

LabLife

the magazine for alumni, parents, and friends of the University of Chicago Laboratory Schools
Fall 2022




LabLife

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FROM DIRECTOR
TORI JUEDS

A new year of discovery, exploration, and connection



The coming year will find us preparing 2,200 children and teens for impactful careers, healthy relationships, and meaningful contributions to the betterment of democracy.

Dear Friends,

Fall has always been my favorite season; the thrill and excitement of starting a new school year can't be beat. The fall of 2022 promises another year of discovery, exploration, and connection at the Laboratory Schools.

As a school and a community, I have found Lab impressive in its resilience. Lab educators are talented and innovative; Lab students are curious, creative, independent thinkers; and Lab's program is both time-tested and infinitely adaptable. This issue of *LabLife* will be read by alums all over the world, as well as parents, students, and educators throughout the Chicagoland area. Wherever you are, you are, doubtless, contending with a variety of stressors these days, not only caused by the ongoing pandemic, but also by economic, cultural, political, and environmental uncertainty. Be assured that our

Laboratory Schools are built and equipped to withstand any challenge. Our commitment to scholarship, honoring diversity, and exhibiting kindness is well-nigh unshakeable. The expertise and creativity that drove Lab's pandemic response was only one of a myriad of examples.

The coming year will find us preparing 2,200 children and teens for impactful careers, healthy relationships, and meaningful contributions to the betterment of democracy. Our students will discover and develop new skills, find opportunities and the support needed to explore their unique gifts and passions, deepen their sense of identity and belonging, grow their respect for others, and expand their understanding of the challenges that await them in the world.

Since I stepped into the role of Director last year, three themes of our work have been prominent and consistent:

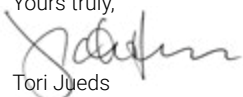
Lab ensures that students feel seen and heard. Across our schools, Lab educators genuinely value the voices, backgrounds, contributions, and unique gifts of our diverse student body. Daily we work to ensure that they feel our appreciation and develop a rock-solid sense of belonging through equity and inclusion programming, collaborative work, independent play in the early years and independent research among older students, leadership opportunities, service learning, and co-curricular endeavors.

Lab students learn incomparable critical thinking and analytical skills. The fundamentals of good scholarship—the ability to assess the validity of sources, analyze information for useful conclusions, remain open to new perspectives, and respectfully debate and discuss ideas from an informed perspective—have never been more important in our world. To watch our students, in and beyond the classroom, is to watch them develop a passion

for scholarship and a growing commitment to lifelong learning that they will carry with them long after they leave Lab.

Kindness prevails at Lab. Our Laboratory Schools are renowned for the quality of our academic program. Just as important—and just as impressive—is our commitment to kindness. It is inspiring to see parents and educators model warmth and connection for our young people, and to watch children and teens pick up these lessons and employ compassion and care even in times of conflict or disagreement.

I hope that wherever you are, reading this issue of *LabLife* will fill you with newfound appreciation for Lab's resilience and commitment to our mission. Be well, and thank you for reading.

Yours truly,

Tori Jueds

<i>LabLife</i> , published twice a year, is written for the University of Chicago Laboratory Schools' community of alumni, parents, faculty, and staff. Director Tori Jueds	Editor Valerie M. Reynolds Contributors Megan E. Doherty, AM'05, PhD'10 Anna Elizabeth Johnson Heather Preston Scott Mooney Liz Walch	Design Janice Clark Photography Ann Ryan Kathryn Smidstra Lab Notes Correspondents Dozens of diligent alumni agents	Publisher The University of Chicago Laboratory Schools 1362 E. 59th Street Chicago, IL 60637 www.ucls.uchicago.edu	Please send comments or updated contact information to alumni@ucls.uchicago.edu, or call 773-702-0578. Volume 14, Number 1 © 2022 by the University of Chicago Laboratory Schools	Reproduction in whole or part, without permission of the publisher, is prohibited.
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Self-portraits that tell your story

Second graders explore self-identity and the art of Bisa Butler



In November 2020, the Art Institute of Chicago hosted a two-day exhibit of artwork from Bisa Butler, an artist renowned for creating striking portraits—composed entirely of vibrantly colored and patterned fabrics—that reimagine and celebrate narratives of Black life. By popular demand and with growing national and international acclaim for her work, the Art Institute ushered in a second installation that included over twenty of her portraits from February through September 2021. Last spring, second graders at Earl Shapiro Hall were introduced to Bisa Butler's art as they explored her style of textile-based art to create their own quilted self-portraits.

Led by second-grade art teacher **Illia Mazurek**, students

“Her work feels inspiring, and, like, it is okay to see things your own way.”

in her classes designed colorful self-portraits as they studied Butler's use of textiles, quilting, and sewing for inspiration. For several weeks, Mazurek led her students through a variety of scaffolding exercises leading to their final creations. First, they studied several of Butler's quilts.

“Many of the children were already familiar with her work, having seen her recent solo exhibition at the Art Institute of Chicago,” said Mazurek.

Some of Lab's youngest artists' observations were

about Butler's dramatic use of color and how her quilts look like photographs and paintings. One student noted: “Her work feels inspiring, and, like, it is okay to see things your own way.”

A variety of fabric was then displayed for the children to begin thinking about their choices of patterns and colors to use for their own work. Similar to Butler, who makes sketches from photographs of everyday people and notable historical figures, students traced sketches of themselves onto transparency film based on “selfie” photographs taken by a classmate. Mazurek made three copies of the transparency for each student. One copy was cut out and used for the photo transfer onto fabric, and the other two copies

were colored in with markers to plan for the final self-portrait.

After the photo was transferred to cloth material, the students used fabric markers to color their self-portraits. Then came the very important step of choosing the background fabric. This is what the students hand-sewed their portrait onto.

Instead of trying to replicate Butler's process exactly, the children were asked to think about the ways in which she uses colors and patterns to interpret how she sees the person for all their beauty, strength, and uniqueness. What resulted was a phenomenal display of Bisa-Butler-style quilted self-portraits from the Class of 2032.

Recommended reading

Rebecca Reaves, Grade 5 humanities teacher, recommends two books: *A Face for Picasso* by Ariel Henley and *Black Brother, Black Brother* by Jewell Parker Rhodes



REBECCA REAVES

As a lover of literature and one of the Lower School’s newer humanities teachers, I could not choose just one book to recommend, so I recommended two: *A Face for Picasso: Coming of Age with Crouzon Syndrome* by Ariel Henley and *Black Brother, Black Brother* by Jewell Parker Rhodes.

I recommend *A Face for Picasso* because it invites the reader to reflect on their understanding of beauty and identity. It is a powerful memoir of twin girls that were born with Crouzon syndrome, a genetic disorder characterized by

the premature fusion of certain skull bones. This early fusion prevents the skull from growing normally and affects the shape of the head and face. The story follows the sisters’ journey through the physical pain of numerous surgeries and the emotional pain of moving through the world with facial disfigurements. It is a story of strength and resilience.

I recommended *Black Brother, Black Brother* because its gripping storytelling depicts a fantastic narrative on several of the country’s most complex social ills: racism, public education, and the prison industrial complex. The

author takes readers on a journey that explores the school-to-prison pipeline through the story of two brothers. One brother presents as white and the other presents as Black. Through their journey, the reader uncovers how each brother has to navigate the world differently.

As an educator and a mother of a young child, my lens tends to lean towards books that young readers like the students in my Grade 5 Humanities class would enjoy. However, I believe many of my colleagues in the education sector, along with the parents of my students, would find enjoyment

in the books that I have recommended and many of the books that their children read in our Lab classrooms. This is especially true in our Middle School classes where, through literature, our children begin to explore identity and belonging, not only of themselves, but also of their fellow classmates.

I strive to seek books that will both engage and inform my students. I’m also committed to better understanding a variety of genres and writing styles to ensure that I have an arsenal of books to recommend to our diverse student body.

One brother presents as white and the other presents as Black. Through their journey, the reader uncovers how each brother has to navigate the world differently.

In the Halls

Zooming across the sky

Fifth graders win interview with astronaut



What is it like communicating with your family in space?

How does drinking water in space work?

What was it like to make art in space?

These are just a few of the questions that **Stephanie Mitzenmacher’s** fifth-grade class asked astronaut Nicole Stott during a very special Zoom interview. Stott, a NASA veteran who has lived aboard the International Space Station, was happy to answer these questions and many more during the nearly hour-long interview. The students earned this opportunity to speak with Stott through their participation in a project called Sky Day Fridays.

The Sky Day project is an international celebration of science, art, and education centered on our climate. In

order to qualify for the interview with Stott, Mitzenmacher’s class had to complete three projects. First, they took pictures for an online “sky gallery” and reflected on their celestial observations. Next, students wrote their own poems, inspired by National Youth Poet Laureate Amanda Gorman’s poem “Our Purpose in Poetry: Or, Earthrise.” Finally, the class made a series of collages on the topic of air quality. When all of their projects were submitted, Lab’s class was just one of two selected by Sky Day to participate in the call with Stott.

For all the information about living in space that Stott shared with the class, her ultimate message was to encourage students to see themselves as astronauts on the spaceship Earth. Reminiscing over the teamwork and camaraderie she

shared with her international colleagues on the ISS, Stott proclaimed that “the only border that matters is the atmosphere.” Her final advice for students was to think of themselves as crewmates, not passive passengers, on Earth, and to work together to take care of our shared global environment. “We all need to remember,” said Stott, “our planet is our life support system.”

The Sky Day project is an international celebration of science, art, and education centered on our climate.

FROM THE SYLLABI

Resilience Through Reading

At the onset of the pandemic, throughout remote and hybrid learning, and during our first full year of in-person classes in more than two years, Lab’s librarians played a pivotal role in keeping our students inspired and motivated through literature. Librarians from every division within the school have been carefully curating books that remind our students—from our youngest readers at Earl Shapiro Hall to our oldest students at U-High—of a quiet strength to endure that exists in us all. This is a capacity that our students have discovered over these past few years, whether they know it or not. Here are some of those titles, as well as several recently added titles to Lab’s library shelves:

LIM FAMILY LIBRARY IN EARL SHAPIRO HALL



Jabari Tries by Gaia Cornwall
Resilience



How to Solve a Problem: The Rise (and Falls) of a Rock-Climbing Champion by Ashima Shiraishi
Resilience



Omar Rising by Aisha Saeed
New/Recently Added Titles

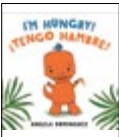


The Last Cuentista by Donna Barba Higuera
New/Recently Added Titles

ROWLEY LIBRARY IN THE MIDDLE SCHOOL

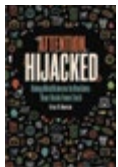


Over the Shop by JonArno Lawson
Resilience



I’m Hungry! / ¡Tengo hambre! by Angela Dominguez
Resilience

PRITZKER TRAUBERT FAMILY LIBRARY IN THE UNIVERSITY HIGH SCHOOL



Attention Hijacked: Using Mindfulness to Reclaim your Brain from Tech by Erica B. Marcus
Resilience



You Are Your Best Thing: Vulnerability, Shame Resilience, and the Black Experience edited by Tarana Burke and Brené Brown
Resilience



Bad Things Happen Here by Rebecca Barrow
New/Recently Added Titles



This Place is Still Beautiful by Xixi Tian
New/Recently Added Titles

Third graders paint bold strokes with visiting artist



Using bright colors and brave words, the entire third grade collaborated on a mural project to inspire change in their community. With a local muralist visiting their art classes, the students studied how art and language can be used to make a difference.

With the help of the Kistenbroker Family Artist in Residence program, homeroom teacher **Marlease Bushnell** and art teacher **Allison Beaulieu** collaborated with Jerrold “Just Flo” Anderson of the Englewood Arts Collective on the project. Together, the students brainstormed action verbs that captured changes they wanted to see in the world around them. Then, they wrote the words out and painted them as separate pieces, so the letters would be reflections of their individual contributions but also fit together into a unifying message.

For further inspiration, the students read *Change Sings: A Children's Anthem* by National Youth Poet Laureate Amanda Gorman. The book encourages readers to embrace change as a way to build and improve communities. Hearing the writer's words reinforced the idea that students could use their voices to foster progress, no matter their age.

The project fit well into overarching themes Lower School students studied in their art classes. Much of their focus has been on the art movements and upheavals that followed the 1918 pandemic; drawing parallels between that time period and today. By using art to highlight students' calls for change, the mural project became a platform for empowering young artists to make their voices heard.

STEM in our everyday lives, like water



Last spring, students in fourth grade science classes explored how to clean polluted water with everyday household materials. Led by their science teacher **Deborah Del Campo**, students also learned about the water cycle and the distribution of Earth's water.

“With most of the Earth's water not usable for humans and with the increasing demand being placed on the fixed amount of water available for consumption, I thought it was vital for our young students to understand the importance of caring for our precious water supply,” said Del Campo. “Twenty percent of all freshwater on the surface of Earth is found in the Great Lakes. So living in Chicago, our accessibility to fresh water is right at our fingertips.”

One thing students quickly realized is that not everyone in the world, and especially those living in underserved communities, is as fortunate with this vital resource. With this realization, students posed

the question: *how can dirty water be cleaned?*

To begin their investigation, students formed small teams, collected samples, and explored how to clean polluted water with everyday household materials. With the support of the U-High robotics team, they designed, built, and tested their own water filters. To determine which filter was most effective, teams tested their hypotheses for the best design by changing one variable in their filter at a time over the course of four class periods.

“It was so inspiring to be a witness to these young scientists and engineers at work,” said Del Campo.

Primary research activities like this one take a student's learning beyond the classroom where they read about water pollution, scarcity, or ideas about conservation. It's one thing to conceptually understand water usability, but it's quite another thing to demonstrate what occurs daily in order for households to have clean water.

Science display at Earl Shapiro Hall encourages new growth

A 1960s Lab tradition resurrected



Throughout Earl Shapiro Hall, it is rare to find a single space without some celebration of the curiosity, creativity, and joy of Lab's youngest learners. This past spring, the same was true for the front lobby, where visitors barely get inside the door before seeing a unique science display. Called the Needlman table, this rotating, interactive exhibit is often surrounded by children and their families, drawn in by the magic of discovery and exploration.

The history of the Needlman table, as with so many Lab traditions, stretches back further than one would think. Teacher emeritus **Gloria Needlman** joined Lab's Nursery faculty in the 1960s, quickly becoming beloved by her students for her classroom pets and socially conscious lessons. Throughout her 33 years at Lab, Needlman developed what she called the Science Table, a hexagonal

Students and parents alike stopped by the table to examine animal skeletons and feathers or create shadow puppets in colored lights.

space on the Historic Campus with rotating displays of activities and experiments, some of which were on loan from the Field Museum. Students and parents alike stopped by the table to examine animal skeletons and feathers or create shadow puppets in colored lights.

“On the backside of the table was an enclosed storage area,” Needlman writes in her



2016 book *It's Not Forsythia, It's for Me: My Years Teaching Young Children*. “In it I housed animal skins, skulls, bones, photographs, owl pellets, and dozens of other wonderful specimens that I collected, rotated and coordinated with the content of the Museum exhibit cases.”

Needlman's dedication and perseverance lives on in the Lab teachers who have recently resurrected the table from storage. Early childhood teacher and science coordinator **Luciana Taschini** admits the project has encountered unforeseen challenges in recent years, forcing her “to think creatively about how to approach, due to COVID restrictions.” New technology has helped fill the gap, as Taschini “started by using the interactive screen to display photos of science happening in different classrooms this

school year.” Not only does the screen celebrate the scientific accomplishments of classrooms around ESH, but it also encourages visitors to look more closely at the display in front of them.

The recent display celebrated the spring planting season, giving students the chance to look at the seeds of various plants and observe them as they grow. It also played a role in growing excitement for the return of rooftop garden boxes at Earl Shapiro Hall. There were no homework assignments or step-by-step instructions at the Needlman table, only open-ended questions that encouraged visitors to explore their own curiosities. One question in particular is excellent advice for anyone visiting: “Look closely—what do you see?”

Alumni honored

Four extraordinary alumni honored at the 2022 Alumni Awards

XinQi Dong, '90, AB'94

DISTINGUISHED ALUMNUS AWARD



Dr. XinQi Dong is a doctor of medicine specializing in geriatric and internal medicine. He is the inaugural Henry Rutgers Distinguished Professor of Population Health Sciences at Rutgers University and director of the Institute for Health, Health Care Policy, and Aging Research. As a population health epidemiologist and geriatrician, Dr. Dong has published extensively—with more than 300 peer-reviewed publications—on violence prevention, elder justice, and healthy aging. He also served as a senior advisor for the Department of Health and Human Services under the Obama administration.

In addition to numerous other professional awards, Dr. Dong is a recipient of the Paul Beeson Award by the National Institute on Aging and the first geriatrician to receive the National Physician Advocacy Merit Award by the Institute for Medicine as a Profession. In 2021, he was awarded the Scientific Achievement Award by the Chinese American Medical Society.

Dr. Dong graduated from Lab in 1990 and from the College in 1994 with a degree in biology and economics. He

received his medical degree from Rush University College of Medicine and a masters in public health in epidemiology from the University of Illinois at Chicago. He completed his internal medicine residency and geriatric fellowship at Yale University Medical Center.

David Zimmer, '00

RIISING STAR PROFESSIONAL ACHIEVEMENT AWARD



David Zimmer is a partner in the Supreme Court and Appellate practice at Goodwin Procter in Boston, where he focuses on complex commercial litigation in a wide range of areas, with particular focus on intellectual property, administrative law, and consumer financial services. He has argued three cases before the Supreme Court of the United States, as well as cases before numerous federal and state appellate and trial courts.

Zimmer maintains an active pro bono practice, focused largely on immigration issues. He successfully argued two of the most important immigration cases in the Supreme Court in recent years—*Pereira v. Sessions* and *Niz-Chavez v. Garland*—which, in combination, greatly expanded access to cancellation of removal. His work also led to a first-of-its-kind preliminary

injunction against Immigration and Customs Enforcement's (ICE) practice of civilly arresting those appearing in Massachusetts courts.

In addition to his litigation work, he serves on the Board of Directors of both the ACLU of Massachusetts and Lawyers for Civil Rights, on the Emerging Leaders Council of the Legal Services Corporation, and on the Amicus Committees of the Boston Bar Association and the American Immigration Lawyers Association.

