAPH AND BETTER KNOW THE VIBRANCY AND DIVERSITY THAT MAKES UP THE LAB COMMUNITY.
Lab was (or would have been) Nirvana for these honorees

from the moment he could read, Jason Tyler's grandmother stressed to him the importance of education. She had a profound influence on both Jason, '89, and his sister, Jamie, '01. And in a way, because of her grandchildren, Myrtle Shumpert also had a profound influence on generations of the Lab community.

When Jamie enrolled at Lab, then Lower School Principal Beverly Biggs hired Mr. Shumpert as an administrative assistant. "For my grandmother, the Lower School Office was more of a home than simply a place to work. Being in the center of the school she adored was the highlight of her professional life," says Mr. Tyler. "For my mother, sister, and me the Lower School Suite is the perfect spot to have his them produce and appear in annual musicals."

Mr. Lubway, who died in 1995, sang and acted with the local Gilbert & Sullivan Opera Company, participated in the University's "Revels," and during the mid-1960s, hosted a children's TV show, "Read Me a Story," on WMAQ-Chanel 5 on Sunday mornings. The program featured Mr. Lubway reading to a group of elementary school children and conducting a discussion. He was a master teacher in everything he undertook," said former Lab psychologist Burt Faldest at the time of Mr. Lubway's death, "He loved what he was doing and loved to see people learn and grow. He loved his kids and wanted them to achieve freedom through self-discipline, an understanding for the need of order."

Interestingly, one will find names of people who never set foot in a Lab building. Peter Meerdink (outside a U-High biology lab) and Gertrude Jacobson (outside the home economics and sustainability classroom) have been honored by a relative who feels that "connecting these Midwesterner educators to the best independent school in the country is a perfect way to celebrate their lives." Dr. Meerdink was born in 1919 on an Iowa farm. A gifted athlete...
Taking action

Lab helps bring Syrian refugees to Hyde Park

by Megan E. Doherty, AM’05, PhD’10
On December 23, 2016, a welcome—every stage. Chicago. And Labbies participated at welcomed a family of Syrian refugees to every stage. With many community members) were volunteering to help others also do well in life,” says Ms. Weide. “It feels good to be in a classroom doors, inviting people to vote with third-grade teacher Jessica Palumbo, where RefugeeOne resettled other refugee families, the agency feared Hyde Park to be too isolated. But when another agency brought a family to the South Side, refugee resettlement agency in Chicago, had been hearing more interest in mobilizing to assist refugees through the local interfaith council. When she learned her son’s class was delving into the refugee crisis at Lab, she wondered if it was possible to bring a family to the neighborhood. She reached out to RefugeeOne, a refugee resettlement agency in Chicago, which had previously been reluctant to bring families to Hyde Park. More expensive and far from Rogers Park, where RefugeeOne resettled other refugee families, the agency feared Hyde Park to be too isolated. But when another agency brought a family to the South Side, RefugeeOne proved willing to give Hyde Park a chance. The Hyde Park Refugee Project officially formed, with the Schools and Lab students and teachers (along with many community members) were only too willing to step up, but they had to raise $8,000 and furnish an apartment for a family of five. Just two months until deadline, they sprang into action. The remainder of the money came from direct donations to a special “Hyde Park Refugee Project” fundraising page added to RefugeeOne’s website. Lab Service Learning Coordinator Hannah Roche advised the U-High Sophomore Olivia Issa, the Refugee Club hosted speakers and workshops. They’re kind, bright, easy going, and more and more involved,” says Ms. Augustine. “We really like the family. They’re kind, bright, easy going, and eager to learn. It’s just a joy to work with them.” That joy recently doubled: in mid-February, the Hyde Park Refugee Project hosted a surprise call from RefugeeOne asking if they could be ready in a few days for the Hyde Park Refugee Project. By hosting bake sales and selling goods at the Bazaar, the $500 they and the Middle School Asian Students’ Association raised was for the Hyde Park Refugee Project. By hosting bake sales and selling goods at the Bazaar, the $500 they and the Middle School Asian Students’ Association raised was for the Hyde Park Refugee Project. By hosting bake sales and selling goods at the Bazaar, the $500 they and the Middle School Asian Students’ Association raised was for the Hyde Park Refugee Project.
THROWBACK

