

LAB LIFE

the magazine for alumni, parents, and friends of the University of Chicago Laboratory Schools | FALL 2011

THE PLAY'S THE THING:

THE PEDAGOGY OF
LAB'S EARLY CHILDHOOD
EDUCATIONAL
EXPERIENCE

UNKNOWN, OBSCURE, YET OH SO LAB:

A LOOK AT
HIDDEN LAB

IN THE HALLS:
THE TOP TEN WAYS
YOU KNOW YOU
ARE A LABBIE

LAB NOTES:
CLASS NOTES
& ALUMNI
NEWS



from the director

LabLife, published three times a year, is written for the University of Chicago Laboratory Schools' community of alumni, parents, faculty, and staff.

Director
David W. Magill

Editor
Catherine Braendel, '81

Contributors
Laura Demanski, AM'94
Carrie Golus, AB'91, AM'93
Kay Kirkpatrick, MAT'72
Katherine Muhlenkamp
Heather Preston
Laura Putre
Benjamin Recchie, AB'03
Elizabeth Station
Beth Wittbrodt

Design
Good Studio

Photographers
Chris Kirzeder
Marc Monaghan

Lab Notes Correspondents
Dozens of diligent alumni agents

Publisher
University of Chicago
Laboratory Schools
1362 E. 59th Street
Chicago, IL 60637
p: 773-702-3236
f: 773-834-9844
www.ucls.uchicago.edu

Please send comments to
news@ucls.uchicago.edu

Volume 5, Number 1

© 2011 by the University of Chicago Laboratory Schools

Reproduction in whole or part, without permission of the publisher, is prohibited.



Dear Friends,

The day after school let out for the summer, I had the pleasure of informing our families that on June 8 the Laboratory Schools' Faculty Association ratified a four-year collective bargaining agreement with the University of Chicago. The message was short, but in my opinion this is the most significant labor agreement ever negotiated in our 40-year history of collective bargaining.

The contract sets forth not just working conditions and a compensation agreement but places a "professional growth plan" front and center. Said another way, our faculty—working closely with the administration—will develop a plan that focuses on the quality of teaching throughout the Schools. Across the nation and in both public and independent schools, instructional efficacy is receiving more attention than I have ever seen in my decades working in pre-collegiate education. In recent years and in many public schools, a faculty is measured by the achievement of the students. At Lab, where our students are already achieving at

Our faculty—working closely with the administration—will develop a plan that focuses on the quality of teaching throughout the Schools.

high levels, analyzing teacher success is much more complex. During the 2011–2012 school year, we will finish developing a system of measurement that aligns well with our unique environment.

The process used to arrive at this agreement was time consuming and arduous, but it was deeply respectful and always focused on the one thing we all care about: ensuring that Lab stays true to its commitment to providing a best-in-class education to a best-in-class student body. Helping make this process so successful was an approach used for the first time this year. Using "Modified Traditional Bargaining," we worked with two federal mediators from the beginning to the moment when a tentative agreement was reached.

The new agreement prescribes regular meetings between the Faculty Association and the administration, and I am very pleased that we are both committed to productive and meaningful discussions throughout the next four years. This commitment will be especially useful as details of the planned changes for our campus occur, while construction is completed, and as our population grows.

Welcome back—we have much to which we can look forward!

David W. Magill, EdD
Director

Note: from the Schools homepage at www.ucls.uchicago.edu, the Lab+ link will take you to detailed information about the Lab+ Campaign, including goals, plans, and the history behind the effort.

A perfect Chicago day and the flexibility to take advantage of it. Lab faculty have the freedom to make the most of their environment, whether using Lab's plentiful outdoor space to track the movements of the sun or simply to teach a history lesson under light of spring.

in this issue

01 **In the Halls**
Law & Order on 59th Street, science olympians, the top ten ways you know you are Labbie, and more

04 **Puppets on parade**

06 **Dan Jones loves bugs**

14 **History channeled**
Final projects in AT European History

16 **Alumni Weekend 2011**

18 **Scholarship and financial aid—a two-way street**
Motivated students get the benefit of Lab. But Lab gets the benefit of them.

20 **The play's the thing**
The pedagogy of Lab's early childhood educational experience

24 **Unknown, obscure, yet oh so Lab**
A look at hidden Lab

26 **Labbies in love**
The course of true love may not run smooth, but for some, it runs right through the Laboratory Schools

29 **Lab Notes**
Class notes and profiles of Kennette Benedict, '65, David Wilkins, '73, Aston Coleman, '89, Benjamin "Benjy" Kirschner, '94, Reena Hajat Carroll, '98

42 **In Remembrance**

45 **From the U-High Midway**

HOW NOW, METHINKS I DO SEE A CLASS-TLE IN MS366

Steward Phillip IV, the Merchant John, Rosalinda the Squire, Mary Ryan (Lord James' First Daughter,) and the many other members of **Diane Bloom's** fifth grade medieval "classtle" are readying for an interaction with a neighboring fiefdom.