After graduating from Lab in 2000, Zimmer received a BA (magna cum laude) from Harvard College, an MPA from Harvard Kennedy School of Government, and a JD (magna cum laude) from Harvard Law School.

Cheryl Cortez, '92, MBA'03

ALUMNI SERVICE AWARD



Cheryl Cortez is a portfolio manager who has worked for more than 20 years in various financial services and financial modeling capacities. Prior to joining The Banc Funds in 2016, she was an equity research analyst, covering small- and mid-cap consumer, industrial, and business services companies for Deutsche Bank, William Blair, Susquehanna International Group, and Salomon Smith

Barney. Previously, Cortez was a valuation consultant for Deloitte Financial Services and a European pharmaceuticals sector specialist for UBS Warburg.

Cortez has been a tireless volunteer for Lab, serving as class agent as well as a reunion volunteer, and served for many years on the Alumni Association Executive Board, including as its president more than once. She also served on the Chicago Booth Alumni Club. One of her favorite volunteer experiences is supporting Giving Day, cheerleading her Lab classmates, and rallying them together to give back to the institution that has given them so much. She also serves as a connector for her fellow Lab alumni, encouraging the Class of 1992 to return for reunions every year.

Cortez graduated from Lab in 1992 and the University of Chicago Booth School of Business in 2003. She holds a BA degree from Wellesley College.

Erica Davidovic, '85

ALUMNI SERVICE AWARD



Erica Davidovic is a senior biopharmaceutical leader with more than 25 years of commercial experience. She is an expert in driving and executing strategies for launch, growth,

and turnaround, and has a deep and broad knowledge of the healthcare marketplace and its dynamics. She has launched over 40 products and major indications in multiple therapeutic areas, geographies, and customer segments. Davidovic is a highly accomplished team leader and an expert in building teams and organizations. She is passionate about patients, about customers, and about identifying and developing talent.

Davidovic has served on the Laboratory Schools Board since 2016, with positions on the Alumni and Family Relations and Development Committee and the University and Community Relations Committee. She has been an extremely active Lab volunteer, serving as class ambassador and reunion leader. She is also on the Alumni Association Executive Board, previously serving as its president for three years. A current resident of California, Erica helps organize events to help broaden the alumni base in the area. Through her focus on fundraising, she is passionate about raising the money required to make admissions at Lab more accessible, so all students have the opportunity to benefit from a Lab education.

Erica graduated from Lab in 1985. She holds a BA from Boston University and an MBA from both Columbia Business School and the University of California, Berkeley.

U-High Class of 2022 matriculates

The Class of 2022 has 156 graduates attending 82 colleges across the United States



THE CLASS OF 2022 WILL MATRICULATE AT:

ADELPHI UNIVERSITY
AMERICAN UNIVERSITY
AMHERST COLLEGE
BARNARD COLLEGE
BOSTON COLLEGE
BOSTON UNIVERSITY (4)
BOWDOIN COLLEGE
BRANDEIS UNIVERSITY (3)
BRYN MAWR COLLEGE
CARLETON COLLEGE
CARNEGIE MELLON UNIVERSITY (3)
CHAPMAN UNIVERSITY
COLBY COLLEGE (2)
COLORADO COLLEGE (2)
CORNELL UNIVERSITY (2)
CUNY JOHN JAY COLLEGE
OF CRIMINAL JUSTICE
DEPAUL UNIVERSITY
DRAKE UNIVERSITY
EMORY UNIVERSITY (4)
THE GEORGE WASHINGTON UNIVERSITY (2)
GEORGETOWN UNIVERSITY
GRINNELL COLLEGE (2)

GUSTAVUS ADOLPHUS COLEGE
HARVARD UNIVERSITY (3)
HARVEY MUDD COLLEGE
HAVERFORD COLLEGE
INDIANA STATE UNIVERSITY
INDIANA UNIVERSITY BLOOMINGTON
IOWA STATE UNIVERSITY
JOHNS HOPKINS UNIVERSITY
KALAMAZOO COLLEGE
KENT STATE UNIVERSITY
KENYON COLLEGE
LEWIS & CLARK COLLEGE
LOYOLA UNIVERSITY CHICAGO (2)
MACALESTER COLLEGE (3)
MARQUETTE UNIVERSITY
MASSACHUSETTS INSTITUTE OF TECHNOLOGY
NEW YORK UNIVERSITY (2)
NORTHEASTERN UNIVERSITY (2)
NORTHWESTERN UNIVERSITY (6)
OBERLIN COLLEGE (3)

OCCIDENTAL COLLEGE (2)
OHIO STATE UNIVERSITY
PITZER COLLEGE
PRINCETON UNIVERSITY
PURDUE UNIVERSITY (3)
REED COLLEGE
RICE UNIVERSITY (3)
SARAH LAWRENCE COLLEGE
SCHOOL OF THE ART INSTITUTE OF CHICAGO
SCRIPPS COLLEGE
SOUTHERN ILLINOIS UNIVERSITY CARBONDALE
STANFORD UNIVERSITY
SWARTHMORE COLLEGE
SYRACUSE UNIVERSITY (3)
THE COLLEGE OF WOOSTER
THE NEW SCHOOL (2)
TULANE UNIVERSITY OF LOUISIANA (3)
MARQUETTE UNIVERSITY
UNIVERSITY OF ARIZONA
UNIVERSITY OF CALIFORNIA SAN DIEGO
UNIVERSITY OF CHICAGO (13)
UNIVERSITY OF COLORADO BOULDER (2)
UNIVERSITY OF DENVER

UNIVERSITY OF ILLINOIS URBANA-CHAMPAIGN (8)
UNIVERSITY OF ILLINOIS CHICAGO (2)
UNIVERSITY OF IOWA
UNIVERSITY OF MICHIGAN (4)
UNIVERSITY OF NEW HAMPSHIRE
UNIVERSITY OF NORTH CAROLINA SCHOOL OF THE ARTS
UNIVERSITY OF OREGON
UNIVERSITY OF PENNSYLVANIA (3)
UNIVERSITY OF REDLANDS
UNIVERSITY OF SAN FRANCISCO
UNIVERSITY OF VERMONT
UNIVERSITY OF VIRGINIA
UNIVERSITY OF WASHINGTON (2)
UNIVERSITY OF WISCONSIN
WASHINGTON UNIVERSITY IN ST LOUIS (4)
WELLESLEY COLLEGE (3)
WHITTIER COLLEGE
YALE UNIVERSITY (4)

Lab students become literary critics for annual Sutherland awards

Lower School students celebrate a new class of winners



Gordon Parks Assembly Hall shook with the shouts, applause, and stamping of excited students as the nominees for this year's Sutherland Awards were announced. With an enthusiasm usually reserved for BTS concerts, readers from grades 3–6 gathered on April 20 to crown a new Class of winners for the 2022 Zena Sutherland Award for Excellence in Children's Literature.

The award, named after **Zena Sutherland** (a former UChicago faculty member who is still considered among the world's most influential scholars of children's literature), is unique in that it is one of the only child-selected book awards in the United States.

The Sutherland Committee, a group of 13 sixth-graders, started by reading through 16 books compiled by Lab librarians **Tad Andracki, Amy Atkinson, Irene Fahrenwald, Elisa Gall, Lee McLain, and Jamelle St.**

Clair. Through much discussion and deliberation, the committee narrowed the list to five final nominees. Then, they presented the books to Lower School students, who voted on their favorites in three categories.

Says Lower School librarian Irene Fahrenwald, "Zena Sutherland had great faith in the ability of children to make informed critical determinations about literature. That certainty is the bedrock of the Sutherland Awards, where children are empowered to closely examine and discuss books and to award excellence in literature."

The ceremony also featured presentations by Suzanne Buckingham Slade and Cozbi A. Cabrera, the author and illustrator of *Exquisite: The Life and Poetry of Gwendolyn Brooks*, last year's winner for the Best Text award. Slade and Cabrera detailed their processes for researching the life of the famous poet in

order to construct their award-winning book. From reading archival documents to finding photographs of historic furniture, both creators detailed the hard work and joy involved in their creative pursuits.

The award is unique in that it is one of the only child-selected book awards in the United States.

THE 2022 WINNERS OF THE SUTHERLAND AWARDS:



BEST TEXT:

Change Sings: A Children's Anthem written by Amanda Gorman, illustrated by Loren Long



BEST ILLUSTRATIONS:

red written and illustrated by Laura Vaccaro Seeger



BEST OVERALL:

Mel Fell written and illustrated by Corey R. Tabor

U-High club member receives presidential honors



She found out about the UC Lab Girl Up club in seventh grade. At the start of her ninth grade year, she was so drawn to their advocacy in women's equality that she joined right away, and in true Labbie fashion, she took a leadership role and seized an opportunity for action.

Three years and nearly 500 volunteer hours later, **Téa Tamburo** received notification that she would receive the President's Volunteer Service Award, a national award that "honors individuals whose service positively impacts communities in every corner of the nation and inspires those around them to take action, too," its website states.

"A big part of my high school experience has been through clubs and there's something special about having opportunities to pursue interests in school and be able to translate those passions into what can be done in the greater community," Téa said.

U-High students choose from a wide variety of clubs:

academic teams, special interest groups, service/civic engagement clubs, affinity/cultural groups, and more. "Unlike classes where students are evaluated and compelled to attend whether they like the subject or not, club participation is determined by student choice alone. They choose to join it and choose to stay because something appeals to them," says **Ana Campos**, dean of students in the High School.

For many U-High students, involvement in a club may spark a deeper interest in civic engagement and leadership. The U-High Lab Girl Up club precipitated a deeper commitment to become more involved with Girl Up outside of Lab. "I applied and was appointed to the Chicago Coalition board as club director and to the Midwest region board as the outreach and recruitment director," Téa says. "It was for service in these positions that my hours put in were recognized by the President's Volunteer Service Award."

ESH's egg-cellent chick hatching



As snow thawed and flowers bloomed across Hyde Park, spring brought another exciting sign of life to Earl Shapiro Hall: clutches of chicken eggs hatched under the watchful eyes of early childhood students and teachers. "We were excited about the idea of being intentional about creating alignment in what kids learn at ESH by talking about different kinds of life cycles at each grade level," says **Heather Duncan**, Dean of Teaching & Learning, Early Childhood. This year, there was an extra treat in store: a livestream of the brooder in Duncan's office allowed the entire early childhood community to watch one of the clutches of eggs hatch and grow in real time.

Kindergarten teacher **Michael Eldridge** started raising chicks with his students in 2019. "The

The joyful thrill of observing seven eggs hatch still rings in the air!

process of scientific inquiry, writing, and the patience of waiting for chicks to hatch from eggs is a thrilling life-cycle experience for kindergarteners...The children in Room 115 embraced the care and observation of twelve eggs, celebrating their arrival, watching them grow, and locating a forever home for them," says Eldridge. "The excitement of seeing our first chick hatch was palpable and the joyful thrill of observing all seven eggs hatch still rings in the air!"

Author visit highlights power of representation in children's literature



"When you don't get to see yourself in a story, you start to feel invisible," award-winning Black feminist author and educator Zetta Elliott told Lab students on a virtual author visit co-organized by the Laboratory Schools' Lim and Knes Family Libraries. Elliott spoke with 122 Lab families to celebrate the release of *The Witch's Apprentice*, a third installment of her best-selling *Dragons in a Bag* series.

Elliott's passion for writing developed at an early age, when she devoured books like *The Secret Garden* and *The Lion, the Witch, and the Wardrobe*. While she loved the magical worlds she found in their pages, she struggled to see herself in these narratives, because, as she put it, "there were no little Black girls in Narnia." These disparities have inspired Elliott to write over 40 books for young people, most of which feature heroes of color.

Hearing Elliott's perspective was eye opening for the children who attended the talk and the librarians who organized it. "I knew that it was important that children see themselves represented in books," said Lower School librarian **Susan Lempke**, "but when [Zetta] talked about the joy she felt when she did see herself [in books], that really brought it home how fundamental that is for children and their experience of books." **Elisa Gall**, early childhood librarian at Lab's Lim Family Library agreed, saying, "Zetta Elliott's talk—and work—is a reminder of the power of story and how important it is that everyone has access to affirming and respectful representation. Her talk validated the goals Lab's libraries strive for in evaluating materials critically [by] using anti-bias frameworks, ensuring equitable representation, and removing barriers to access."

Competitive experiences for the next generation of environmentalists



The Envirothon is North America's largest high school environmental competition and is run by the state Soil and Water Conservation Districts and the National Conservation Foundation. Focusing on problem-solving, teambuilding, and leadership, this environmental and natural resource conservation experience is open to high school students in the United States, Canada, and China.

Throughout the 2021–2022 school year, 12 five-member teams advanced through local contests across Illinois to compete in the state Envirothon competition. The competition focuses on the content areas of aquatic ecology, forestry, soils and land use, wildlife, and a special topic chosen each year. The teams are tested on each of the content areas and are presented with

an environmental problem to be solved. The students put together an argument for their chosen solution to the problem and present it to a panel of judges.

Lab's team—**Akshay Badlani**, **Amelia Cifu**, **Jade Deng**, **Olin Nafziger**, and **Tyler Turek**—worked closely with U-High science teachers **Daniel Calleri** and **Sharon Housinger** in preparation for the competition.

In May, the Lab team won first place in the overall Illinois Envirothon competition and in the wildlife division. This year's event, held at the 4-H Memorial Camp in Monticello, Illinois, was their first in-person contest in three years.

When asked if there were any unique tactics used to help engage their team, Calleri noted: "This is Lab! Our students participate in the activities that they want because they enjoy it.



The competition focuses on the content areas of aquatic ecology, forestry, soils and land use, wildlife, and a special topic chosen each year.

This is evident at competitions and we often see other teams appearing rather forced into the task. We do what good teachers do. We provide advice, steer them to useful resources, make sure they meet regularly, and make sure they pack their toothbrushes."

Engaged citizens make art toward a common cause and influence policy making

Creative currency



Fundred Lab, a hands-on exhibition set up in the Corvus Gallery this past year, provided students the space to participate in democratic action. The Fundred Lab was created for Corvus Gallery in partnership with socially-engaged artist Mel Chin, co-founder of the Fundred Dollar Bill Project and 2019 McArthur Fellow. Chin's website, fundred.org, describes a Fundred, the dollar-bill-like piece of art the students create, as "a creative currency to demonstrate how much we value the lives of children and a future free of lead poisoning." The idea, says Chin, is to "create something that shows the value of a voice in the shape of money that can be taken to people who have the power to make a difference."

Students from nursery through eighth grade spent time in Corvus Gallery making art that represented their voices on the matter. Participation from nearly every classroom generated

approximately fifteen hundred Fundreds that will be sent by Chin's armored carrier to the Fundred Reserve housed in the permanent Contemporary Art Collection at the Brooklyn Museum.

The months-long Corvus Gallery exhibit culminated in the student-organized VIVA Chicago! (Value Individual Voice and Action), a public panel discussion to address the ongoing crisis of lead contamination.

Kim duBuclet, '82, Commissioner of the Metropolitan Water Reclamation District of Greater Chicago presented to the VIVA Chicago! audience. She said that "it costs fifteen to twenty-five thousand dollars to replace a home's inbound lead line,"—of which there are thousands, primarily in economically marginalized communities, installed by the city decades ago—which "is a cost to the homeowner." To this, Chin responded: "That's why the Fundred looks like money."

Hosted on Zoom by the Laboratory Schools' Corvus Gallery, in partnership with SMART Museum of Art and S.O.U.R.C.E. Studio, the VIVA Chicago! panelists included Amanda Wiles, Executive Director of S.O.U.R.C.E. Studio; Commissioner of the Metropolitan Water Reclamation District of Greater Chicago and alumna Kim duBuclet, '82; Mel Chin, co-creator of the Fundred Project; and Bob Palmer, Policy Director of Housing Action Illinois. The discussion—which focused on lead poisoning in economically marginalized communities' building materials and water—was moderated by State Legislative Director at the Chicago Coalition for the Homeless Niya Kelly, and organized by Corvus Gallery student intern **Tech Nix, '22**, and gallery director and art teacher **Gina Alicea**.

Middle School trips connect students to the world and each other

The return of a beloved tradition

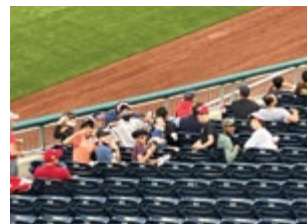


This spring, Lab saw the return of a beloved Middle School tradition: students embarking on their grade level trips and camps for the first time since early 2019. After two years of stress and sacrifices to keep each other safe, the entire Middle

School was ecstatic to come together for these meaningful co-curricular activities. The sixth graders visited YMCA Camp MacLean in Burlington, Wisconsin; the seventh-graders enjoyed time at the Pretty Lake Adventure Centre in Mattawan, Michigan; and the eighth graders set out on an urban adventure to both Philadelphia and Washington, DC.

While fun and excitement took center stage in each experience, the trips were not merely vacations; they were also important milestones for young people to grow individually and as a community. Middle School Principal **Ryan Allen** views these special experiences “as co-curricular activities... vital for the collective identity of the class and development and maturation of each student.”

Throughout each journey, students, faculty, and staff brought the quintessential Lab spirit of intellectual curiosity and experiential learning. One example of this is a traditional activity during sixth grade camp known lovingly as “Da Game.” While to an outside observer it might appear like a mere game of tag or capture the flag, Allen explains that the activity “is actually a full-grade simulation of the operations of a food web played out in real time in the woods, that connects curricularly—before and after camp—to the kids’ classes at school.” Participants take on the roles of wolves or ground squirrels and use what they’ve learned about ecosystems and predator-prey dynamics to navigate the food web. “This year’s Game was played out



After the challenges and isolation of the past few years, these trips were a triumphant return to connection and community for Middle School students, faculty, and staff.

over a half day in a steady rain,” reports Allen, but, true to their nature, “Lab students were undeterred.”

Middle School computer science teacher **Jeremy Schwartz** observed similar resilience among the seventh graders. “Success at seventh grade camp comes in many forms, but none are immediately achieved,” says Schwartz. “As the week rolls along, students take on greater responsibility around the campsite, gathering foods, cooking meals, washing dishes, picking up trash, etc.” The secluded woodland atmosphere provided a perfect chance for students to step outside their normal experiences and grow into themselves. A challenging day at the high-ropes course allowed Schwartz to observe

students “confront and overcome fear of failing [and learn] that they are capable of working through anxiety to reach goals beyond their initial expectations.”