1960

Built in 1960 and designed by architects Perkins+Will, U-High once opened onto Kenwood Mall under this cloistered walkway connecting Blaine and Belfield. It was transformed into interior space in 1993, when Lab completed the Middle School addition (which explains why one can see bits of exterior wall enclosed in the Middle School staircase.)
1945 Class Representative
Robert Davis
146 Central Park West,
New York, NY 10023
718-200-5282
sdavis@uichicago.edu

From your class representative: “The next reunion weekend is October 13-14. We hope that many of you—particularly those who live in Christiania—will come to see us. If you are interested in attending, please contact Susie Stein, 494-5111, or me as soon as possible. We welcome members of all Emeritus Alumni classes (1954 and earlier). We look forward to hearing from you.”

1946 Class Representative
Judy Lake
Apartment 1810 50S South Lake Shore Drive
Chicago, IL 60615
jlaska@uichicago.edu
773-495-8373

From your class representative: 
“Hello Bob 
 Hicks and I went to an outdoor concert last night on the Narrow Walk. We had a great jungle atmosphere and beautiful weather. Everyone there was enjoying themselves. 

Joe Dresner, 61, and Doug Kirkpatrick and his wife Joanie were here at the same time—so of course we had a good time together with all the Libbies we could round up. Doug and Ian Dresner, both MDs, who hadn’t seen each other since 1960, found at least one person in common from their medical training days. Ronnie Anson and I ran into each other that same week, and Ronnie’s incorrigible personality had only mellowed slightly with age, leaving me, his wife, and his son, Phil Leavitt, and me rolling on the floor and laughing much of the time.”

1953 Class Representative
Ellen P. Witherspoon
7508 North Red Lodge Drive
Paradise Valley, AZ 85253
ellenwitherspoon@cox.net

From your class representative: “I have a new job, so, as usual, I won’t be around during the fall. I will, however, be around after November 1.”

1958 Class Representative
Mark Z. Leavitt
718-783-0003
mzleavitt@comcast.net

From your class representative: “I enjoy the annual migration of the snowbirds. I await the decisions of two other annual visitors with great winter weather and wonderful views and wonderful food, beverage, and facilities. I also enjoy the role. Email notes, information, labnotes@ucls.uchicago.edu.

1962 Class Representative
Russell W. Finley
6003 W. Shefford Rd.
Chicago, IL 60647
847-482-4932

From your class representative: “In volunteering to serve as your class representative? Email the Alumni Relations & Development Office at labnotes@uichicago.edu.”

50s

1951 Class Representative
Lynn Munster Alpern
16 North DuSable Drive
Galveston, TX 77551
llynnalpern@gmail.com
505-466-3646

From your class representative: “Jack and I are celebrating his semi-retirement with a Caribbean cruise. We’re in Galveston welcoming the annual migration of the snowbirds.”

2015 Goldman Smith reports: “I am enjoying great winter weather in Florida, serving on the host committee for our country club with responsibility for advising on food, beverage, and facilities. I also enjoy the role. Email notes, information, labnotes@ucls.uchicago.edu.

1955 Class Representative
David Shamsheer
176 Tietropes Drive
Lancaster, PA 17601
724-774-3410
davidsheamus@and&

From your class representative: “I have a new job, so, as usual, I won’t be around during the fall. I will, however, be around after November 1.”

1960 Class Representative
Ellen O’Farrell Leavitt
5708 North Red Lodge Drive
Paradise Valley, AZ 85253
ellenwitherspoon@cox.net

From your class representative: “Dear Ellen, 
I am a proud owner of a solar eclipse chaser for well over 50 years. Eclipse chasing has taken me to some fabulous places and on some incredible adventures all over the world. I have long felt that a total eclipse of the sun is the most breathtaking sight in all of nature.