Each child carried a prop that indicated stature and role in castle life—a toy bird (a.k.a., a falcon), a stuffed pony, a baker's spatula, and more than a few bows, arrows, and swords.



"We are going to need to communicate clearly as we meet with the opposing castle," explains Ms. Bloom. "You'll need to quickly figure out everyone's station in life and see if we are friend or foe," she warns.

Just friend, hopefully, as the other fiefdom is only **Kristin Frank's** fifth grade class, also studying Middle Age feudal systems. The two teachers recognized an overlap in curriculum and collaborated to make a meeting of the lords and ladies happen.

This is one day in a months-long project centered on medieval life and the Middle Ages. It has

been an experiment in historical understanding and research with children accessing online databases, gathering facts from the dozens of books collected from both Blaine and Rowley libraries (as well as students' home shelves). These young Middle Schoolers are learning to take notes that they will turn into written reports and presentations.

"We have done so much studying," says Ms. Bloom, "that I wanted to give the children an opportunity to put it all into action—to live it and to feel it." Becoming a character was one way to give life to the lesson, but so was inviting real life aviarist and federally

licensed falconer (who knew?) Mark Booth to show off his bird. Mr. Booth arrived in a period costume and told stories to the entire fifth grade.

Ms. Bloom's class transformed into the classtle right after she assigned small

groups of students to research a specific part of a castle and then, in some way, bring this part to life in the classroom—maybe a picture or a model. Some used Legos or Playmobile pieces, others egg cartons and tape, and the resulting castle elements decorate the room. Coats of arms and a jerkin made later in the effort adorn the walls.

And then they came to life. Each child carried a prop that indicated stature and role in castle life—a toy bird (a.k.a., a falcon), a stuffed pony, a baker's spatula, and more than a few bows, arrows, and swords.

On more than one occasion Ms. Bloom made sure that the conversation was bridging school and home. "Whether it is the story of Samy the Squire, Amelia the Falconer's Apprentice, definitions of 'hag' and 'codger' (which have their roots in falconry), or some other aspect of medieval weaponry, I hope that your children have something to share," she emailed home.

Huzzah!





School Awards For Service, Citizenship, Academic Achievement

Senior Service Award for outstanding contributions to school life over their entire high school career

Henry Bergman, Ben Buchhiem-Jurison

U-High Service Award for contributions to school life during the current school year

Seniors
Emily Ehrmann, Aleksandra Karapetrova, Anna Rosenzweig, Matt Soble, Briana Watson

Juniors
Victoria Bills, Charles Jiang, Aneesh Kanakamedala, Adrianna McKenzie, Shrija Sriram

Sophomores
Emanuela Frankel, Maricarmen Pachicano, Aleeze Qadir

Freshmen
Lillian Eckstein, Harrison MacRae

Citizenship Award for exemplary concern for the welfare of the school community and concern for other individuals

Seniors
David Chung, Samuel Neal, Martin Alex Nesbitt, Molly Rotmensch, Rachel Sylora

Juniors
Grace Brody, Ary Hansen, Nabila Reem Khondakar, Jonathan Reed

Sophomores
Sarah Curci, Michele De Maio, Sam Sentongo

Freshmen
Phillip Healy, Jonathan King, Stacy Stern

Principal's Citations
Spectrum

Ellyn Butler, Natalia Ginsburg, Anastassia Ovtcharova, Anna Rosenzweig, Mara Weisbach

Black Students Association
Justin Algee, Julian Du Buclet, Sam Frampton, Sarah Freedman, Jolisha Johnson, Martin Alex Nesbitt

Jewish Students Association
Emily Aitkorn, Nadja Barlera, Rosie Cuneo-Grant, Amir Hay, Charles Raffkin, Shane Selig, Cory Stern

LabScapes Day
Adrian Aldana, Justin Algee, Jason Deng, Natalia Ginsburg, Jonathon Reid, Briana Watson

Green Initiatives Group
Maya Baroody, Alexa Green, Jennifer Pan, Katelyn Suchyta

President's Award for Educational Improvement

Sarah Freedman, Erik Gustafson, Alice O'Keefe, Jacqueline Robertson, Joel Sachnoff



Sweet retreat

A parent brings set design to the classroom

They couldn't eat it. But with its rich brown walls, windows trimmed with creamy "icing," and papier-mâché candy rooftop, the life-size

gingerbread house in Blaine 117 made a delicious retreat for kindergarteners last winter and spring.