For the eighth-graders, their trip to Philadelphia and Washington, DC, was their only chance to experience a getaway like this during their time in Middle School, as their previous trips in sixth and seventh grade were canceled. While many COVID-19 precautions and safeguards were still in place, students got to



see a variety of historical sites to coincide with their learning about the history and structure of the US government, from Arlington National Cemetery to Jefferson’s plantation at Monticello. “From a number of different viewpoints,” says

Allen, “this trip is a culmination of the Middle School program for our eighth graders.”

After the challenges and isolation of the past few years, these trips were a triumphant return to connection and community for Middle School students, faculty, and staff. While students might have approached the extended time away from their families and routines with trepidation, both parents and teachers reported that participants walked away feeling a sense of accomplishment, both individually and as a group. “Students work together and develop friendships where they might not have previously existed,” describes Schwartz, “[and] experience a collective struggle and find excitement and exhilaration in the success.”

Lab welcomes new leaders

Lab announces talented new leaders we’ve welcomed in the past two years

Ann Marie Baumann

DEAN OF FACULTY, EARLY CHILDHOOD



Ann Marie Baumann joined Lab in December 2006, where she began as a substitute everywhere

from the Business Office to classrooms. In 2007, she was hired as an assistant teacher to Carrie Collin in an N3–N4 classroom. Throughout the years she has worked as an Extended Day coordinator, a Summer Lab nursery head teacher, an associate director in the Family Life Programs, and most recently as an interim dean of students at Earl Shapiro Hall. She is a proud mom to two daughters who graduated from Lab and who are now college graduates and living and working on the East Coast.

Riva Cohen

ASSISTANT PRINCIPAL, LOWER SCHOOL



Riva Cohen brings over 15 years of experience in the education field, having taught grades NK–5 as well

as serving as an administrator in the Lower School. She was born and raised in New York City and began her teaching career in the New York City Public Schools. She came to Chicago in 2004 and earned her MEd in administration and supervision from Loyola University. She

began teaching at Bernard Zell Anshe Emet Day School in 2006 and, in addition to her teaching experience, she served two years as the head of the Lower School. She is very excited to continue learning and being part of Lab.

Heather Duncan

DEAN OF TEACHING & LEARNING, EARLY CHILDHOOD



Most recently the director of early learning and equity initiatives at the Collaboration for Early

Childhood in Oak Park, Heather Duncan helmed her first classroom in Posen-Robbins School District 143 ½. She founded Ahadi Early Learning Center where she served as Director and age 3–5 preschool teacher for five years before joining Chicago Public Schools to teach state-funded Pre-K. She has received many honors and fellowships and is winner of the Golden Apple award. She holds a BA in English and MEd in early childhood education from the University of Illinois Urbana-Champaign, a certificate in early childhood leadership from Erikson Institute, and is currently pursuing a PhD in organizational leadership at The Chicago School of Professional Psychology. She spends her minimal “free time” trying new endurance sports and forcing her husband and two kids to join her.

Marsha East

ASSOCIATE DIRECTOR OF SCHOOLS FOR FINANCE AND OPERATIONS



In this senior role, Marsha East will guide and oversee the budget, finances, and the facilities and

operations of Lab. East joins Lab with a long history at the University of Chicago. At the Booth School of Business, she held lead roles in finance and human resources for six years, prior to which she worked with Facilities Services and Information Technology Services for the University. Alongside experiences in Facilities Planning and Management at the University of Wisconsin–Madison, she is coming to us most recently from the American Academy of Physical Medicine and Rehabilitation, where she has been overseeing finances, human resources, data management, technology, and facilities as associate executive director of finance and operations for over ten years. East earned her MBA from Booth in 2010, following a BA in psychology and organizational studies from Pitzer College, and a MS in industrial/organizational psychology from Illinois State University. She is a black belt in karate, a pet-therapy dog handler, and a committed volunteer with organizations such as the Lesbian Community Cancer Project and the Village of Forest Park’s Plan and Zoning Commission.

Kelly Grimmett

PRINCIPAL, EARLY CHILDHOOD



As the former assistant head of the Friends Seminary Lower School and trustee at All Souls PreSchool in

Manhattan, Kelly Grimmett worked closely with leadership teams to create communities of care, joy, safety, and belonging. She has devoted her career and studies to understanding how people learn, particularly at the intersection of sociocultural, emotional, and cognitive development. She believes that high quality relationships in schools are an essential component to learning—when children are active members of the community, they feel important, loved, and empowered. Grimmett holds a BS in information technology and informatics, a BA in English and literature, and a master of library and information science (MLIS) from Rutgers University. She is continuing her studies in educational leadership at the University of Pennsylvania, Mid-Career Doctoral Program.

Ross Hunefeld

DEAN OF STUDENTS, MIDDLE SCHOOL



Ross Hunefeld joins us from UIC College Prep, where he was ninth grade dean. In 18

years with the Noble Network, Hunefeld served in a variety of other roles as well, including mathematics teacher, dean of instruction, and assistant principal. Prior to working at Noble, Hunefeld served as program director in Teach for America’s Chicago region, and also taught mathematics for three years in Warren County, North Carolina. He has a BS in mechanical engineering from the University of Michigan and is a national board-certified teacher of adolescent/young adult mathematics.

Victoria “Tori” Jueds

DIRECTOR, THE UNIVERSITY OF CHICAGO LABORATORY SCHOOLS



Victoria “Tori” Jueds came to Lab from Westtown School, a PK–12 Quaker

day and boarding school in Pennsylvania, where she served as head of school from 2017–2021. In addition to leading Westtown’s response to the COVID-19 crisis, Jueds forefronted goals in diversity, equity, inclusion, and access in the creation of a long-range strategic vision for the school,

developed and consolidated resources for learning support and mental health, and worked towards three-divisional expansion of program areas including world language and the arts.

Jueds spent the decade prior at Princeton University in roles focused on students’ residential and academic lives, and taught for several summer sessions at Phillips Exeter Academy and at the George Washington University Law School, among other places. Earlier in her career, she worked as an attorney in New York and Washington, DC, litigating cases involving civil rights and civil liberties issues.

She earned her JD from Harvard Law School and her AB in history and literature from Harvard College, and as a committed lifelong learner, has enjoyed coursework since then in religion and ancient Greek.

Valerie M. Reynolds

COMMUNICATIONS DIRECTOR



Valerie “Val” Reynolds joined the Lab community as our Director

of Communications last March. She brings to this position more than 20 years of experience in strategic communications, community engagement, media relations, digital marketing, and project management. Recently, she served for six years as Communications Director for the University of Chicago’s Center for Interdisciplinary Inquiry and Innovation in Sexual and Reproductive Health (Ci3), where she assisted in the

ground-breaking introduction of a Youth Advisory Council, reflecting her commitment to diversity, equity, and inclusion by ensuring the active participation of young people with diverse identities. Her previous experiences include lead roles in communications at the Metro Chicago affiliate of the YWCA, the Chicago Family Health Center, and the Sargent Shriver National Center on Poverty Law. Her supervisors have spoken glowingly about her “wealth of knowledge” in communications; her initiative, work ethic, and “wise counsel”; and her ability to “bring joy and positive energy” to her work. A proud parent of two current young Labbies, Reynolds says she is excited to “tell the story of this extraordinary institution of learning.”

Zilkia Rivera-Vazquez

ASSISTANT PRINCIPAL, HIGH SCHOOL



Zilkia Rivera-Vazquez joins us from Puerto Rico, where she taught middle and high school

for ten years. During her career as an independent school educator, she has also worked as department chair and assistant principal for academics. Rivera-Vazquez has a bachelor’s degree in communications and political science from the University of Puerto Rico, a JD from the University of Puerto Rico Law School, a master’s degree in history from The University of Manchester, UK, and a master’s degree in private

school leadership from the Klingenstein Center, Columbia University in New York.

Nicole Williams

DIRECTOR OF DIVERSITY, EQUITY, AND INCLUSION

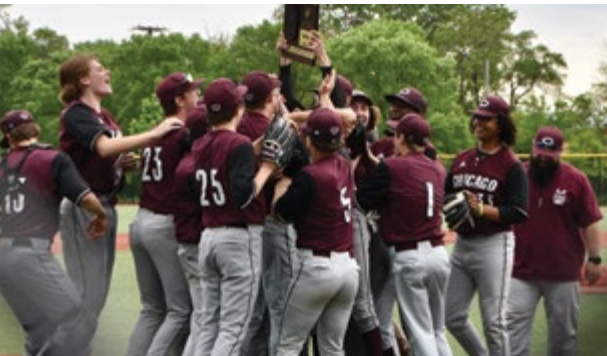


Nicole Williams joined our team after previously serving as the senior research

analyst and co-director of the Equitable Learning & Development Research Group at the University of Chicago Consortium on School Research. In this role she co-developed the Building Equitable Learning Environments Network, creating a framework and essential actions for districts to shift education systems to more equitable practices and policies. She has served in this role for five years but has been with the Consortium of School Research since 2009.

Williams earned her bachelor’s degree in political science from Mount Saint Mary’s University, and her master of arts with a concentration in clinical/community from the University of Chicago School of Social Service Administration, where she is also completing her doctorate. In addition to her work at Lab, she will soon serve on the Beloved Community Institutional Review Board, a non-profit consulting firm focused on implementing regional, sustainable solutions for diversity, equity, and inclusion.

SPRING SPORTS HIGHLIGHTS 2022



BASEBALL

The baseball team won its IHSA 2A Regional Championship. The Maroons dominated offensively, accumulating 20 hits by 13 different players. The offense was led by twelfth grader **Colin Leslie**, who had two home runs and four RBIs on the day. Twelfth grader **Eddie Christensen**, eleventh graders **Nate Kilkus** and **James Morin**, and ninth graders **Brayden Kenny** and **Marcus Wolfe** all had multiple hits for the Maroons. ISL All-Conference 1st team players were **Colin Leslie** and **Shorab Rezaei**, with an honorable mention for **Eddie Christensen**.

BOYS BASKETBALL

The boys basketball team won their final ISL Conference games to finish in a tie for the ISL Championship with a 11–1 record. They also won the IHSA Regional Championship in front of a crowd that stormed the court at the final buzzer to celebrate the win. Twelfth grader **Zach Smith** scored 22 points, and eleventh grader **Xavier Nesbitt** added 16 points to lead the Maroons in scoring. This is the sixth IHSA Regional Championship for the Maroons over 12 years. Twelfth graders **James Smith** and **Ryan Duncan**

joined eleventh graders **Ben King** and **Xavier Nesbitt** on the ISL All-Conference team. Xavier was named conference Player of the Year.



GIRLS BASKETBALL

The girls basketball team finished their season with a 10–7 record. Eleventh grader **Maya Atassi** and twelfth grader **Meena Lee** qualified for Sectionals in the IHSA Three-point Showdown, with Meena advancing to the IHSA State Finals in the competition, making 10 of 15 shots, and was Lab's third State three-point qualifier in the past 25 years. **Roxanne Nesbitt** advanced in 2018, making seven shots, with **Sophia Gatton** making nine shots in 2012.

DANCE TROUPE

The dance troupe could be seen doing a dynamic performance during halftime of boys and girls basketball games this past year. After years of experiencing growth, the dance troupe will be moving to become an IHSA competitive sport beginning with the 2022–2023 school year.



FENCING (CO-ED)

The fencing team competed in the Great Lakes Conference Championship with fourteen other Illinois, Indiana, and Wisconsin schools. The saber

team of **Erik Erling**, **Jonathan Liu**, and **William Zhang** defeated four conference teams prior to the Championship game, setting the team up for a strong showing at the Conference Championship.

SQUASH (CO-ED)

The squash team finished third in the Chicagoland Squash Conference Championship at Metrosquash. Making a strong showing at the Championship were Maroons **Hannah Dinner**, **William Kraemer**, **Johnny Patras**, **Yaseen Qureshi**, **Andrew Singer**, **Steven Sun**, **Ethan Swinger**, **Adam Tang**, and **Serena Thomas**.



BOYS SWIMMING AND DIVING

The boys swimming and diving team had a strong third place finish at the IHSA Sectional

Championship. Twelfth grader **Will Maharry** won the Diving Championship, scoring 379.95 on his eleven dives, setting a new school record and becoming Lab's first IHSA State Diving qualifier. Ninth grader **David Ren** finished second, scoring 257.19.

TRACK AND FIELD

The girls track and field team finished in second place at the IHSA 2A Sectionals, advancing eight athletes to the State Championship: 4x400m relay team of **Poppy Beiser**, **Mary**



Bridget Molony, **Maya Mubayi**, and **Amanda O'Donnell** finished second; 4x800m relay team of **Mary Bridget Molony**, **Maya Mubayi**, **Amanda O'Donnell**, and **Cheresa Turek** finished first; 1600m runners **Amanda O'Donnell** (first) and **Maya Mubayi** (second); 300m hurdle jumper **Julia Grotthuss** finished second; 400m runner **Poppy Beiser** finished first; discus thrower **Maxine Hurst** finished second; high jumper **Julia Grotthuss** finished second; 3200m runner **Sophia Picciola** finished second; and **Cheresa Turek** finished second in the 800m race.

The boys track and field team placed seventh in the IHSA 2A Sectionals advancing seven athletes to the State Championship: 4x800m relay team of **Ellis Domenick**, **Cristian Ferreyra**, **Amon Gray**, and **Benjamin O'Donnell** finished second, and 4x400m relay team of **Cristian Ferreyra**, **Luke Grotthuss**, **Sohan Manek**, and **William Montague** also finished second.



SAILING (CO-ED)

After placing second and third in the two-day Midwest Interscholastic Sailing Association Baker Gold Fleet Regatta, the sailing team qualified for the National Invitational Regatta at Lake Massapoag in Sharon, Massachusetts, where they placed eighth. Skippers **Elizabeth Frost**, **David Ren**, and **Benny Wild** competed for the Maroons, each leading three



separate crews. Crew members were **Elias Sveen Erling**, **Lydia Frost**, **Benjamin Luu**, **Bryan Pan**, and **Amy Ren**. The Maroons placed in the top 20 teams in the nation for the first time in our brief interscholastic sailing history.

Eleventh graders **Elizabeth Frost** and **Bryan Pan** won a bronze medal in a US Open Sailing Series National competition in Clearwater, Florida. Elizabeth and Bryan competed in the North American Catamaran Racing Association (NACRA) National event finishing third overall.

GIRLS SOCCER

The girls soccer team won the IHSA 1A Regional Championship with twelfth graders **Sarah Brady**, **Meena Lee**, **Ella Mazurek**, **Emilee Park**, **Carly Penn**, and **Sarah Solomon** playing their final match on Jackman Field. The Maroons finished their season 13–3–1.

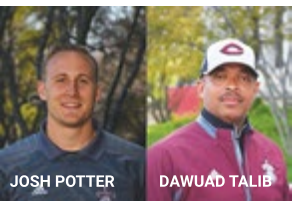
BOYS TENNIS

The boys tennis team finished second place in the ISL Tennis Championships. All eight Maroons won ISL All-Conference honors by qualifying to play in the final match at each level. The team



placed fifth at the 1A IHSA State Championship in the northern suburbs scoring 13 points. Singles players **Sid Shah** (grade 12) and **Dash Smith** (grade 9) made it to the Elite Eight, winning 7 of 11 matches and having impressive performances over the three-day event.

LAB COACHES SELECTED IHSA AND ISL COACHES OF THE YEAR



Dawuad Talib was selected by the IHSA as the 2020–2021 girls tennis Coach of the Year and **Josh Potter** was selected 2020–2021 boys soccer Coach of the Year. They were the only coaches in Illinois of that respective sport to receive this award. Both coaches will be included in a pool of coaches from around the United States to vie for the selection of Sectional and National Coaches of the Year through the National Federation of High Schools (NFHS). Talib has been Lab's girls tennis coach for the past eight years. Potter has been Lab's boys varsity soccer coach for the past five years.

Boys basketball coach **Andre Battle** was also selected as ISL's conference Coach of the Year, an award voted on by the ISL basketball coaches. This is the first time Battle has received this recognition from his peers in the ISL. He has been the boys varsity coach for five years.



ANDRE BATTLE (RIGHT)

BRAVE attendees work toward justice

By Téa Tamburo, Deputy Managing Editor

With a theme of “Moving Forward,” 92 attendees from the middle and high schools discussed racism, racial justice movements and taking action at the student-led Becoming Racially Aware and Valuing Ethnicity conference on April 8.

BRAVE Committee president **Zachary Gin**, a twelfth grader, said the last in-person BRAVE conference was three school years ago.

“We thought that a lot has changed since then,” Zachary said, referring to the Black Lives Matter and Stop Asian Hate movements. “We have to think about how we can continue these things and how we can acknowledge that these things have happened and address them further.”

Attendees rotated through three core workshops, all centered around the theme.

“We wanted a lot of our workshops to address current issues but also how those outside world issues affect the Lab community,” tenth grader **Santana Romero**, a BRAVE board member, said. “We also wanted to focus on how we can sort of rebuild connections

and do more creative things to just build up the community.”

Zachary hosted the workshop “Moving Forward,” where attendees created a timeline listing major national and world events that occurred since March 2020.

“The idea of the workshop was to consider, acknowledge and understand how the different events that have happened are traumatic but also very impactful and are important to learn from,” Zachary said.

For tenth grader **Ella Cohen-Richie**, making the timeline was particularly thought-provoking.

“It showed how a lot of us forgot what happened during the 2021 year,” Ella said. “We remembered George Floyd as kind of the big thing that happened in 2020, alongside Breonna Taylor. It was interesting to just kind of see that moving on, and that was the message I think they were trying to get across, which was very impactful I think about.”

In another workshop, “Mural with Jesús Acuña,” attendees painted a mural on the second floor of Gordon Parks Arts Hall.

“I very much enjoy art, so being able to work with Jesús Acuña on the BRAVE mural and some of the really big, banner-like canvases,” eleventh grader **Juan Chaides** said. “It was really cool to be able to work with an artist that’s been in the field for so long.”



This was the first year the BRAVE conference included mural painting.

“Everyone was able to work on it, and now it’ll be a permanent thing in Lab that represents the conference,” Santana said.

With the idea of progressing racial and cultural justice movements and moving forward at the center of the conference, Santana emphasized the impact of middle and high schoolers coming together.

“The main thing that stuck with me were some of the ideas that people brought up. Especially with the middle schoolers,” she said. “Just hearing everyone be super engaged, conscientious and invested in talking about identity and race within Lab and in general was super rewarding to be able to see and know that I participated in allowing this space to happen.”