I am a friend of yours and I would like to extend an invitation to you to join me on a trip to Austria, where I have been invited to act as a guide for a group of eclipse chasers. We will visit the city of Vienna and attend the annual eclipseguy.com/videos/hooked-on-eclipseguy.com/videos/hooked-on-

1963 Class Representative
David Shamsheer
176 Tietropes Drive
Lancaster, PA 17601
724-774-3410
davidsheamus@andm.com

From your class representative: “C.E. Stuart Dews writes: ‘I had a very difficult 2015—my beautiful wife, Jolene, finally lost her battle to three-year fight with melanoma, which for a time looked like it might be averted with immune therapy treatments. A few weeks after that, my brother, Robert Dews, 81, was diagnosed with stage four colon cancer and he, too, passed away a few weeks later. Still, a few weeks after that, one of my best friends kicked over from a heart attack. Needless to say, 2015 is gladly receding into the past.

At the end of 2015, I donated the Dewar Wildlife Gorilla Facility to another organization, Project Chimps, which is retiring some 250 chimpanzees that were at a medical research facility in Louisiana. It was just too difficult to keep going with all the personal stresses I was facing, and this will actually be a far better use of the facility I built.”

1964 Class Representative
Robert F. Eustice
250 W. 23rd Street 
New York, NY 10011
bfusfus71@att.net
773-445-1112

From your class representative: “Our 50th reunion is coming in October. If anyone wants to assist in the planning or help me find missing classmates, please contact me.”

1967 Class Representative
Richard Dworkin
224 West 20th Street
New York, NY 10011
richard@dworkin.com
212-366-6636

From your class representative: “At the end of 2015, I donated the Dewar Wildlife Gorilla Facility to another organization, Project Chimps, which is retiring some 250 chimpanzees that were at a medical research facility in Louisiana. It was just too difficult to keep going with all the personal stresses I was facing, and this will actually be a far better use of the facility I built.”

1970 Class Representative
Hannah Banks
187 2nd Road
Newport, RI 02840
617-777-7887 (ed)
317-286-1876 (h) banks.hannah@gmail.com

From your class representative: “Our 50th class reunion will be held in October 2020. More info to come.”

1971 Class Representative
Susan Yost
2759 Florence Avenue, Columbus, OH 43209
susannyost88@gmail.com
614-251-9435

From your class representative: “We will have a house full of marches, including a few from Hyde Park. ‘Speak and Live have retired and are often found visiting their relatives around the country and in Toronto.’

“I remain in the paid labor force as a professor at Georgetown University teaching American politics and international affairs classes and writing. My latest is J. R. McNeill and Peter Engberg The Great Acceleration. My wife, Jill Billingsley, 75, Franny Billingsley, called 30 years ago and asked if I would consider being a substitute as a coach of sports and the arts for students, and I was happy to accept. Jill has worked for a number of years with children in the arts. She decided to work with middle school students, and we’ve had an empty nest.

I’ve been reading John Boyer’s The University of Rockefeller and earned a good deal about the families of all the Rockefeller foundations, including the couple and the arts in Yale, Georgetown, and Stanford, so we have an empty nest.”

“Finally, I have two guestrooms available: one with a queen-sized bed and the other with two twin beds. I will, however, be around after November 1.”

1972 Class Representative
Colleen Roper
99 Mill Road
Santa Cruz, CA 95061-1612
croper@ucsc.edu
831-818-1455

From your class representative: “Our class has been conspicuously absent from LabLife for some time, so after some urging from...
Bruce Uphaus, during a surprise visit to his house last month, I have decided to do the honorable thing and become your class representative.

“I recently sent an email to those of you for whom I have an email address and was gratified to receive many replies. If those who did not hear from me, I urge you to contact me with your email address so I can include you in any future electronic correspondence. I had optimistic intentions of sending a direct mail letter to everyone, but that has proven to be an evanescent project, rather reminiscent of the optimistic intentions of sending a personal ambassador from my house last month, I have decided to do the honorable thing and become your class representative.