Teachers **Elsbeth Stowe-Grant and Cathy McKee** concocted the project after reading versions of *The Gingerbread Man* with students. They capitalized on the talents of parent **Jim Lasko**.



The city of Chicago's first artist-in-residence, Mr. Lasko is also the former artistic director of Redmoon Theater and a veteran set designer. He cut and assembled the wood pieces for the house and the kids painted and decorated the structure with colorful sweets, cheerful curtains, and cottony "smoke" puffing from the chimney.

Once finished, the house became a favorite hideaway. Small groups of kids served each other make-believe meals inside, pulling the curtains shut for privacy. Gingerbread literary studies continued: By Passover, the class was reading *the Matzah Man*, a Jewish retelling of the fairy tale.

"Our goal originally was to teach kids that there are different versions of the same story," says Ms. Stowe-Grant. "But with the house project, we ended up tapping into their creativity and imagination."



Brent Cawelti Award in honor of the late U-Higher, recognizing seniors who have made considerable progress during their high school years, been academically strong, and participated in co-curricular activities or sports
Justin Algee, Bianca Carter

Faith Dremmer Award in honor of the late U-Higher to a student who manifests her many personal and academic qualities
Fraser Brown

David Scheunemann Award in honor of the late alumnus to a junior with outstanding accomplishments in music, literature, and science and with diverse interests
Jessica Blocker, Sydney Fishman

Alan Stern Award in honor of the late alumnus to seniors in the creative arts
Thomas Aquino, Brienne Ellis, Sam Frampton

Academic and Leadership Honors, Awards, Scholarships

National Merit Scholar
Qingyan Chen, Charles Du, Maya Fishbach, Faiaz Khan, Robert Meyer, Samuel Neal

National Merit Finalist
Madeline Brown, Qingyuan Chen, Hannah Constantine, Charles Du, Brienne Ellis, Maya Fishbach, Faiaz Khan, Robert Meyer, Samuel Neal, Stephanie Xiao, Claudia Yang

National Merit Semi-finalist
Nathaniel Levmore

National Achievement Finalist
Sam Frampton

National Achievement Semi-finalist
Martin Alex Nesbitt

Illinois State Scholar Finalist
Adrian Aldana, Thomas Aquino, Alexander Barber, Michael Baroody, Henry Bergman, Jefferson Brehm, Madeleine Brown, Benjamin Buchheim-Jurison, John Burns, Bianca Carter, Margaret Carton, Qingyuan Chen, Sangjin Chung, Hannah Constantine, Charles Du, Emily Ehrmann, Layla Ehsan, Brienne Ellis, Maya Fishbach, Joseph Wolfgang Foulkes, Samuel Frampton, Sarah Garvey, Anjali Gundeti, Matthew Hanessian, Henry Harboe, Amir Hay,

Middle schoolers take responsibility

Middle School teachers embraced the curriculum after attending workshops with Ms. Wiseman, who wrote the bestseller *Queen Bees and Wannabes* and visited Lab in 2009. Around the country, Ms. Wiseman helps parents, educators, and young people navigate the social challenges of young adulthood. Even at Lab, where community and civility are central values, bullying and social cruelty can occur.

Owning Up gives kids "a common language and skill set" for facing interpersonal issues, says **Allison Jones**, Middle School assistant principal and dean of students. In sixth through eighth grade advisories, students learn to follow the SEAL steps in conflicts with peers: *stop* and define the problem; *explain* what they feel and need; *affirm* each person's rights and role; and *lock* into an agreement about whether to stay friends, take a break, or end the relationship.

Ms. Jones says students regularly come to her office to request a private room or time to discuss problems using the approach. "Realizing they have choices and voices has been really powerful, and really positive, for kids," she says. "Resolving conflict is an important life skill. They see and recognize that."

She posted a lie about me online!

... He bumped into me on purpose! ...

They won't let me sit at their table in the cafeteria!

Middle school is a time when conflicts can surface and adults aren't always around to mediate. At Lab, teachers in grades six through eight are using a curriculum called "Owning Up" to help students

manage conflict. Developed by educator Rosalind Wiseman, the program encourages adolescents to "own up" and take responsibility—as perpetrators, bystanders, or targets—for unethical behavior. It also gives them practical tools to resolve squabbles on their own.



The geometry of math education

TEACHERS CREATE VERTICAL MATH COMMITTEE

What would you do if the person sitting next to you on a plane wouldn't stop talking about math? Well, luckily for enthusiastic Lab math teachers **Rosa McCullagh** and **Donna McFarlane**, they had each other.