U-High Midway wins 44 state journalism awards

By Katie Sasamoto-Kurusu, Reporter

The U-High *Midway* staff placed in four Best of Show categories, including first place for the *Midway* website for schools with fewer than 1,500 students, in a national competition sponsored by the National Scholastic Press Association.

The *Midway* won eighth place in the category for tabloid newspapers up to 16 pages with the March 12 two-page issue.

In the podcast category, assistant editor **Adrianna Nehme** placed eighth for her podcast, “Without volunteers, organizations need extra assistance,” and arts co-editor **Julian Ingersoll** placed tenth in the COVID-19 Coverage category with “Throughout pandemic, students explore LGBTQ+ identity.”

“We’ve been working really hard and under difficult circumstances, and our hard work has really paid off,” **Ella Beiser**, editor-in-chief, said. “I’m really proud of the staff.”

The *Midway* website was also a finalist for the Online Pacemaker Award but did not receive the award. The NSPA announced these awards April 10 during the virtual JEA/NSPA Spring National High School Journalism Convention.

Behind the Scenes

BRINGING HUMANITY TO THE HUMANITIES

Teacher Staci Garner is asking the big questions



With a background in history and law, eighth grade humanities teacher Staci Garner reflects on what it means to be an engaged citizen in a democracy. “We have to ask ourselves at almost every age, ‘what inspires us?’ If we are engaging in self-governance, are we inspired to care for other people? What does that look like? Are we willing to do this very hard work?”

At the start of the term, Garner has each of her students pick an issue they’d like to see solved. Throughout the semester they research it and ultimately offer a solution. This involves in-depth research and asking big questions like Why is this still a problem? or Who is happy with the status quo?

Garner says that a common theme that her students confront is: everything is complex. She adds, “You have to be able to weed through the complexity to come to your own idea about something.” Over the course of the year, she enjoys seeing her students report that they read or saw something on the news that made them see the “real world connections to the curriculum or their projects.” Her students “become more engaged because they feel like they know and can talk about [these issues], both at home and out in the world. And they challenge each other in really interesting ways.”

Media literacy is a core theme in the classroom and throughout the project. Garner explains, “Kids are inundated with so much. They’ll spout a conspiracy

theory or something that’s way out there, and so we take that opportunity to show them how to find a source. To ask, ‘how do we know this is accurate?’” She says these skills are harder now because of social

media and our lower attention spans. She teaches her students that “it’s also about taking the time to read more than a snippet or a headline

and moving on.” Garner credits Lab’s focus on play and social interaction from an early age that produces a “reservoir that students have if they’re willing to tap into it. They’ve trained themselves from the start of their education to have that attention and engagement.”

Garner smiles and says, “When I see people really think, I admire it.” She believes that our thoughts become our actions and words, and the words we use consistently become who we are. “It’s inspiring to say, ‘I have the power to change. I have the power to make a difference.’ That can be scary, but it can also create a sense of hope.”



opportunities for students to become the best of themselves so they can go into the world and the world can reflect that.”

A FULL CALENDAR

It was a busy year at Lab. After a long hiatus, we were excited to resume in-person events and see your smiling faces as we hosted many of our annual gatherings this year. After being postponed from its originally scheduled date of February 12, on Thursday, May 5, more than 600 of our generous community members came together to commemorate Lab's 125th anniversary at Connections 2022. In addition to Connections, and after two years of connecting remotely, on May 21–22 Lab hosted an event-filled Alumni Weekend attended by over 100 alumni from multiple class years dating back to the Class of 1952. We also welcomed the University of Chicago's 14th president, Paul Alivisatos, who—on March 29—spent time with us touring our Schools, meeting with educators, and hearing

from many of our youngest learners at Earl Shapiro Hall. One of Lab's newer traditions—the Senior Clap-Out—saw students from the Class of 2022 complete their final day of classes and be applauded as they took their final walk as students through the historic Lab halls. Finally,

we were excited to host Lab's longest running event and most anticipated event each year: the Class of 2022 graduation ceremony, which returned to its roots at the storied Rockefeller Memorial Chapel on June 9.

ALUMNI WEEKEND 2022



Nonya Fiakpui, '92, Kim BraggIrene, '92, Irene Reed, '92



Maroon Keys Amelie Liu and Ethan Kucera



Xinqi Dong, '90, AB'94



Kennedi Bickham and Samuel Beck



Ryan Duncan with his sister Claire Duncan, '20



Anatheia Carrigan

HATS OFF TO THE CLASS OF 2022



Kai Billups and Brandon Bousquette

CONNECTIONS 2022



Scan QR code to view all of this year's Lab event photos



Sunburst motif used as Connections decor



Grant Chavin, Stephanie Chavin, Chase Chavin

SENIOR CLAP-OUT



The Senior Clap-Out, one of Lab's newer traditions, brought together faculty, staff, and students who lined the first-floor halls and Historic Campus grounds to applaud U-High seniors as they took their final walk as students through the historic Lab halls.



Wendy Walker Williams, Beth Richie, and Lisa Eimer



Connections 2022 co-chairs, Nicola Idehen and Heiji Choy Black



Ka Yee C. Lee hugging Erin Lane



Connections 2022 attendees socializing around the Giving Tree



Paul Alivisatos, The University of Chicago's 14th president, paid a visit to our Schools on Thursday, March 31

PRESIDENTIAL VISIT



The Power of Photography ...and teamwork

Photojournalism at Lab shares the big picture

By Anna Elizabeth Johnson

Over the past few years U-High teacher Jayna Rumble and her photojournalism students have built a powerful and award-winning storytelling team. This isn't just another classroom—they work in a fast-paced environment and have very real deadlines. The students learn to hold one another accountable and that others are relying on them to

follow through. The result? Students who have learned how to work with others while honing their own craft—and how important it is not only to do your best work but also let others do theirs.

“It’s such a tight club,” says Rumble. “There are so many assignments coming in for the *Midway* and *U-Highlights* that the photojournalists have to communicate constantly. They cover events in teams and help each other edit and submit photos on time. We



Many students love the class so much that they take it two or three years in a row, which allows Rumble to see them grow from novices to experts.

take class trips to practice in different shooting scenarios. All of that leads to an environment in which students feel they can trust one another to help them succeed and to push each other to new levels. It’s a real team.”

Many students love the class so much that they often take it two or three years in a row, which allows Rumble to see them grow from novices to experts.

“I think the main change I see in students over time is their dedication to telling whole stories. I think many beginners who find technical success

will eventually learn that you can’t just show up and rely on your technical skills to help you snap a couple photos and be done. A real expert knows that photojournalism is also about reporting while you’re in the field. Good photojournalists will help writers by asking questions and taking notes while on the job so the story is accurate.”

Rumble strives to empower her students to become mentors and teachers to their younger peers—not just to share knowledge, but also because it helps them feel connected with others. The pandemic took away the opportunity for many students to connect socially; being back in school and discussing and documenting the stories that surround their experiences has helped restore that sense of connection.

“I was lucky to have such natural leaders in my class, and so I wanted them to coach the beginners as much as possible in the hopes that the beginners would be inspired by their classmates, but also in the hopes that they would really just feel happy to have that kind of connection again in school.”

Rumble notes that the disconnection of the pandemic isn’t the only issue that her class helps students cope with. “I think we have seen many instances, especially recently, of democracy being threatened and truth being written off. I want my



“I want my students to feel a sense of power when they are holding their cameras. They have the power and opportunity to capture truth and tell important stories.”

students to feel a sense of power when they are holding their cameras. They have the power and opportunity to capture truth and tell important stories. I love print journalism, but powerful photojournalism can stop people in their tracks and make them feel things that words sometimes just cannot.”

Perhaps more than most classroom cohorts, Rumble and her students have shared some powerful experiences—especially as their accomplishments have garnered attention and awards. “[We’ve had] so many great moments.

Seeing Andrew Burke-Stevenson’s, [’22], photo published on page one of the *Chicago Tribune* was a real highlight for me. Also, Elliott Taylor, [’22], won first place in News Photo of the Year and second place in Feature Photo of the Year this year and getting to tell him that news was so fun. He was so excited! I’ll never forget Malcolm Taylor, [’22], coming to tell me that he was going to pursue photojournalism at Syracuse. There are just so many wonderful moments I can recall where a student was nervous about covering an event, but then can’t wait to come back and tell me that they nailed it, or we realize together when editing that they’ve got something outstanding. The whole group crowds around the screen and we celebrate together.”

A Tale of Three Pulitzers

Labbie roots lead three journalists to Pulitzer-winning projects on police brutality, the American incarceration system, and the COVID-19 pandemic

By Heather Preston



Jamie Kalven, '65

On a cold Chicago night in late December 2014, journalist Jamie Kalven went for a run in Washington Park. The crisp tranquility of the moment came to an abrupt stop when President of the Cook County Board of Commissioners Toni Preckwinkle pulled up beside Kalven and waved him into her car.

"Sixteen shots," she said as he climbed in, forgoing any niceties. "Front and back."

Kalven had asked Preckwinkle to see what she could learn from the medical examiner about the autopsy of Laquan McDonald, a Black teenager shot and killed by the police earlier that fall. The official account was that the boy had lunged with a knife at former police officer Jason Van Dyke, who allegedly shot Laquan in self-defense. Once Kalven had the autopsy and the account of a civilian witness, he published an article showing that the official narrative simply couldn't be true, setting in motion a cascade of events in Chicago that continue to reverberate.

Such is a day in the life of Jamie Kalven, highly decorated journalist and founder of the journalism production company Invisible Institute, who has devoted his life to unearthing injustices and abuses of power in the South Side's most embattled and disenfranchised neighborhoods. Beginning in the mid-90s, he spent more than a decade reporting from high-rise public housing on South State Street—then the single largest concentration of poverty in the country—and along the way built a vast network of sources from elected officials and public housing residents to members of the city's major gang nations. Ultimately, his focus shifted to the police abuse he witnessed in the area—what he could describe only as "apartheid justice."

"Once I started to see the police abuse, I couldn't take my eyes off it," says Kalven, whose reporting gave rise to several federal civil rights suits. He was also the plaintiff in *Kalven v. City of Chicago*, the case in which the state appellate court established that investigations of police misconduct are public information in Illinois. "I undertook what I thought of as human rights reporting. I was so deeply immersed that someone who'd been beaten up by the police would run bleeding to my office"—in a vacant unit in a public housing high-rise—"and I would interview them."

It was an immersion he didn't plan. After U-High, Kalven became a passionate mountaineer, climbing mountain ranges throughout the Western US, the Yukon, Europe, and the Himalayas. He expected to apply this appetite for physical adventure to his work and report from distant points on the map. Then he got the call that would change his life forever: His father—a constitutional scholar and law professor at the University of Chicago—had died at the age of 60.

"His death brought me home," says Kalven, who spent the next decade completing a massive manuscript on the First Amendment that his father had been working on when he died. After the book was published, he says, "I began to direct the same energy that had propelled me out into the world toward exploring my native place...and it became my career."

What a career it's been. In addition to his oft-award-winning writing, Kalven also co-produced *16 Shots*, an Emmy-winning Showtime documentary about the Laquan McDonald case, and served as a consultant on the AMC drama series *61st Street*. In 2021, Invisible Institute was awarded a Pulitzer Prize for National Reporting for their investigation of a widespread but previously unreported form of police brutality: police dog bites. The Pulitzer Prize Board also named Invisible Institute as a finalist in the audio reporting category for *Somebody*, a seven-episode podcast investigating the suspicious circumstances surrounding the death of a Cicero resident, Courtney Copeland.

"The Pulitzer recognition has special meaning," Kalven says. "I see it as a reflection of the vitality of the Invisible Institute. This honor belongs to my colleagues who worked on these projects."

Still a South-Sider, Kalven lives in Kenwood and often passes Lab's campus on his frequent runs.

"I think one of the things that can happen at Lab and in Hyde Park is people have a very distinct set of boundaries. I expanded my boundaries, and that hugely enriched my life. Students at Lab should know that not only are they at a school with great academics, but they are in a fascinating environment that extends way beyond the UChicago campus. It's important to see that as part of the opportunity of going to Lab."

Not surprisingly, this adventurer has no retirement plans.

"Every day I wake up and feel like I haven't broken the story yet," he says. "That's what drives me. It's my life force. I'm not sure who I'd be if I wasn't responding to that energy."

Maria Hinojosa, '79

"I'm in here for the rest of my life," a 20-something inmate said to budding journalist Maria Hinojosa in 1993. "What can I do?"

Hinojosa, who was visiting the Graterford State Correctional Institution in Pennsylvania to deliver a commencement address, responded, "Be the voice for the voiceless. Talk to me. Just tell me what's happening inside."



It was a response that would lead to the pinnacle of her career. At the time, Hinojosa, the founder of the media production company Futuro, felt she'd found a source from one of the fastest-growing populations in the United States: the prison system. What she didn't know was that this Trojan horse, so to speak, would lead her to a decades-long friendship...and to a Pulitzer Prize.

The inmate was David Luis "Suave" Gonzalez, who was serving a mandatory life sentence without the possibility of parole for a crime he committed when he was 17-years-old. He began to call Hinojosa on a somewhat regular basis, and a compatibility formed between the pair that would be the cornerstone of Futuro's Pulitzer-winning podcast, *Suave*. More than just a riveting human-interest story, *Suave* is a catalyst for listeners to learn shocking truths about America's political, justice, and incarceration systems.

"We are the first Latina-run organization to win, or even be considered for, a Pulitzer," Hinojosa says. "What makes Futuro special is that we lead with

heart. We establish relationships with our sources. We're not just looking for stories we think will make a big impact. If I'd thought that way, I probably never would have talked to Suave in the first place. I'd have thought, 'Well, he's in here for life, there's no story here.'"

But there was a story, and in 2017 came a shocking twist: The United States Supreme Court ruled that all juvenile "lifer" cases that were sentenced under mandatory laws be reevaluated. Gonzalez was resentenced to 30 years for his crime, which he'd already served. Soon he was released from prison, and waiting to celebrate with him that day was his brother...and Hinojosa.

"At the time, Suave considered me his friend, but I didn't consider him mine," Hinojosa says. "When he was in prison, he could call me, but I couldn't call him. I couldn't make demands on him the way you do with friends. But once he was released from prison, there was an opportunity for that to change."

Hinojosa and Gonzalez never lost contact, and Hinojosa continued to record their conversations about Gonzalez's life and struggles after prison.

"Suave is not free," Hinojosa says. "He is on lifetime parole. He is subject to random drug tests and home visits. He can't leave the state without permission. The question is, why is Suave still in this condition if he was good enough to be set free? What's the excuse?"

These are questions to which Hinojosa and her staff at Futuro will continue to seek answers in season two of *Suave*, which will release in late 2023 with the help of a very special new producer: Gonzalez himself.

"The Pulitzer has been an opportunity [for Futuro] to define investigative journalism on our terms, so we asked Suave to join us as a producer. Now, he's not just someone whose story is being told, he'll be telling other people's stories," Hinojosa says of the man she now considers her friend.

"Suave is the embodiment of people who never give up," she says. "That's what my friendship with Suave has taught me. How can I ever give up on anything when he never gave up?"

Hinojosa didn't leave Lab with a plan to be a journalist, but she knows that the seeds of who she would become were planted at U-High.

"I didn't think I was smart enough to get into Lab. I was wrong," she says. "The message to young people is: You do belong. You do need to take up space. You are smarter than you think. Lab creates a catalyst for young people to have these epiphanies."

Monica Davey, '82

In the early days of COVID-19, when the public was gripped by confusion and yearned for reliable information, journalist Monica Davey—then the Chicago bureau chief and a hybrid reporter/editor at the *New York Times*—got to work.

In what would become a Pulitzer-Prize winning effort by an enormous team at the *Times*, Davey, now the deputy national editor on the *Times* national desk, and her colleagues in the Chicago bureau decided to track every single case of COVID-19 in the United States, beginning with the first-reported case in Washington state.

"It's laughable now that we thought we could track every case," Davey reflects. "Very quickly, as you can imagine, our little spreadsheet was not enough."

That didn't stop her. Davey and her team enlisted the help of fellow journalists across the country, and with arduous effort, they tracked the US COVID-19 case data. Soon in every county, in every state, they



"It's been an upsetting time to be a journalist," Davey admits. "But it's also a reminder of how important journalism is. You feel like you are bringing people really important information. That mission pushes you on through every day."

had reporters working around the clock to bring those numbers to Americans.

"The reason it was so important was that there was no data like that from the federal government," Davey says. "There was no other place consistently tracking the data at that time. It really felt like we were filling an important gap."

Of course, there is more to the pandemic than numbers: The humanity of the pandemic needed to be conveyed to the public, as did the inequities that the *Times* data unearthed. For one, COVID-19 had a disparate effect on people of color. In July 2020, the *Times* reported that Black and Latino people were being disproportionately affected by the coronavirus in urban, suburban, and rural areas, across all age groups and across the country. The *Times* also made public the staggering statistic that one-third of COVID-19 deaths were linked to nursing homes.

"It's been an upsetting time to be a journalist," Davey admits. "But it's also a reminder of how important journalism is. You feel like you are bringing people really important information. That mission pushes you on through every day."

That mission paid off. In 2021, the *Times* was awarded the Pulitzer Prize for Public Service. The coverage included databases, cartoons, photographs, and of course, stories—the most dramatic of which may have been the front page of May 27, 2020, which listed the names and a brief bio of each of the coronavirus's first 100,000 American victims.

Though Davey studied linguistics, not journalism, at Brown University, she says she got the "journalism bug" at the U-High *Midway*.

"Mr. Wayne Brasler ran the *Midway* for many years and was an amazing teacher," she says. "It's a great way to learn great journalism."

And for any current Labbies who are considering careers in journalism but feeling apprehensive about it, consider this quote from Davey:

"I'm nervous every single day. I'm nervous with every story, every word, every headline. You never lose that. That's what keeps you on your toes, keeps you focused. I feel the same worry about a story I am editing later today as I did 20 years ago. It's exciting."

But is it worth it?

"Definitely. I get to call people I would never talk to. I get to hear all about their lives. What a privilege is that?"



Success at the National History Day Contest

U-High history projects hit the national stage

By Liz Walch

In June 2021, Lab student Kara Tao, '22, was on an airplane to Hawaii. She bought access to the plane's Wi-Fi—not to watch a movie or play a game—but in anticipation of receiving a text message from her classmate, Brent Pennington, '22. Back home in Chicago, Brent was streaming the National History Day Contest virtual awards ceremony held in Washington, DC. He promised to text Kara the results for the documentary category. Kara couldn't wait for the plane to land to hear how their documentary had placed in the final round of the contest.