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Hannah Levine writes, “After working in finance in Chicago for over six years, I spent 18 months working for a food technology start-up in San Francisco before recently returning to Chicago. I’m enjoying spending more time with my partner Marcus Sullivan, our dog Ruby, my parents, my siblings Josh Levine, ‘02, Becky Levine, ‘03, and Danny Levine, ‘10, as well as reconnecting with Lab-classmates. I hope to see many of you soon! I recently launched HRL Strategy, LLC and am learning a lot while consulting for several companies. After a 17-year hiatus from swimming, I decided to join a masters team and I’m loving the camaraderie, workouts, and competition. Please reach out if you’d like to learn more about masters swimming!”

2003 Class Representative
John Outoy
jono@ymail.com
2004 Class Representative
Marcelo Pappas
marcelopappas@gmail.com
2005 Class Representative
Mark Berben<br>Apartment 3<br>850 West Divorce Parkway<br>Chicago, IL 60614<br>312-308-2734

10th CLASS REUNION/2007<br>OCTOBER 13 – 14, 2017

2014 Class Representative<br>Lillian Eckstein<br>lcekkstein@bowdoin.edu<br>773-548-7390

Boluwatife (Bolu) Johnson<br>johnsonb84@carleton.edu<br>708-551-8473

Kayla DeSouza writes, “I just released my first solo EP ‘Walk Steady EP’ on Spotify, iTunes, Amazon, and Google Play. I will also be entering the Master of Science in Leadership for Creative Entreprises program at Northwestern University this fall to further my career as a musician and arts administrator.”

Ben Meyer writes, “I’m currently serving as an AmeriCorps member for City Year in Washington, DC, in a first-grade classroom, supporting the students, the school, and my partner teacher.”

1940s

John Heinzein, ‘45, AB’47, SM’57, died on January 10 in Bedford, MA, at the age of 86. He was born in Gardena, Germany, in 1930. His parents immigrated to the United States in 1933. In 1935, the family moved to Chicago, where John fathered at the University of Chicago Law School. Then John attended the Laboratory Schools. After graduating from Dartmouth in 1951, John served as an officer in the army during the Korean War. He went on to obtain a master’s in physics from the University of Chicago in 1957. John joined the Systems Analysis Group of MIT Lincoln Laboratory’s Re-Entry Systems Program in 1960 where he was a major contributor to the development of ballistic missile defense technology until his retirement in 1990. He was also part of the Lincoln Laboratory team which served as scientific advisor to the US Army Military Test Site at Kwajalein Atoll in the Marshall Islands for four years. In 1956, John married Mary Elizabeth (Betty) Jones. They lived in Lexington, MA, for 51 years prior to moving to Canton, MA, in 2007, then final move to Carliton-Willard Village where Betty died of Alzheimer’s disease. He is survived by his wife, Eve Rheinstein, their children Bruce, Lilo, and Eric; and grandchildren.

1950s

Kathleen O’Farrell Rubin, ‘54, AB’65, died on February 17 in Cambridge, CA. After graduating from the University, Kay taught elementary school in Du Page County for more than 30 years. She enjoyed knitting for charity, sewing, water aerobics, fitness book clubs, bridge games, and attending classical music concerts and other cultural and social events with fellow retired teachers. Kay was preceded in death by her husband of 88 years, Mark M. Rubin. She is survived by a daughter, Susan, stepson, Jeffrey, stepdaughter, Kaita, her sister, Ellyn O’Farrell Leavitt, ’60, and her brothers-in-law, Phil Leavitt, ’60, Geoffrey Garth Kennedy, ’57, died on January 15 after a three-and-a-half-year battle with cancer. Geoffrey was born in Hyde Park, to Carolyn Noriel Geisel Scott and Leonard Henry Geiselrood. He graduated from Knox College–Galesburg, IL, with a major in philosophy and religion. He received his master’s in social work from Rutgers University and at Columbia University. Throughout his career he worked for New Jersey’s state child welfare agency, the Midtown West/East Guidance Center in New Jersey, and the Genocide Community Mental Health Center in Child and Adolescent Services. He is survived by his wife, Evelyn; his children, Carrie, Jonathan, Benjamin, and a sister, Alexandra, Geri, and Louis, and his grandchildren.