The Contest

Kara, Brent, and their classmate Sandra Mordi, '22, spent months crafting and refining their documentary—which examined the media's misrepresentation of the Black Panther Party in the 1960s and 70s—in preparation for the National History Day Contest (NHD).

The NHD contest is open to middle and high school students across the fifty states, DC, several US territories, and a handful of international schools. Students work individually or in small groups to create a documentary, website, performance, exhibit, or academic paper centered around an annual theme.

Participation in the NHD contest is a signature component of Lab history teacher Cynthia Jurisson's Advanced Topics in US History course. Over the last decade, a number of her students' individual and group projects—30 in all—have made it to the NHD Finals in DC, including 17 students presenting nine projects in 2022 alone.

Yet the 2020–2021 academic year was a little different given the “formidable barriers” the COVID-19 pandemic created for so many students. This was certainly true for Sandra, Brent, and Kara. As their documentary progressed through each stage of the contest (Metro Chicago, Chicago

Regionals, Illinois History Day, and NHD Finals) all of their work—research, writing, media creation, editing, and meetings—had to be done virtually.

Kara said it was exhilarating and motivating to move through each stage. “It was extremely rewarding to see our hard work be recognized, because we truly gave one hundred percent in every part of our documentary.”

At the Illinois History Day contest, hosted by the Abraham Lincoln Presidential Library and Museum in Springfield, the trio's documentary received one of the two gold medals given in the group documentary category, which guaranteed them a spot at Finals. Two weeks later, during the opening days of the NHD Finals, they learned that their documentary had been selected for the Documentary Showcase at the Smithsonian's National Museum of African American History and Culture.

Learning How to Learn

At each stage of the contest, students receive feedback from Jurisson and a panel of NHD judges (history teachers, museum archivists, librarians, and professors). Jurisson works closely with students during revisions, teaching them to deepen their research, become their own best critics, and to be “frank with themselves about things they don't yet understand, or don't have sufficient evidence for.” She calls this going to the “belly of the beast.” Kara adds that Jurisson “had a really important role in pushing us to think deeply about the arguments of the Black Panther Party...”

This is part of the magic of Lab's National History Day program. It gives students the time, space, expert guidance, and encouragement needed to learn how to research, think deeply, form a thesis, and provide convincing evidence. Sandra said the contest taught her “valuable skills... like constructing scripts, doing intensive research, [and] networking.”

During the contest season, students spend months learning about their topic, but more importantly, they “learn how to learn,” Jurisson says. She sees this as a crucial part of the process of becoming a lifelong learner and a responsible citizen of a democracy.

The students' deep, nuanced exploration of topical issues “helps them learn to be thoughtful citizens who think historically and critically, dare to challenge and reevaluate even the most popular ideas of the day, and convince others to do the same when necessary.” This is how students affect positive change for themselves and their fellow citizens.

A Sacred Task

This is beautifully reflected in the students' documentary subject: the misrepresentation of the Black Panther Party (BPP) in the mainstream media of the 1960s and 70s. The media ran sensationalized stories of shootouts between BPP members and the police, yet rarely mentioned the BPP's party platform, school lunch program, youth educational programs, or sickle cell testing initiative. Also ignored were the decades of police brutality against the African American community in Oakland, California, the birthplace of the BPP, and elsewhere.

While working on their documentary, the students critically reflected on the similarities of current media coverage of the Black Lives Matter (BLM) movement. Near the end of the documentary, they made this connection clear: “Just as coverage of the BPP overwhelmingly focused on their potential for violence rather than the violence visited upon them, coverage of the recent Black Lives Matter protests has tended to exaggerate the potential for violence at various demonstrations, while ignoring the reasons why people have felt compelled to demonstrate.”

The opportunity to dive deeply into our nation's history and tell important stories like these is inspiring to students, explains Jurisson, who won the 2022 Governor's Award from the Illinois History Day Association in recognition of her excellence in history education and long-term commitment to guiding students in the NHD program.

Those who study history speak for people who may have been marginalized, ignored, or silenced. Thus, Jurisson reminds her students that they must look closely, think deeply, ask questions, and not accept as truth the first explanation they hear. She says her students are part of a generation that cares “about doing the right thing.” With her passionate and compassionate guidance, her students learn to make connections across time and space to perform the “sacred task” of speaking for the dead.

And as Brent learned, being a historian is a lifelong task with personal implications. He said the most interesting conversation he's had with his father, Kelvin Pennington, MBA'82, was learning about his family's history. In reflecting on the power of stories, his father said, “No one would ever hear these stories unless you were the one to talk about them.”

The Results Are In

Sandra, Brent, and Kara had the opportunity to perform the sacred task of

speaking for the dead at the NHD Finals.

In years past, Lab students traveled to the University of Maryland for the Finals. They stayed in the dorms with thousands of other student historians and participated in activities like visiting the National Portrait Gallery, touring the West Wing of the White House, observing the House and Senate in session, and sampling the university's famous Maryland Dairy ice cream courtesy of the agricultural school. After presenting their projects to a panel of judges and answering questions about their research methods, they would gather at the awards ceremony.

In 2021, however, students had to settle for submitting their projects to a Dropbox folder and watching the virtual awards ceremony on YouTube.

This is why Kara was sitting in an airplane, not an auditorium, during the awards ceremony. But finally, her Wi-Fi connection paid off: she got a text notification.

Second place, it read.

“I was jumping in my chair and I couldn't believe it!” Kara remembered. “Winning second place was proof that we put in our best effort to tell a story that has mostly been overlooked, and is extremely relevant to the BLM movement today.”

For Brent, the celebration was a slow burn. At first he didn't realize the significance of the second place award—the highest NHD award a Lab student has ever achieved. “Only afterwards, was I fully able to appreciate what National History Day was.” He said that he knew they were making something cool, but only in the end did he realize what they made “was way cooler” than they could have imagined.

Sandra had been streaming the awards ceremony too. She celebrated with her mother and sister when the news came in; when she called her father to tell him the news, he told her how proud he was of her. The achievement meant a lot to Sandra. She had never entered an academic contest before because she'd assumed she'd “inevitably lose.” She now says of her future, “I am confident that in whatever field I pursue I will be successful, and that my success will depend on how sure I am of myself. Now, I definitely am [sure of myself].”

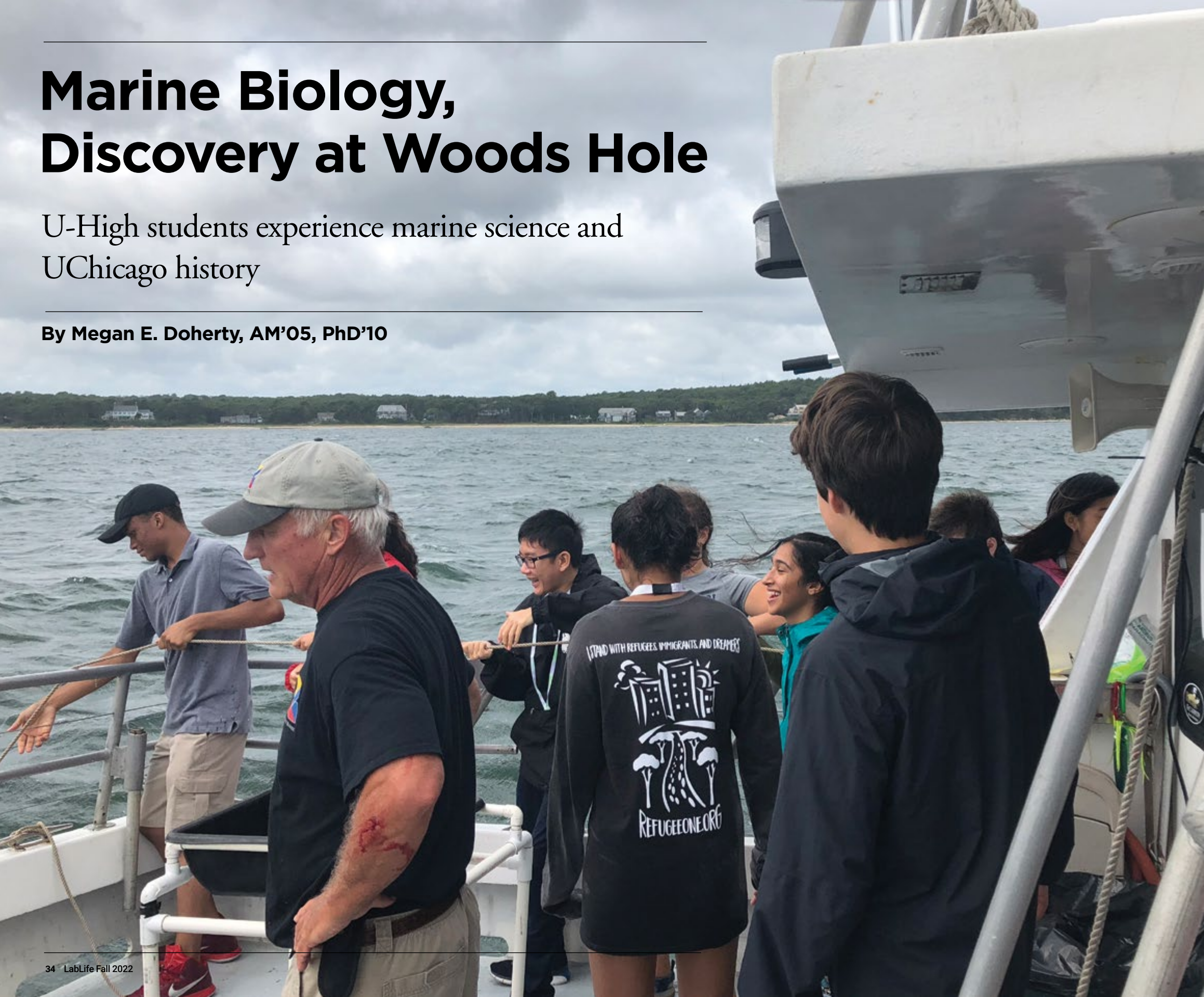


Scan QR code to view the student-produced video for this award-winning project.

Marine Biology, Discovery at Woods Hole

U-High students experience marine science and UChicago history

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



For some U-High students, it was taking a small boat out onto the ocean to see what they could resurrect from the bottom, or exploring the salt marshes, that made the most lasting impression. For others, it was the hours of microscope work and seeing plankton glow larger than life before their eyes. For still others, it was perusing the rare books collection, including one signed by Darwin himself.

This is the Marine Biological Laboratory (MBL) Field Experience, an immersive biology intensive that brings U-High students to its watery campus at Woods Hole, Massachusetts. Every year since 2015—barring a necessary hiatus because of COVID-19—approximately a dozen tenth, eleventh, and twelfth graders have spent a week at MBL being exposed to science beyond the classroom.

“Classrooms are places where facts take precedence, and often the process is reduced,” said Daniel Calleri, U-High



science teacher. “But outside the classroom, there’s plenty of space to see how science really works. It’s messy and engaging, and U-High’s partnership with MBL has created the perfect way to show students what it might be like if they were to become scientists one day.”

The Marine Biological Laboratory, an affiliate of the University of Chicago, is a standalone research institution focused on understanding biodiversity and the environment. Founded in 1888, it was led

“Then we spent time in the lab, exploring our ‘catch’ just in a way that naturalists would have done in the 1800s, when life wasn’t ‘publish or perish,’ but you could spend time just poking a sea urchin for three hours,” Calleri said.

third week of August, the Woods Hole campus, normally bustling with classes and opportunities for postdocs, becomes a ghost town—a quiet time when things slow down and resources become available again. The remaining staff and full-time researchers were only too glad for the chance to use this time to expose some bright, curious high schoolers to the nitty-gritty of marine biology science.

One of the annual highlights of the trip has been taking the students out on the *Gemma*, MBL’s collecting boat. Somewhere between the mainland and Martha’s Vineyard, they set up a small chain drag to sample the bottom of the seafloor, during which the students learn about the unique oceanography of the area.

“Then we spent time in the lab, exploring our ‘catch’ just in a way that naturalists would have done in the 1800s, when life wasn’t ‘publish or perish,’ but you could spend time just poking a sea urchin for three hours,” Calleri said.

With the help, guidance, and enthusiasm of their MBL partners, Lab students have been able to examine, sketch, and dissect specimens they’d never get to see back in Chicago. For instance, one researcher works with rotifers, one of the smallest multicellular animals, and helped Lab students look at the influence of light on their movement.

“There’s also a guy who lives there during the summer just to take care of all the Zeiss microscopes, and he thought our students were the coolest

thing since sliced bread,” said Calleri. “He was so excited to bring out a \$30,000 microscope for them to look at.”

Inevitably, these esteemed scientists wind up asking, How old are these kids? It’s a common question, said Calleri, because U-High students are a cut above what people would normally expect high schoolers to be like. “Our kids don’t approach things with any sort of shallow depth. They’re bringing the heft of what it means to be a Lab student,” he said.



While the pandemic has kept them away from Woods Hole the past couple years, they’re hopeful to resume the MBL Field Experience in 2023—and, perhaps, to expand it to two weeks.

“This type of program is just so important. Early exposure builds interest, interest builds drive, and drive makes for productive students,” said Calleri. “Going to MBL gives them the freedom to be curious, and so they all come back with a solid sense of science out there in the world.”



by UChicago faculty for the first four decades of its existence. Five of MBL’s 18 directors, including the first two, were UChicago faculty, and two of MBL’s laboratory buildings are named in recognition of UChicago scientists. Since its founding, more than 400 UChicago faculty, students, and alumni have come to MBL to conduct research or participate in summer courses as faculty or students.

When MBL and UChicago renewed their affiliation in 2013, it was a perfect opportunity to develop a summer intensive for U-High students. By the

Alumni notes

Keep in Touch

Lab Notes allows alumni to connect with Lab and fellow classmates. Please contact your class representative or the Office of Alumni Relations and Development (ARD) with any updates about yourself or friends who attended Lab. If your graduation year is without a representative, please consider volunteering to serve in this fun and important role. Please email notes, information, or questions to labnotes@ucls.uchicago.edu. Please note that ARD reserves the right to determine what is included in the publication.

1946 Class Representative
Judy Daskal
5050 South Lake Shore Drive
Apt. 1804S
Chicago, IL 60615
jdaskal@ameritech.net
773-493-8373

Class of 1947: Interested in volunteering to serve as your class representative? Email the Alumni Relations and Development Office at labnotes@ucls.uchicago.edu.

Class of 1948: Interested in volunteering to serve as your class representative? Email the Alumni Relations and Development Office at labnotes@ucls.uchicago.edu.

1949 Class Representative
Ernest J. Dunston
4 Tetilla Road
Santa Fe, NM 87508
santafe@moonrise.com
505-466-4346

40s

Classes of 1940–43: Interested in volunteering to serve as your class representative? Email the Alumni Relations and Development Office at labnotes@ucls.uchicago.edu.

1944 Class Representative
RuthAnn Johnson Frazier
9109 Walden Road
Silver Spring, MD 20901-3529
randrfraz@aol.com

1945 Class Representatives
Bud Gibbs
Apartment 19E
146 Central Park, West
New York, NY 10023-2005
bhg1cg2@aol.com
212-362-0104

Susie Stein
211 Apple Tree Road
Winnetka, IL 60093-3703
steinsj@yahoo.com

Barbara Park Hansen and Julia R. Hansen write: “We are now fully retired in Longboat Key, Florida. At 94 we do not travel very much, but enjoy the beach life on the Gulf of Mexico. Would like to hear from any oldtimers. Phone #941-383-7919”

50s

Class of 1950: Interested in volunteering to serve as your class representative? Email the Alumni Relations and Development Office at labnotes@ucls.uchicago.edu.

1951 Class Representative
Lynn Manaster Alperin
13122 Shannondell Drive
Audubon, PA 19403
lynnalperin@gmail.com

As you can see above, we managed to get our household and ourselves moved from Texas to Pennsylvania. We survived the move and are enjoying the next chapter in our lives. Please keep the news coming so we can continue to keep track of each other.

Stuart Katz and his wife Penny both retired at the end of 2018, he from his position as in-house general counsel for Heitman, an international real estate investment management firm, and she from mediating child custody and visitation disputes. Stuart remains a

professional jazz musician, however, performing recently in the October 2021 Jazz Showcase in Chicago. They live in a condominium on the Gold Coast with a secondary lake cottage in West Bend, Wisconsin and winter quarters in Los Angeles, California. Their son Steven lives in Minneapolis, practices commercial real estate law, and, like his dad, is a professional jazz and alternative music performer. Daughter Lauren, in Los Angeles, is a full time Pre-K teacher, and is simultaneously completing a master’s degree in psychology. She is also an accomplished and credentialed actress.

Despite a series of ministrokes, **Art Koff** continues to keep in touch with classmates, having lunched last year with **Nancy Lee Johnson** and communicating with **James Rosenblum** [as have I]. Art and his wife still live on the near north side of Chicago with a very well-trained little Westie, Brie.

Marilyn Vickman Lichtman is publishing the fourth edition of her book *Qualitative Research in Education*, team teaching with colleagues, and working with students from Ole Miss in Oxford, Mississippi. Her interest in art continues as she sponsors a Lichtman Speaker series at the Kreeger Museum, where she also runs the Kreeger book club. In addition, she plays bridge and Poker.

Stuart Lerman writes: Arlene and I continue to enjoy Colorado living, although she has prevailed upon me to abdicate removing snow from the driveway, and engage the services of a professional snowplow—age-related dictum! . . . Had a great phone conversation with Stu Katz a few weeks ago; he was able to contact me through my email, which was the result of your being the source—so thank you for that, in addition to your ongoing pursuit of Lab School survivors!

Bobbe Press Wolf continues her volunteer activities. She writes: I’m still keeping Seniors interested in various games and entertainment. Hugh and I have been well and our only travel is to visit his family in California and our jaunt to Middleboro. . . . I do hope this qualifies me for writing biography and reading for my book group, Scrabble group, and, of course, Wordles.

Now let’s hear from the rest of you. Let us know how you are, where you are, and what you have been doing.

1952 Class Representative
William T. Salam
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512-868-1915

Class of 1952 Reunion Update: As the 70th reunion of our 1952 graduating class approached, some of us decided to reach out to classmates for a Zoom call get together—a practical solution to the difficulties of an in-person gathering. We communicated with about a third of the class, the other two thirds have either passed or we could not find.

Together with our Zoom visit we had in our possession a 2022 “yearbook,” produced by one of our classmates and her son, containing stories and photos of our lives. Each of the 22 persons on the call contributed to this effort and the call took off from there!

It was wonderful to learn of the remarkable contributions that many of our class, living and passed, have made to our communities and the world. One classmate remarked, “I so appreciate the taking on of such a huge project and my own bio brought back a lot of fond memories of U-High and the students and teachers I knew there.” We all so enjoyed connecting with our childhood friends after 70 years.

Note: A copy of the current yearbook from the Class of 1952 is available online from the alumni office for those who may be interested in catching up with old friends.

1953 Class Representative
Cordelia “Corky” Dahlberg Benedict
885 West Stone Barn Road
Franklin Grove, IL 61031
benedictcd@hotmail.com
815-677-0093

Neil Adelman writes: After being lifelong residents, Judy and I have left Chicago. We now spend a majority of the year at our primary home in Naples, Florida, where we’ve spent the winters for many years. And we are spending the balance of the year in Denver, Colorado where our two daughters now live. We will miss the Chicago Symphony and Lyric Opera, but we are looking forward to the Aspen Music Festival and Santa Fe Opera. And I will still be cheering for the White Sox. We will get back to Chicago from time to time. And if we have any kind of 70th reunion next year (believe it?), I hope to be

there. If any of you are in either of our venues, please look us up.

1954 Class Representative
Richard Heller
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richard.heller@vanderbilt.edu
615-343-0473

Class of 1955: Interested in volunteering to serve as your class representative? Email the Alumni Relations and Development Office at labnotes@ucls.uchicago.edu.

Class of 1956: Interested in volunteering to serve as your class representative? Email the Alumni Relations and Development Office at labnotes@ucls.uchicago.edu.

Sandy Lewis writes: I have been in touch with classmate **Andrew (Andy) Beretvas, '56, SB'60, SM'62, PhD'68**, who would very much like to be in touch with classmates. Andy can be contacted at 630-541-5073 and by mail at 6659 Wheatfield St., Woodridge, IL 60517.

Class of 1957: Interested in volunteering to serve as your class representative? Email the Alumni Relations and Development Office at labnotes@ucls.uchicago.edu.

1958 Class Representative
Allen S. Musikantow
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Ocala, FL 34482
musik1@aol.com

Nicholas Sommers writes: I finally finished a book about my family's German history, *A Farewell Waltz*. The book details the difficult exodus of my mother and grandmother from Nazi Germany. It is available on Amazon or from Ingram Spark.

Class of 1959: Interested in volunteering to serve as your class representative? mail the Alumni Relations and Development Office at labnotes@ucls.uchicago.edu.

60s

1960 Class Representative
Ellen O'Farrell Leavitt
7508 North Red Ledge Drive
Paradise Valley, AZ 85253
ellen@leavittcom.com

Cass Friedberg writes: **Jim Rubovits** was in town and he, **Earl Silbar**, and **Chuck Buben**, joined Jim for a nice lunch.

Phil and Ellen Leavitt write: We went to SoCal for a reception at the home of **Sherry Lansing, '63**, to introduce the new director of the Laboratory Schools. While there, we had dinner with **Randy DeLave**, and Brooke Lauter, and **Laurie Braude**, and Lois Bostwick. Ellen also had her usual gabathon with **Wendy Grampp Tucker, EX'60**, though this one was shorter than usual at somewhere between 3 and 4 hours. In February, **Hal Lieberman** and his son David came to Phoenix and we had our Covid-delayed New Year's party, which coincided with Phil's birthday celebration. **Rich Goldsmith, Susan Goldsmith, '63, Ian Dresner**, and Carol Dresner joined us, as well as **Earl Silbar** and Sue Schulz, who were spending the month in Tucson.

1961 Class Representative
James Orr
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Chicago, IL 60614-6027
jeo@aol.com

Tobey Hiller writes: Hello all from the sizzling west (left) coast! Most recently, and since retiring from my day job, I've been writing more regularly. My two most recent books are *Crow Mind*, a book of poems from Finishing Line Press (2020) and *Flight Advice: A Fabulary* (Unlikely Books, 2021), a collection of fabulist tales. My husband Phillip Ziegler and I have four grandkids between us from our two sons, Ethan and Josh—lucky us! Two granddaughters on the Ziegler side are already in college, Vanderbilt and Stanford, and another, on the Hiller side, is college-bound this Fall, also to Stanford, while



Rick Schmidt, '61, filming a documentary with his children, Morgan and Heather

Class of 1960 Reunion



our grandson is about to enter high school. All terrific folk whose presence in our lives contributes a lot to our happiness. I'm deeply hoping, at this cusp moment, that they'll live in a green, thriving, and diverse world.

Rick Schmidt writes: Hello again, from greater New Mexico, where we residents outside of Santa Fe remain concerned about the spread of wildfires (so far we haven't had to evacuate!). It seems every part of the US has some kind of challenge lately, so we aren't really that special, but good luck to everyone on making the best of summer '22, whatever comes!

On another (certainly happier) note, the documentary on myself and my Penguin how-to book, *Feature Filmmaking at Used-Car Prices*, that I previously mentioned in "Notes," is now underway. In mid-November, after loading some heavy boxes of my original film printing elements into an RV—The Academy of Motion Picture Art and Sciences will archive them—my grown son and daughter took me on a roadtrip to deliver the films in LA, stopping at my previous filming locations along the way. I got to discuss "the making of" in places like Death Valley Junction, where Morgan and I had filmed the now-departed legend, Marta Becket, for our feature *My Bounty Hunter*. My son Morgan (he's the production company, Filmsight), and daughter, Heather, Morgan's co-director (she's a V.P. executive/producer at Skydance Studios, home of the new *Top Gun* hit), have shot and cut a short preview from that excursion, entitled "The Godfather of Punk Cinema," to help them secure completion costs. It also features Kevin Smith on-screen (writer/director of *Clerks*), who credits my book with starting his career, plus Vin Diesel with his nod to my book—his mother bought him a copy and it helped make his breakthrough feature. So we're off to a good start! I've been blessed to have inadvertently birthed this amazing "film family," and look forward to reporting back once the full doc is up and running. Wish us luck!

Class of 1962: Interested in volunteering to serve as your class representative? Email the Alumni Relations and Development Office at labnotes@ucls.uchicago.edu.

Joan Brown Bivin writes: At U-High ("..high & mighty.."), I was taught to reason, think critically, and problem solve—to be curious! I did not appreciate the great value of that until years later, and certainly now, with a pandemic, and much craziness to negotiate. My favorite class, singing in Jimmie Shanties, has continued with Community Choruses, in TX, OH and CA.

My medical education has proved most useful too. I have been an embryologist, a horse breeder, a snow skier, a cookware salesperson, a feed/hardware/lumber salesperson, a website developer, and a videographer (filming and broadcasting).... A restless mind, you say! I am just no good at being a couch potato. BUT THE BEST JOB OF ALL, IS BEING A MOM!! My son is now a very busy Director of Nursing Services for a group of Community Clinics in LA County.

Now, looking back from Oceanside, CA, I have learned to appreciate people, in all their many fascinating variations. It's important to counterbalance all the hatred in the air, with as much love and kindness as we can spread!

1963 Class Representative
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Lancaster, PA 17601
david.stameshkin@fandm.edu
717-341-5188

1964 Class Representative
Robert Friedman
720 Appletree Lane
Deerfield, IL 60015
rfriedman@bensman.com
847-945-6933

Doug Matthews writes: Doug Matthews has completed the publishing of his 118th academic book. Over the last 25 years, Doug has commissioned expert K12 teachers to write, in their areas of



Doug Matthews, '64, at the time of graduation and currently

expertise, complete curriculums for teachers with new assignments. These teacher manuals include course syllabus, pacing guide, detailed daily lesson plans, editable PowerPoint class notes to prep students for their activities and then editable assessments. Essentially, everything is included that a teacher needs beyond a textbook to successfully teach a subject for the first time. His manuals serve schools in all 50 states and 87 countries and offered as professional credit courses at two universities. Doug is also the creator and webmaster of the 1964 class website, uchicago-lab-school.com. Doug can be reached at doug@teaching-point.net or 904-868-9343.

Jo Ann Rothschild writes: I just published *Then and Now, Now and Then: Unstretched Canvases, 1989-2006* with a wonderful essay by Susan Stoops (former curator at the Rose Art Museum, Brandeis University and the Worcester Art Museum). For more about my work and links to books, visit my website www.joannrothschild.com.

Class of 1965: Interested in volunteering to serve as your class representative? Email the Alumni Relations and Development Office at labnotes@ucls.uchicago.edu.

Colette Camelin writes: May 16th, 12:15 Café Le Bouillon Racine (Paris 5e) **Bill Block '67** meets Colette Camelin (at Lab 64-65), first time after 56 years! They were both exchange students (American Friends Service Committee): Colette from France to U-High (64-65) Bill to Lycée Paul Valéry (65-66). What did we talk about? Friends we had at the time, Chicago, Paris, U-High and Lycée Paul Valéry. For instance, Colette met Len and Marian Despres on the steps of the cathédrale de Reims: "We had lunch together each year when they came to France (Len had studied in the Lycée Henri IV in Paris during World War 1). We visited together several places in Paris, Troyes, La Rochelle, Ile de Ré." In his last letter Len wrote: "I am a hundred and one and I vote for Obama." As they were friends of Bill's parents, they often gave news... Colette insisted: the experience of U-High has fed me all my life as a professor and John Dewey has been more and more helpful in my life: "No person's fate is sealed by an antecedently given character, talent, or social role." It took me a while to practice "experimental inquiry" as the

Colette Camelin, '65, and Bill Block, '66, in the spring of 1965 at U-High



burden of stiff theories has been so heavy in France. Bill was struck by the fact that the exchange experience left us convinced that many paths were open to us, and that has proven true. Bill as lawyer, coordinator of efforts to end homelessness, federal official and now funder of research, Colette as professor of literature in the University of Poitiers and now a leader of an effort to connect literature, and the experiences it gives readers, with the empathy we will need to address climate change. Although we are both "retired," we have not retreated.

Paula Schiller writes: After living in Australia for 25 years, I have returned to Midwest—Spring Green, Wisconsin to be exact. I have a lovely, slightly decrepit farmhouse on a quiet corner lot. I've turned the parlor into an art gallery for my work. In Oz, I acquired another BFA, this time in painting, and became a "professional" artist. After a bumpy re-start here, I am painting and showing my work in Madison and I'm on two Driftless Region art tours. But wait, that's not all. My dining room has become a music studio/rehearsal area where my upright bass lives. I started playing my several basses with local "uke" and string groups. When I play bluegrass and "old timey" music on the upright, I think of listening to the "Midnight Special" on WFMT. When I play "The Weight" on the Fender, I think I'm ridiculous. If anyone is in the area, stop by to see the gallery. Check my website: www.paulacschiller.com.

Class of 1966: Interested in volunteering to serve as your class representative? Email the Alumni Relations and Development Office at labnotes@ucls.uchicago.edu.

Joey Kening writes: A poem titled, *A mad woman*

She runs
holding nothing
everything

together
She kneels
in her backyard garden
smiling
every afternoon
Her jeans are faded and soft
Her legs are strong,
turned out at the hip
like a dancer
She stands,
ready to move
at a moment's notice
Repairing the world
is an everyday job, requiring
ordinary skills
extraordinary patience
and a healthy dose of gumption
moxie
chutzpah
love
Madness

Stewart Herman writes: A volume of my father's letters home from his time in Berlin (1939–1940) has just been published (*A Cold, Descending Fog*), along with an account of his travels through the Baltics, Finland, and Norway just before war broke out (*Going to Extremes*). Both are available as print and e-books on Amazon. Four more volumes to follow, from his student days in Germany up through his time with the OSS in London (1935–1944). That editorial work pretty much constitutes my retirement, as I continue a long recovery from a double lung transplant and complications.

1967 Class Representative
Barry S. Finkel
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bsfinkel@att.net
773-445-4112

Ellen Beigler Sanpere writes: The St. Petersburg Yacht Club honored my husband and me for our accomplishments in yachting activities in 2021.



Artwork by Joey Kening, '66, Beach Blanket Yoga

Ellen Beigler Sanpere, '67, and husband, Tony, in Palermo, Italy, for the Hansa World Championships for Para-World Sailors



I have been a sailor since before birth and active in sailing competition since 1967, on Lake Michigan, Chesapeake Bay, and the Caribbean. As a live-aboard cruiser, 1994–2010, I wrote many articles about sailing and destinations for several sailing magazines, a fun way to support my photography habit. After many years of sailboat racing, I switched sides to race management, serving on race committees from Venezuela to Nova Scotia, mostly in Chicago and the Caribbean. This July, you'll find me on the Chicago Yacht Club's Race to Mackinac, starting boats from a mile east of Navy Pier and taking finish times on Mackinac Island.

Last October, I accompanied my husband Tony to Palermo, Italy, for the Hansa World Championships for Para-World (disabled) sailors. Braving COVID, we were the only North Americans there, though 25 countries on 5 continents were represented. The Para-World competitions arose after sailing was dropped from the Paralympic program. See also: www.sailingscuttlebutt.com/2021/10/05/growth-continues-for-para-world-sailing/

1968 Class Representative
Richard Dworkin
Apartment 24
130 West 16th Street
New York, NY 10011
richard.dworkin@gmail.com
212-366-6636

Robert McCullough writes: Please find this article from the NYT, with my quotes and the announcement of my testimony in the U.S. Senate Commerce Committee on oil and gasoline issues, here: <https://www.nytimes.com/2022/05/31/business/energy-environment/florida-power-light-electric-line.html>.

1969 Class Representative
Kelley Anderson
ceprmail@att.net

Members of U-High Class of 1970 hosted a reunion via Zoom



70s

1970 Class Representative

Hannah Banks
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Newton, MA 02459
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617-.236-.1876
banks.hannah@gmail.com

Mark Seidenberg writes: I was featured in the *New York Times*, “How Eric Adam’s Struggle With Dyslexia is Shaping His Mayoralty.” Mark Seidenberg, a cognitive neuroscientist and reading expert at the University of Wisconsin-Madison, said that all students could benefit from better reading instruction. “The research is very conclusive about the importance of teaching children how to make the connections between print and spoken language, which is what we call phonics,” he said. “It has been overlooked in American schools for a long time.”

1971 Class Representative

Susan Meltzer Yost
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susanyost8@gmail.com
614-231-9435

Jonathan Harrison writes: The 50th reunion of our Class of 1971 was commemorated by an online audiovisual event which, regrettably, I was unable to attend due to the time difference and my work schedule. I have been an attending physician in the hematopoietic transplant program at Tel HaShomer hospital, located just outside Tel Aviv. Medicine is socialized in Israel, and although human biology is essentially universal, the culture of medicine is very different in Israel as compared to the States. While at Tel HaShomer, I have contributed to and served as the editor of a book reviewing a relatively uncommon group of diseases, amyloidoses, published this February. There is no doubt that the education at Lab, and the spirit of inquiry to which we were exposed, has informed my own approach to biological investigation, and its practical

application to human disease, and shaped the course of my life, much as the experiences at Lab fundamentally impacted the lives of all our class.

1972 Class Representative

Colin Smith
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colinmbsmith@gmail.com
831-818-1455

1973 Class Representative

Kevin Spicer
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1122 Chelsea Avenue
Santa Monica, CA 90403-4656
uofclabschool1973@gmail.com
310-315-1833

1974 Class Representative

Dan Kohrman
3606 McKinley Street NW
Washington, DC 20015
dkohrman@aarp.org
202-966-2445

Jane Barrash writes: Hello from Minneapolis! Wow it’s been an intense couple years for everyone globally and Minneapolis has certainly been a hot spot. I am in my 38th year with Continuum Center, challenging status quo assumptions about the nature of brain, mind, and reality through training programs, speaker series, films, and exhibits exploring consciousness, human capacity, and the interconnectedness of life.

Last year we completed the final 24 panels of our new 70 panel Continuum Exhibit on Consciousness—a 40+ years’ later update and modification of the original Continuum Exhibit that broke all attendance records at the California Museum of Science and Industry in LA in 1978. (Over 2M visits in less than a year.) The first 34 panels of the new exhibit came to the Corvus Gallery in the Gordon Parks Arts Hall at Lab/ U-High for 10 days end of Feb – early March 2020 (after starting its tour in 2019 in Minneapolis and St Paul).

Panels 1-21 (best if viewed on a larger-than-phone screen): <http://online.anyflip.com/rmwi/bror/mobile/index.html>

Lauren Moltz, John Clement, and Andy Davis came through, community members, and teachers who brought their classes. U-High neuroscience and behavior teacher, Sharon Housinger, brought three classes through and I spoke in her class about our Discovery of Self (DoS) training program and curriculum.

I developed and have been teaching DoS formally since 1991 when I contracted with Minneapolis Public Schools (MPS)

to bring it to a school in North Minneapolis for the bottom 3% of emotionally/behaviorally disordered middle and high school students. North Mpls is the high crime, violence, and poverty neighborhood of Minneapolis. South Minneapolis where George Floyd was murdered is not generally known for what more likely goes down in North Minneapolis.

DoS is a mindset and human capacity development program that has gone to Fortune 100 executives as well as to Native American reservations and the worst slum of Rio. In fall of 2013 I was invited to bring DoS to Minneapolis North High school to work with the boys’ basketball team, the Polars, who were in last place in the city. MPS had tried to shut North High down because of a 35% grad rate and in 2013 there were only 165 students in a school that had 1,200 back in the 50s and 60s. (Up until the race riots...the worst in the country. The National Guard was brought in.)

I had the boys 2 hours a week for the classroom material and ran them through my brand of pregame locker room drills. The first season they went from worst to first and by year three they were state champions with a 95% grad rate. We made a documentary that covers eight years and many unexpected developments and surprises like a skating show with some of the Polars performing on ice with a girls’ synchronized skating team from a wealthy suburb. They skate to Earth, Wind, and Fire, “Fantasy.”

Turns out one of my Polars who also played football went on to get drafted by Tampa Bay and sent in a video message from training camp acknowledging the impact of what he learned, and the mom of a family followed in the film, just became president of NAACP-Mpls and speaks of the global potential for systems change.