1960s

William S. Parsons, ’63, died on December 23, 2016. Mr. Parsons earned a BA in history from Cornell College and an MA in teaching from the University of Wisconsin. He cofounded the Massachusetts-based Aging History and Ourselves National Foundation, a seminal and nationally-recognized teacher training program for middle and high school students. He received national recognition for his leadership, passion, and commitment to teaching the lessons of genocide and the Holocaust and to recognizing it was the result of individual and institutional choices. Bill retired in 2015 as Chief of Staff of the United States Holocaust Memorial Museum in Washington, DC, after 25 years of service. For 40 years, he was in demand as a speaker, writer, and advisor for programs that brought lessons of prejudice, genocide, and the Holocaust to audiences. Mr. Parsons is survived by his wife, Sylvia; his son, Scott; and his grandchildren.

Obituaries
Practices what he preaches

Ronald Barnes, ’66, MA’15, spent much of his life in corporate America before deciding to go back to school to study religion and psychology. He noticed there was a disconnect between what he was telling his children to do—study, study, study—and what he had done when he was in school. “I didn’t apply myself. I got mediocre grades,” said Mr. Barnes, who is currently working on his PhD in psychology at the University of Chicago.

“All I wanted was for people to like me. I reasoned if people like me, I would have a better life. I must be good, I thought. If I wasn’t good, I wouldn’t have graduated from college,” he says. “Really, if it hadn’t been for Lab, I wouldn’t be where I am today.”

His current research interest in the integration of technology and psychology to mentor youth partly stems from his tech background. Over the course of his career, he worked at AT&T, IBM, Western Electric, and Bell Labs, where from 1979–80 he was network administrator for the team that tested and developed protocol for the Internet before it went into widespread application.

Living in Chicago and watching kids become victims of circumstance led him to wonder what he could do to contribute to the functionality of inner-city youth. His idea is to develop an interactive program that requires students to submit status reports on their lives. By evaluating responses to a series of questions—which would include subtle direction in moral and ethical behavior—for instance, if you see someone drop money, do you pick it up?—high-school counselors might assess if any intervention is needed. In addition to his doctoral research in psychology, Mr. Barnes enjoys writing books: Preaching What You Preach, Preach What You Practice (2016), and some forthcoming titles.

“Money is not happiness. It’s much more gratifying to do things for other people” he says. He credits his counselor at Lab, Carolyn Smith, with encouraging him to go to a small school where he wouldn’t be easily distracted. “If it hadn’t been for her, I would not have

As president of the Field Foundation of Illinois, Angelique Williams Power, ’89, supports cultural and civic organizations most of the most intractable issues facing Chicago.

“There’s a direct correlation between ways of seeing things through art, and the ability to ask harder but hopefully better questions,” says Ms. Power. “Too often conversations start and end at symptoms rather than asking about root causes.”

Those skills were cultivated from a young age by her Lab art teacher, Mr. Kaplan, who instilled in her students that ideas are some of the world’s most valuable currency.

“I learned how to ask better questions,” Ms. Power says. “Instead of going into a museum and asking, ‘Why is this art?’ we should ask, ‘How does it make you feel? How does it make you feel? How does it make you feel?’ If you are the artist in dialogue with others throughout history?”

Asking important and pointed questions—for instance, about racial inequality in the arts—led her to cofound Enrich Chicago.