We screened the finally finished film last month and **Cathy Boebel** (now Grotenhuis), came with her husband, Steve! We got a great response and with the completion of the film and exhibit, Continuum Center occupies a unique space in which many needs and benefits converge. Challenges in education, healthcare, mental health, addiction, corrections, and more can be met when people are ready to move out of conventional boxes. This space is in a different paradigm, the needed shift of consciousness Einstein referenced when he said, “Major problems can’t be solved with the same consciousness that created them.”

True North: Science, Streets and Skating Rinks of Optimism

9 min trailer: <https://vimeo.com/693704306>
Full 52 min film:: <https://vimeo.com/717962443>

When it comes to racial justice and equity, Minneapolis is now iconic and the twelve-foot structure that was erected at what became the George Floyd memorial site has become an iconic symbol. Jordan Powell Karis who led its construction and installation was a high school dropout struggling with the death of his father from diabetes when he went through DoS in 2014 and feels it gave him a framework to create a meaningful future. He gained a lot of confidence and tools, natural antidotes to depression, anxiety, and anger.

We recorded Jordan in a conversation with two other Black men who went through DoS about how they navigate and even transcend or defuse racism. A discussion on racism and an inside-out response (12 mins) <https://vimeo.com/538878753>

It’s my hope there’s a growing awareness that the operating assumptions upon which our failing institutions are built are themselves flawed, and a heightened receptivity to a new model of and approach to what it means to be fully human.

1975 Class Representative

Goddess Simmons Drew
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hmassaquoi@lewisunday.com
313-510-7721

1976 Class Representative

Stuart Field
1609 Blue Sage Drive
Fort Collins, CO 80526-3714
stuart.field@colostate.edu
970-219-5364

Richard Nayer writes: Thank you to U-High for my Hall of Fame sports award in Track and Field.

I am in a new movie release on most streaming platforms in *The Walk of Rufus* as the Don La Bianca, mob boss. In the first movie, *Lil Ceaser*, I play the same character. We reached over a billion streams on the Maverick Entertainment platform. I am now the Don in the third trilogy movie, *Theodis*. To be released next year.

John Vita writes: I hope everyone is well. All is well with the Vita family in Wilmette. Still working in public relations, writing music, golfing and riding my scooter (Vespa, not mobility!). I have enjoyed staying connected to the University of Chicago by helping with the Job Shadowing Program, discussing with students how public relations works. Always happy to get together with classmates on the North Shore —

hope the alumni society restarts the planned in-person gatherings.

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

Rachel (Aliber) Duffy writes: Members of the Class of 1977 enjoyed a lovely evening together to celebrate our 45th reunion. We look forward to gathering again in five years with even more of our classmates.

1978 Class Representative

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1979 Class Representatives

Karl Wright
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Jessica DeGroot
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jdegroot@thirdpath.org
215-471-5767

Hans Massaquoi
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hmassaquoi@lewisunday.com
313-510-7721

Class of 1979: Thanks to the initiative of Karl Wright and the incredible hospitality of Rachel Kligerman, the Class of 1979 held a mini-reunion in Glen Ellen, CA in May of 2022.

Celeste Alexander writes: I am too young to be a grandmother and a self-proclaimed “data nerd” working as the Director of the UT Education Research Center.

Clarence Bourne writes: I left banking after 23 years to join Loop Capital Markets as an investment banker. I support a lot of worthy causes including creating a scholarship program in his mom’s name at Hearst Elementary School.



Members of the U-High Class of 1977 gathered together for a private dinner to catch up

A few members of the U-High Class of 1979 gathered together thanks to the hospitality of Rachel Kligerman, for a mini-reunion in Glen Ellen CA in May.



Jessica DeGroot writes: Teaching the world—long before the “great resignation”—through her nonprofit ThirdPath Institute the power of redesigning work so we have time to care for our children, aging parents, and communities.

Grace Fooden writes: I am a successful business woman and entrepreneur and soon to be married to the nicest guy. Derrick Ford writes: I have two 14-year-old twins. Additionally I work for the Department of Homeland Security and participate in community service.

Harry Gray writes: I have retired from teaching music, but am continuing to make music including rock, folk, jazz, and classical as well as private and elective teaching.

Don Hannah writes: I am a ‘full time creative’ who owns and operates his own photo studio in North Hollywood, California.

Liz and Carl Harberger write: Yes! We were high school sweethearts and still going strong. Liz is a successful business woman, Carl an architect considering living spaces for multi-generational households.

Rachel Kligerman writes: My husband and I own a research and strategy company called Insights Straight Up and a house that just barely avoided the devastating fires we’ve all read about.

Sally Newcomb-Field writes: I work in healthcare and did a tireless job making sure the resources we needed to get through a pandemic were distributed to hospitals.

Liz Takeuchi-Krist writes: I bought a dive bar in Sonoma with my partner featuring live music and craft cocktails made from fruit growing in the old orchard out back.

Alex Turner writes: I work with complex transformation and transfer of huge data sets, and hope to use this expertise when I retire to help run big climate change models.

Karl Wright writes: I’m lucky to be one of the few actors during

lockdown who actually worked on several TV projects including *Star Trek: Picard!*

80s

1980 Class Representative

Rhonda Gans
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312-645-0248

Joyce Maxberry Malliet writes: Joyce Maxberry Malliet ’80 was named Chief of the National Security Unit of the U.S. Department of Justice’s U.S. Attorney’s Office for the District of New Jersey. She previously served in the Special Prosecutions Division and Securities and Health Care Fraud Unit. Before Joyce’s work at the U.S. Attorney’s Office, she was a chief operating officer/general counsel for a New York non-profit and was a litigation partner with a Chicago law firm.

1981 Class Representative

Paul Robertson
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Chicago, IL 60619
pjr4@nih.gov
773-667-4012

1982 Class Representative

Eliza Tyksinski
237 Orchard Drive
Oregon, WI 53575
ejfamjam@gmail.com
608-334-2795

1983 Class Representative

Cheryl Buckingham
csamp2002@yahoo.com

Kumari de Silva writes: I submitted a prose piece to the spring issue of *Equinox* magazine and I ended up winning the first prize! *Equinox* Biannual Journal | hotpoet. They took two of my pieces but the one that won a prize was titled, *Train of Thought*.

1984 Class Representative

Susan Mack Taple
drsusantaple@gmail.com

Courtney Crockett writes: Fabio Ferrari & Sarah Karl Schroeder both of ’87, Stuart Rhoden ’88 and Carmen Mitchell ’89 connected last year to create the digital media project, Experiments in Utopia, about the Hyde Park/ Kenwood neighborhoods. EIU is a collaborative publishing and community outreach project using storytelling, interviews, and other creative means to amplify and empower diverse voices as told through our remembrances. Beginning with the 1980s, we seek to expand to more timelines as the project progresses. We want to hear from you!

Find us to like, read, or contribute at <https://www.facebook.com/experimentsinutopia>.

Sarah (Allen) McQuaid writes: After such a long fallow stretch of not being able to tour due to Covid, it’s been really lovely to be back on the road again with my new album *The St Buryan Sessions*, which was recorded live in lockdown in St Buryan Church, just up the road from where I live in rural West Cornwall, England. The album was released in October and has been getting great reviews from critics on both sides of the pond! Sadly I won’t be getting over to the USA this year but am hoping to do so in fall, 2023. Fellow Labbies, if any of you get over to southwest England, please do look me up!

Susan (Mack) Taple writes: Our 40th Reunion is in 2024. Debbie Rhone Shepard, David Okita, Antonio Cibils, and I are working together to make it fabulous and we hope everyone will attend. If you want to help with the reunion please contact any of us.

1985 Class Representative

Anjali Fedson Hack
fedsonhack@gmail.com

1986 Class Representative

Sam Perlman
P.O. Box 652
Baileys Harbor, WI 54202
samplermandoorcounty@icloud.com

1987 Class Representative

Barbara Harris
harriswoodard@gmail.com

David Nasatir writes: 2022 has been a busy year for the Nasatir family. Dave has assumed the reins as chair of his law firm, Obermayer Rebmann Maxwell & Hippel, LLP, and was elected chair of the Pennsylvania Convention Center located in Philadelphia. Residing in Lafayette Hill, PA with his wife Dara and their four kids, a great deal of time is being spent assisting daughter Hope as she begins to look at colleges to attend. Son Leo

Part of the digital media project, “Experiments in Utopia,” put together by Courtney Crockett, ’84, with Fabio Ferrari & Sarah Karl Schroeder both of ’87, Stuart Rhoden, ’88, and Carmen Mitchell, ’89



(14) is focused upon acting and completing middle school. Oliver (11) is entering middle school and playing basketball. And Grace (4) is just having fun. Dara is also juggling working for an appellate court judge as a law clerk, and the family has been trying to sneak away to their condo on the New Jersey Shore whenever they can find a free weekend.

Class of 1988: Interested in volunteering to serve as your class representative? Email the Alumni Relations and Development Office at labnotes@ucls.uchicago.edu.

1989 Class Representative
Mekeda Johnson-Brooks
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773-783-0445

90s
1990 Class Representatives
Dan Kirschner
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River Forest, IL 60305-1710
dsk@corboydemetrio.com
312-346-3191

Tara P. Shochet
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319-354-0893

1991 Class Representative
Mariann McKeever
mariannmckeever@comcast.net

1992 Class Representative
Shrunali Rai
shrunali@me.com

1993 Class Representative
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Silver Spring, MD 20902
alanheyman@gmail.com
202-468-9554

1994 Class Representative
Michelle Maffia Tarkowski
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1995 Class Representative
Dan Hartley
dhartley@alum.mit.edu

1996 Class Representatives
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shikatz@hotmail.com

Elena Arensman McPeak
elena.mcpeak@gmail.com

1997 Class Representative
Win Boon
10433 Lochmere Court
Fort Wayne, IN 46814
win.boon@gmail.com
260-616-1022

Class of 1998: Interested in volunteering to serve as your class representative? Email the Alumni Relations and Development Office at labnotes@ucls.uchicago.edu.

Todd Belcore writes: I’m from the Class of ’98 and, with the support of fellow Labbies **Chase Chavin, ’97** and **Dr. Anthony Williams ’98**, we, through the vehicle of the non-profit I co-founded with fellow ’98 lab alum **Emile Cambry**, are:

- Addressing healthy food, healthcare and resource deserts in Chicago, St. Louis, Baton Rouge and small town North Carolina by uplifting Black and distressed farmers and producer sellers and bringing free Farmer’s Markets (with fresh, healthy produce), COVID-19 vaccines, baby formula, diapers, and PPE to the “backyards” (to central, easily accessible sites local to their communities) of communities in need (delivering items to those unable to get to even the convenient sites established);

- Reviewing submissions (final deadline to submit films is July 15) for our 11th Annual International Social Change Film Festival that feature art of all kinds, subject matter experts, filmmakers, influencers, and activists from

all over the world (taking place virtually and likely be in-person in 3 cities (Chicago, Atlanta, and Los Angeles); and,

- Celebrating successfully creating and changing laws in Illinois that now:

- Provide a safety valve that allows judges to give a lesser sentence than a mandatory minimum when justice requires;

- Improve transparency in policing by increased access to officer conduct files;

- Impact police accountability by addressing issues when police misrepresent facts on police reports or fail to properly maintain or utilize their body cams;

- Modernize the use of force standard and duty to intervene to prioritize preserving life;

- Strengthens the rights of the detained so people can have swifter access to their phone call (1 hour) and counsel (12 hours);

- Increases protection for whistleblowers who fear retaliation

1999 Class Representative
Katherine Le
katherinele@yahoo.com

00s
2000 Class Representative
Tiago Pappas
1501 West Jackson Blvd.
Chicago, IL 60607
tiago.pappas@gmail.com
773-330-8583

Mary Christina (Oxtoby) Szafranec writes: I’m now a stay-at-home mom and preschool teacher in River Forest. I’ve enjoyed reconnecting with **Arielle (Levin-Becker) Harrison** and **Lucy Biederman, ’99**, this past year.

2001 Class Representative
Greg Kohlhaagen
gkohlha@gmail.com

Class of 2002: Interested in volunteering to serve as your class representative? Email the Alumni Relations and Development Office at labnotes@ucls.uchicago.edu.

Julia Betley writes: I recently joined the Warner Records family as SVP, Creative Sync Licensing, where I am leading a creative team to secure the placement of music across the Warner Records

roster in film, TV, video games, trailers, and promos. I spent over a decade at RCA doing similar work and building my career and relationships with artists. Here are two links to the announcement: <https://www.musicbusinessworldwide.com/julia-betley-joins-warner-records-as-svp-of-creative-sync-licensing/> <https://hitsdailydouble.com/>

Daniel Levin-Baker writes: I published my second book, *What’s Good: Notes on Rap and Language*, a few months ago. A nice *NYT* review—“A Celebration of Rap, and a Shrewd Study of Its Lyricism”—was printed on Feb. 1.

2003 Class Representative
John Oxtoby
joxtooby@gmail.com

2004 Class Representative
Marcelo Pappas
marcelopappas@gmail.com

Darja Djordjevic writes: Following a year of teaching and mentoring at Harvard, as well as online at the University of Global Health Equity (UGHE) in Rwanda, and working in the nonprofit sector in Boston, I am now a child and adolescent psychiatry fellow in New York. I remain an Adjunct Assistant Professor in the Department of Humanities and Social Sciences, at UGHE, a 2021–2022 Fellow of the American Psychoanalytic Association, a 2022 Fellow of The Coaching Fellowship program, and a Faculty Fellow at Brainstorm: The Stanford Lab for Mental Health Innovation. My parents remain active Hyde Parkers, and I visit Chicago regularly. My mother, Nada Petkovic, remains a full-time faculty member in the Department of Slavic Languages & Literatures at the University of Chicago.

2005 Class Representative
Mark Berberian
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Chicago, IL 60647
berberian3@gmail.com
773-348-7233

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

2007 Class Representative
Molly Schloss
molly.j.schloss@gmail.com

2008 Class Representative
Victoria Rogers
victoriamrogers@gmail.com

Josephine Mintel, ’09, with a backdrop of Sarajevo, Bosnia and Herzegovina



2009 Class Representative
Jaya Sah
jaya.t.sah@gmail.com

Josephine Mintel writes: Some of my adventures over the last two years have included earning a graduate degree from the University of Chicago Committee on International Relations and spending a year living in Sarajevo, Bosnia and Herzegovina, on a Boren Fellowship. The Boren Fellowship is an award from the United States National Security Education Program and is part of preparations for a career in public service.

While living in Sarajevo, I improved my Bosnian/Croatian/Serbian language skills and continued academic research related to the Western Balkans, particularly the divided public education system. I also continued running, a sport I learned from Bud James and Deb Ribbens at Lab, and became a member of the Transatlantic Writers’ Group, the Wilson Center’s Global Europe Program to promote young thinkers and writers. I became interested in transatlantic policy and international relations while obtaining my first master’s degree in neuroscience from Georg-August-Universität Göttingen in Germany. I then joined the United States Peace Corps in Kosovo where I lived with a host family for two years, teaching English and violin performance in the rural Serbian enclave village of Laplje Selo in the Gracanica Municipality.

10s
Class of 2010: Interested in volunteering to serve as your class representative? Email the Office of Alumni Relations and Development at labnotes@ucls.uchicago.edu.

2011 Class Representative
Rachel Sylora
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2012 Class Representative
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2013 Class Representatives
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Amartya Das
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2014 Class Representatives
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Boluwatife (Bolu) Johnson
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2015 Class Representative
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2016 Class Representative
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2017 Class Representative
Jonathan Lipman
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Class of 2018: Interested in volunteering to serve as your class representative? Email the Alumni Relations and Development Office at labnotes@ucls.uchicago.edu.

2019 Class Representative
Alex Pietraszek
apietraszek@uchicago.edu

20s
Class of 2020: Interested in volunteering to serve as your class representative? Email the Alumni Relations and Development Office at labnotes@ucls.uchicago.edu.

Class of 2021: Interested in volunteering to serve as your class representative? Email the Alumni Relations and Development Office at labnotes@ucls.uchicago.edu.

Class of 2022: Interested in volunteering to serve as your class representative? Email the Alumni Relations and Development Office at labnotes@ucls.uchicago.edu.

In Remembrance

Staff

ELAINE ROBISON
Secretary, U-High School office, 1956–2022



Elaine Robison, secretary in the U-High school office, died on the morning of July 12, 2022. She joined Lab in 1999 and was a cherished member of our community, bringing joy and warmth to the scores of high school students, parents, teachers, and colleagues that she worked with daily.

She was born on May 14, 1956 to Freddie and James Cleveland. She was the middle child of three daughters and received her formal education at Lucy Flower High School.

She received the Holy Ghost at a young age at Christ Temple Apostolic Faith Church under

the leadership of the late Dr. D. Rayford Bell. After the passing of Bishop Bell, Elaine remained a faithful member of Christ Temple under the pastorate of Bishop Warren J. Hoard and, currently, under Elder William Henley.

Her purpose in life was to lift up the name of Jesus to edify God’s people through her ministry. She toured nationally and internationally, traveling throughout the United States and Canada and to Paris and London. For three consecutive years, she accepted an invitation from the US government to perform for our troops in Kosovo, Macedonia, Bosnia, and Germany. She also performed at the Chicago Gospel Festival in Grant Park for two years in succession and hosted the Gospel Brunch for the world-famous Chicago House of Blues for over 15 years.

She leaves behind her husband William “Joe” Robison; two daughters, Tasemika (Tasha) Butler and Kasey Robison; one son, Joey Robison; and a special daughter, Vivian Phillips.

In Remembrance

Alumni

JUSTIN SE GEUN LIM, '21



Justin Se Geun Lim, '21, passed away at age 19 on May 17, 2022. He was born and raised in Chicago and is survived by his mother, Peggy, father, Yung Bong, and older brother, Jake, '19.

Justin was a "Lab Lifer," starting at the Woodlawn campus in 2006. He graduated in 2021 and entered Princeton University as a member of the Class of 2025. He had planned to study Operations Research and Financial Engineering and work in the world of finance.

Outside of his intellectual curiosity and academic achievement, Justin had a passion for tennis, was a devoted player during his years at Lab, and is remembered as an exceptional teammate and loyal friend. He was also an avid spectator of the game and developed a photographic recollection of a wide array of statistics over the years.

At a memorial service held by Lab on May 26, family, friends, and classmates lovingly remembered Justin's compassion and humor, whether he was in the classroom, on the tennis court, or co-leading Ethics Bowl and Young Life.