Coordinated a coalition of local nonprofits, Enrich Chicago aims to increase management funding, and support for Chicago-area artists who are African, Latino, Asian, Arab, and Native American. To reframe the issue of why smaller, minority-focused arts organizations are not thriving like larger, Eurocentric arts organizations, they asked themselves what would happen if minority arts organizations were invested in like major ones.

Fueled by the work ethic she inherited from her parents—a police officer and a teacher—Ms. Power rolled up her sleeves and got to work to bring her ideas to fruition. Today, 10 years later, there are a healthy mix of meetings with program staff, foundations, nonprofits, and young people seeking advice. Ms. Power reflects that she is surrounded by days driven by the same sense of purpose, without knowing what the next day would do. “I always wanted to make the world a better place. Philanthropy is a moral and humble obligation to be a good partner and neighbor in the city where you live,” she says. “It’s about figuring out everything you can offer, whether it be money, space, ideas, or support, and to give it as easily as possible and with humility.”

Representing District 27

Justin Slaughter, ’98

When Justin Slaughter, ’98, BA’02, was a U-High junior, he took a class in African American history with Charles Brantham. That year, Illinois State Senator Barack Obama began his career. Mr. Slaughter took the class.

“I was interested in, and attracted to, the thing he was doing in the area. I started paying attention to his presentation. He told me, but I didn’t know if I should be told an elected official,” he says. “I just wanted to give back and help others, and being in government puts me in a good position to do that.”

Now State Representative for Illinois 27th District, Mr. Slaughter began his political career in college, interning for Chicago Congressman Bobby Rush. After briefly working as a substitute teacher in Englewood and then for a legal firm, he became district director for Kwame Raoul, ’82, who took over Obama’s state senate seat. Working with Mr. Raoul inspired Mr. Slaughter to devote himself to government.

“Mr. Slaughter, who was a New Leaders Council Chicago 2015 Fellow, plans to concentrate on economic development, technology and innovation, and justice issues, and public health,” said the District 27 representative. “When he graduated from Lab, he underscored how many inner-city youth are deprived of essential resources and equal opportunities. Similarly, he grew up with an insider’s perspective on the problem of health care disparities. “My mother worked for the Chicago Department of Public Health for 35 years,” he says. “I was always fascinated with the effects that our public health initiatives have on our communities. Minorities are still disproportionately impacted by chronic diseases. We need to do a better job bringing awareness, screening, and access to health care.”

While he sees many challenges ahead as a freshman legislator in a state that hasn’t had a budget in two years, he traces not only his confidence and work ethic, but also his desire to help others, to the rigorous and civic-mindedness of his Lab education.

“I love that I represent a district I’ve always lived in and that I can give back to the people and community I know,” says Mr. Slaughter, who is focused on connecting his constituents with effective programs and services, and making government work for them. “I’m just someone who wants to fight for the less fortunate, and put in the extra effort to work together to find solutions.”

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“Kids spend over 30 hours a week in childhood settings, so these are important places for them to learn healthy habits,” she says. Her team helps providers implement practices like no screen time in daycare centers outside of educational purposes, offering a fruits and vegetables, supporting moms’ breastfeeding, and connecting providers with resources.

Although the change doesn’t come quickly, the slower process allows for more in-depth and thorough analysis. “It takes patience and persistence,” she says. “But even changing one standard in childcare licensing regulation impacts millions of kids. That’s a big win worth celebrating. Small changes can have wide reach.”

Tackling health disparities

Nora Geary, ’00

Working with states and communities, she helps them enact policies and practices that will foster learning environments for kids that are supportive of physical activity and healthy nutrition.

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We look forward to welcoming you back to Hyde Park this fall for Lab Alumni Weekend 2017!

All alumni are encouraged to return to campus and 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.

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

Annual Alumni Donor Thank You Party
Mid-summer
Chicago
Invitations to come. This annual event celebrates the generosity of alumni who gave at any level during fiscal year 2017.

Young Alumni Thanksgiving Party
Saturday, November 25
Chicago
Join alumni from the classes of 1997–2012 for this annual post-Thanksgiving event.

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