Please scan here for information about memorials established in Justin's name, a link to Justin's Kudoboard tribute page, and additional contact information for the family.



David L. Blumberg, '43

David Blumberg passed away in March 2022.

Ernest J. Dunston, '49

Ernest Dunston is survived by his wife, Jane Dunston, and by his two sons, Scott and Douglas (Sue) Dunston. He was born in Vienna and died in Santa Fe, New Mexico. "Ernie" came with his parents to Chicago at the age of five. He was ready the following year to enter the first grade of the University of Chicago Lab School. In the 7th grade he entered the High School, as it was then, and completed High School after four years, in 1949. He went on to the Four Year College of the University and graduated with a Bachelor of Arts degree in 1953.

From there he spent time in the University of Chicago Business School, where he majored in Marketing. Noteworthy of his character, Ernie was a member of the Fencing Team during college time.

His professional life in Chicago was in marketing, management, and administration; these occupations were in both corporate and advertising positions. His last job was as a senior vice president of a start-up investment management firm in Chicago. Last of all was a shorter period working for a non-profit firm, Urban Gateways.

Ernie and Jane chose to retire to Santa Fe, New Mexico, a great place to retire. There Ernie became an expert in Native American Art, and especially pottery. Santa Fe is today a center for the pottery of several tribes. Ernie became fond of the Museum of Indian Arts and Culture in Santa Fe, and he became a Docent there, a job that he loved.

Ernie was devoted to his Lab School Class of 1949, and he was our class representative for many years. Those of us still from that class are grateful for his efforts to keep us informed over the years. May he rest in peace.

Obituary provided and written by Richard Benedict Allin O.S.B.

Allan Metcalf, '57

Professor Emeritus of English and Journalism, 46-year esteemed faculty member of MacMurray College, beloved teacher to tens of thousands of students, author of eight books on the English language—including an entire book on the word "OK"—lover of all words great and small, written and spoken, from prose to songs to sonnets, loving Father of four and Grandfather to seven more, Dr. Allan Albert Metcalf lived a life that was far better than just "OK."

The first chapter of Allan's story began April 18, 1940, in Clayton, Missouri. A smiling, happy, bright

little boy, he was the first child of George Joseph Metcalf from Jacksonville, Illinois, and Mary Ellen Stephens of Springfield, Illinois. As a toddler, he moved with his family to the Hyde Park neighborhood of Chicago, where his Father, also a Professor, accepted a faculty position at the University of Chicago. As a boy, Allan embraced all things in his new big city environment, including the Chicago Cubs, his favorite baseball team. Younger brother Robert Harker Metcalf joined the family in 1943. Although, to Allan's surprise, "Bobby" was somehow born a St. Louis Cardinals fan. Nevertheless, their lifelong love of baseball, as well as their brotherly love, has never waned.

Young Allan quickly became a student of life. He spent his days with his nose buried in books at the University of Chicago Laboratory Schools, and weekends roaming the halls of The Museum of Science and Industry, which he often said "contained a wealth of free knowledge" just a few blocks from his home. Allan inherited his Mother's love of music, and for fun, formed a barbershop quartet boy band. While never achieving fame for his singing, he did become an Eagle Scout, winning "The Order of the Arrow," the highest honor a Boy Scout can achieve. In 1957, it was no surprise that Allan was the Valedictorian of his High School.

Higher learning called and Allan headed East to the Ivy Leagues, deciding to pursue a major in mathematics at Cornell University in Ithaca, New York. But he quickly discovered he had a greater passion: he loved words more than numbers, and the rest is history. Allan became the Editor in Chief of the Cornell Daily Sun, and as a young reporter, soon found himself face-to-face with some rather famous interview subjects, including President John F. Kennedy and Dr. Martin Luther King Jr.

After graduating from Cornell in 1961, Allan received a year's fellowship to study at the Free University of Berlin. He arrived just as the East Germans started building the Berlin Wall. Not wanting anything to get in the way of his scholarship, Allan returned to the U.S., switching coasts to the University of California, Berkeley—just in time for the Free Speech Movement. What more could a lover of language ask for while working on his PhD? The love of his life. While there, he met and charmed a beautiful California girl with his recitations of Shakespearean sonnets. It worked, and Teri Flynn soon became his wife and the mother of his four children: Stephen Joseph

Metcalf, David Harker Metcalf, Michael Bailard Metcalf, and Sara Susanne Metcalf.

After settling in Southern California, Allan began his faculty career at the University of California, Riverside. But the Fates conspired and a unique opportunity arose. He was invited to become Chair of the English Department at MacMurray College in Jacksonville, Illinois, the same institution his Great Grandfather, Joseph R. Harker, had served as long-time President and his Grandfather, Albert C. Metcalf, had served as Registrar.

Allan returned to his home state as a tenured Professor of English and Journalism. And in between teaching rhetoric, he added more titles to his resume, including world-renowned Linguist and Dialectologist. Allan's passion for words, their origins, and how people talk led him to be appointed Executive Secretary of the American Dialect Society, a post he held for 41 years, where he originated the ADS's now popular "Word of the Year" vote.

As his legend on the word circuit grew, there was only one thing left to do... write about what he loved. Allan became a celebrated author of English language books. In addition to *OK: The Improbable Story of America's Greatest Word*, his greatest hits included, *From Skedaddle to Selfie: Words of the Generations*, *Presidential Voices* (chronicling the speaking styles of U.S. Presidents), and his final book, *The Life of Guy*, about Guy Fawkes, the man who is the reason we call each other "guys."

Allan was a "Standout Guy" in his own right, having had such a positive influence on so many people's lives. While struggling with Parkinson's in his final years, he never stopped smiling and singing and quipping a pun or word play to the delight of others. On February 24th, 2022, with loved ones at his side, Allan died peacefully at the age of 81. The final words of his life's story are best summed up in the last poem he composed: "This is it. Leaves fall, one by one."

Daniel G. Goldman, '60

Daniel G. Goldman, Born May 23, 1943, died April 1, 2022, at home after a long illness. Cherished father of Rahel Bonnard of La Chaux-de-Fonds, Switzerland; dear brother of Judith Goldman of New York City; son of the late Emanuel M. and Irene Goldman; Friend and former husband of Petra Goldman Lilienfeld of La Chaux-de-Fonds. He was dearly loved and will be greatly missed.

Stephen R. Ballis, '63

Stephen R. Ballis, 76, of Chicago passed away peacefully at home surrounded by love on March 1, 2022. Ballis leaves behind his best friend and the love of his life, wife of 53 years, Elizabeth Ballis, his children Stacey Ballis and Bill Thurmond, and Deborah Ballis Hirt and Andrew Hirt. He was blessed by the addition of grandchildren Oliver, Kalie and Quincy Hirt to his life, and took enormous pride in their accomplishments. He treasured having Peggy Rose as a bonus daughter along with her family. Ballis was a fourth-generation Chicagoan who grew up in Lakeview attending Nettlehorst, Lakeview & U of C Lab High School before matriculating at Boston University. He was a lifelong passionate advocate for the city he loved and all that it had to offer. He held season tickets to the Chicago Bears which had been passed down since the year the team was founded and season tickets to his beloved Cubs. He loved to travel and was able to do so extensively, touring six continents during his life. He supported the local arts and cultural groups, and was a stalwart volunteer across many disciplines, devoting time as an activist especially focusing on education. He served on boards including Friends of the Parks, LPCA, Young Men's Jewish Council, JCFS, PTA Boards and the Local School Council in Lincoln Park. He devoted significant time to supporting the educational desegregation movement for CPS in the 1970s and was appointed to the Chicago Board of Education in 1989, serving until 1993, during which time he was the primary architect of the progressive SAVE plan for CPS, which proposed ground-breaking reforms. After spending 10 years in the family insurance business, his interest in real estate prompted a shift to full time development work. His career in real estate was a storied one, and over the decades he successfully produced both residential and commercial projects. After retiring, Ballis turned his focus exclusively on philanthropic work, serving as Board President for JCFS, and supporting other causes that moved him. Despite the challenges of his health issues, he maintained his sense of humor, his devotion to Elizabeth and their family and friends, and fought bravely and with dignity through the medical obstacles. No one lived with more gusto, loved with a larger heart, or laughed louder. He was a magnet for dogs and children, all of whom seem to be drawn to his deep voice and gentle spirit. He gathered an

extraordinary circle of friends, including many relationships lasting half a century and even as long as 73 years. If he had one wish for those he leaves behind, it would be to live life to the fullest, to be kind and generous of spirit, and to always help those less fortunate if you are able. Ballis was preceded in death by his beloved parents, Dayton and Harriett "Jonnie" Ballis and his sister Sally Ballis, and leaves behind a sister, Sue Ballis Kuhn and brother-in-law John Kuhn as well as a large extended family.

Albert E. Dahlberg, '65

Dr. Albert E. Dahlberg, age 83, passed away peacefully on March 1, 2022, at HopeHealth Hultar Hospice Center in Providence, RI due to cerebrovascular disease. The son of Albert A. and Thelma Dahlberg, he is survived by his wife of 58 years, Pamela; three children, Albert (wife Hilary), Krista and Paul (wife Becky); six grandchildren and a brother (Jim) and sister (Cordelia). He was a researcher and professor of Molecular Genetics and Biochemistry at Brown University for 43 years. He published numerous research articles on the structure and function of the ribosome.

Born and raised on the south side of Chicago, Al's family was close friends with his wife Pam's family and the two of them grew up together. As a child, Al spent his weekends and summers on a family farm in rural northwest Illinois, where he became an expert bareback horse rider. He was a standout athlete in basketball and football at Harvard School for Boys in Chicago, but injuries prevented him from playing at Haverford College, which he attended with his brother Jim.

Al embraced life fully, devoting himself to scientific research, helping others and enjoying his family, whom he adored. With a quick wit and a distinctively kind and quirky sense of humor, he enjoyed being with friends and colleagues from around the world. He particularly loved puns and spinning fanciful tales of his fictional collaborator George Q. Pennable, who was noteworthy for his "useless suggestions and pointless comments" but credited nonetheless in many of his publications. An avid Brown University Bears football fan, he loved attending their games and serving as a football recruiter and faculty advisor to the team for many years.

A 1960 graduate of Haverford College, he received his MD (1965) and PhD (Biochemistry 1968) from the University of Chicago. After completing a pediatric internship in 1967 at the University of Chicago

hospitals, he served during the Vietnam War from 1967 to 1970 in the Public Health Service at the National Institutes of Health (NIH) in Bethesda, MD. While living in the Washington D.C. area, Al and Pam marched in the first ever White House vigil to protest the Vietnam War. They also joined the Society of Friends meeting and became lifelong Quakers. In 1970, they moved to Aarhus, Denmark for two years while Al continued his research in biochemistry.

In 1972, he received an appointment as an Assistant Professor of Medical Science at Brown University and the family returned to the US, settling in Providence, RI. Al became a Full Professor of Medical Science in 1982. During his academic career he was a Visiting Professor at University of Wisconsin – Madison; University of Copenhagen, Denmark; and University of New South Wales, Sydney, Australia. He received 43 years of uninterrupted funding from the NIH for his research, mostly focused on the structure and function of the prokaryotic ribosome. He co-authored two books and wrote chapters in fourteen books. He published over 120 academic journal articles on the topic of ribosomes. Forever committed to academic integrity and professional honesty, later in his career, Al published an article that refuted some of his previous findings on the mechanisms of ribosomal function. During his four decades at Brown University, Al taught, mentored, and advised countless undergraduate, graduate, medical and doctoral students, and post-doctoral researchers while running his research laboratory. In addition to this, Al served on numerous national and international scientific boards, the Faculty Executive Committee at Brown, as well as several local non-profits. Al was also the medical director of Beech Tree Laboratory, a founder of Milkhaus Laboratory and on the Board of Directors at The Monroe Institute in Virginia.

Above all, Al will be remembered for his gentle and kind spirit, ability to light up a room with his presence, his insatiable curiosity and wonder, love for his family and friends, and his desire to make this world a better place for all.

Robert F Nussbaum, '68, died in December, 2020 from Kidney disease. He graduated from IIT in 1966 and also received an MBA from the University of Chicago. He was also very active and JWV (Jewish War Veterans).

Management Consulting Executive

Adrienne King, '82



Being employed by the same company from which she started her career fresh out of college over thirty years ago was not part of the plan for Adrienne King, '82. As a matter of fact, neither was developing a career in management consulting.

"Coming out of college, my initial goal was to get a job in consumer marketing," King, currently the executive vice president of Americas Talent Management at Bain & Company, shared during an interview for *Beyond the Bio*, a podcast that dives deeper into the stories of some of Bain's many extraordinary employees. "[I] just tagged along to an info session with this company I'd never heard of—Bain & Company—that did this business that I'd never heard of, which was management consulting; [I] thought it sounded interesting... and the next thing I know, I'm moving out to Boston as an AC [Associate Consultant] in the Class of 1986."

Since then, King has grown throughout the company in a number of different roles and in different cities. While attending business school at Stanford,

she met her now-husband and soon transferred to Bain's San Francisco office where she worked as a consultant for two years. As she planned a wedding and a move back to Chicago, she thought her journey with Bain was coming to an end. But as she entered the office of her director to resign, she was invited to help launch what would soon become the Bain & Company Chicago office.

She was also integral in the creation of Blacks at Bain (BABs), which is dedicated to the recruitment, professional development, and retention of Black professionals at the firm. Though it existed informally for years, it became a formal organization in the late 1980s and has successfully developed targeted initiatives to increase the number of African Americans at the firm and ensure their professional success.

Being employed by the same company from which she started her career fresh out of college over thirty years ago was not part of the plan for Adrienne King, '82.

Film & TV Producer and Author

Amy Solomon, '10



"I was so glad to get to college and be like: 'a tiger!'" Lab alumni Amy Solomon, '10, said during her "Roast of Your Teenage Self" comedic interview as she spoke about going to a high school where the mascot was a color.

Currently residing in sunny Los Angeles, Solomon is a film and TV producer who has worked for shows such as HBO's *Silicon Valley* and *Barry*. She also currently develops new content for film and television in her role running the production company owned by Alec Berg, who is most known for his roles as writer for the sitcom *Seinfeld* and executive producer of *Curb Your Enthusiasm*.

After graduating from Lab, Solomon attended Princeton University where she graduated with a degree in journalism. It is there, she shared with the *Princeton Alumni Weekly*, that she became "inundated by funny women."

Taking her cues from those funny women' (and from the groundbreaking book

Solomon most recently curated and edited *Notes from the Bathroom Line: Humor, Art, and Low-Grade Panic from 150 of the Funniest Women in Comedy*.

Titters: The First Collection of Humor by Women), Solomon most recently curated and edited *Notes from the Bathroom Line: Humor, Art, and Low-Grade Panic from 150 of the Funniest Women in Comedy*. The collection is composed of a variety of original satirical and humor pieces—artwork, short stories, cartoons, essays, and poetry—from some of today's most cutting-edge and hilarious women and non-binary contributors in comedy. Published in March 2021, the back-cover blurb of *Notes from the Bathroom Line* proclaims that "there are no limits to how funny, bad-ass, and revolutionary women can—and continue—to be."

The Lab community agrees and considers Solomon among them.

The Entrepreneur's Entrepreneur

Kenneth Ebie, '97



The global COVID-19 pandemic exposed a number of vulnerabilities for the United States. One of the hardest hit sectors, however, was that of small businesses, with Black businesses disproportionately feeling the impact of those vulnerabilities.

"There is such a tremendous need [for Black businesses] and we absolutely have to deliver. BE NYC is here to listen, support, deliver, and provide resources," said Lab alumni Kenneth Ebie, '97, when interviewed by the *Amsterdam News* shortly after taking on his new role as the inaugural Executive Director and Chief Development Officer of Black Entrepreneurs NYC (BE NYC). "We are listening, we understand, we are here to help, [and] to do everything in our power to deliver support."

Spearheaded by the New York City Department of Small Business Services, in September 2019, prior to the pandemic, BE NYC was, at that time, a first-of-its-kind initiative in any major American city to address the racial wealth gap by empowering Black entrepreneurs.

Under Ebie's leadership, BE NYC established five public-private partnerships and launched five programs and initiatives in its first year, providing over 1,500 entrepreneurs with mentorship, business education, and community support.

Ebie is also the founder and principal of Ebie Strategies LLC, a boutique social impact and public affairs firm that advises corporate, non-profit, and individual clients on human capital, social impact, and public-private partnerships.

Drawing on the resilience from his roots as the son of Cameroonian parents who moved to Chicago to raise their family, Ebie is passionate about racial, social, and economic justice. This year he was recognized as a 2022 "Trailblazer" by the NYC Commission on Human Rights and in 2017 he was recognized as one of *Brooklyn Magazine's* "100 Most Influential People in Brooklyn Culture".

"There is such a tremendous need [for Black businesses] and we absolutely have to deliver."

Chicago Bulls Player Development Coordinator

Maxwell Rothschild, '14



"A rapper, a rebounder, and a 'real nice guy.'" This was the headline from a 2019 article in *The Daily Pennsylvanian* featuring Lab alumni Maxwell Rothschild, '14, during his time as player for the University of Pennsylvania basketball team.

Today, through his role as the player development coordinator for the Chicago Bulls, he's enjoying a career where at least two out of three of those attributes still hold true. In this position, Rothschild serves as a resource of support for the players' professional, personal, and social development. He is also heavily involved in assisting with logistics involving team operations and has hands-on involvement with the players and operations staff.

"Max was an outstanding basketball player for the Maroons. He was a four-year varsity player who worked very hard at improving his game," said Lab's Athletic Director, Dave Ribbens. "As good a basketball player as Max was, he was an even better member of our Lab community. He was humble, kind, and a great friend to his classmates."

Prior to joining the Bulls, Rothschild served as the player development associate for the Philadelphia 76ers, a position he took on shortly after graduating from Penn. During his time at Penn, he was a two-year captain and played a pivotal role in their 2018 run to an Ivy League title where he started in all but one game.

Rothschild draws from his own experience on and off the court to assist in the development of the Chicago Bulls players. During his eleventh and twelfth grade years at Lab, he led the U-High Maroons to two regional championships. Although

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he played his four years at Lab, after graduation and in preparation for his college basketball career, he spent a year with the Men's Varsity A Basketball Program at the New Hampton School, an independent college preparatory high school in New Hampshire, where he received the Golden-Tilton Post-Graduate Award.



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