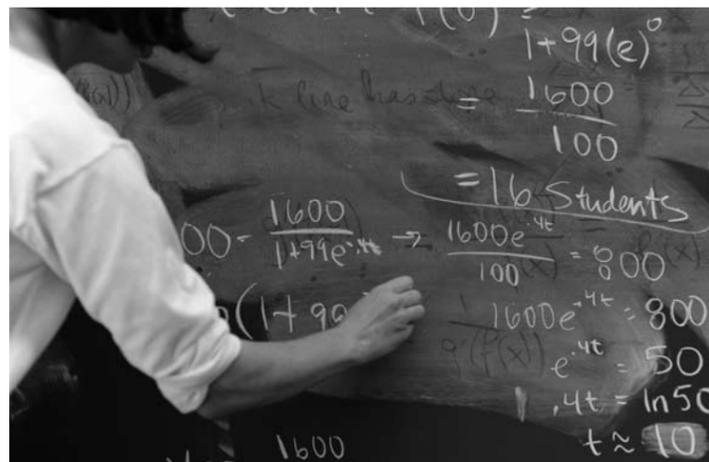
Flying to and from a math teachers' conference, "We talked about how great it would be to form a math group composed of teachers from each grade level, from the Lower School to U-High," Ms. McFarlane says. "The objective would not be to make any changes, but just to open the lines of communication across all grade levels."

And so the Vertical Math Committee was born. The committee meets once a month to discuss the curricula and goals of each grade level, to talk about transitions from one grade to another, and to just generally get geeked out about math. "We strive to understand what is going on in all math classrooms at Lab, and to bridge language gaps across grade levels," Ms. McCullagh says. "For example, in the Lower

School, '3 x 4 + 6' is called a 'solving problem'; in higher grades, it's an 'evaluating problem.' Understanding these small differences will help us help our students."

"We're not there as watchdogs; we don't have an agenda," says **Julia Maguire**, who joined the committee as Middle School rep. "We are just there to talk about math, and to think about the ways students learn math."

Says Ms. McFarlane, "It's certainly had an impact on my teaching. It's been great to meet with other teachers who share my passion for math. And at the end of the day, our common goal is to make things better for students at Lab."



“There are many advantages in puppets,” Oscar Wilde wrote in the essay *Puppets and Actors*. “They never argue. They have no crude views about art. They have no private lives.”

Not necessarily true—at least not for the puppets created by the first graders in **Illia Mazurek’s** art class.

Monstrio, for example, may seem “admirably docile” as he hangs in the hallway outside Ms. Mazurek’s classroom. But according to his first-grade creator, Monstrio robbed a bank, was arrested, and managed to talk his way out of it.

The puppets are the result of a five-month collaboration between Ms. Mazurek and the first-grade homeroom teachers. The project began in January with a field trip to see “Jim Henson’s *Fantastic World*” at the Museum of Science and Industry. Back at school, students watched video clips of the Muppets, as well as examples of puppetry from Vietnam, China, and Indonesia.

According to his first-grade creator, Monstrio robbed a bank, was arrested, and managed to talk his way out of it.



The children’s first puppet was simple, created by cutting out a drawing and pasting it to a stick. Then they began to do sketches for a 3-D hand puppet. Using a drinkable yogurt container as a form, the children built up the shape of

the head using paper and tape, papier-mâché, and air-dry clay, then added paint. For the body, students decorated muslin fabric.

In some homeroom classes, children wrote descriptions or poems about their puppet characters. In **Nefatiti Rochester’s** class, they wrote stories. Ms. Rochester asked her students to think about “what kinds of things their character would do,” she says, “where they would live, who their friends would be, what problem they had, and

how they might solve or not solve the problem.” Hence Monstrio’s back-story.

Says Ms. Mazurek, “The puppet project was really about giving children the opportunity to immerse themselves in a variety of creative processes, imagining, making, and writing, all working together to generate ideas and to develop a variety of art-making and writing skills.” The puppets, says Ms. Mazurek, were unusually detailed for such young artists, a fact she attributes to having had such a luxury of time to allow each stage of the creative process to unfold.

The puppets were also a little fragile. With the project well underway, Ms. Mazurek realized that the children would want to *play* with the puppets. Par for the course with such young artists. Just be careful.

Make way for ducklings at Lab

MRS. MALLARD WAS LOOKING FOR A PLACE TO LIVE. . .

For some years now, a mother duck has made the Japanese Garden the spring nesting ground for her brood. And while the garden may seem predator-free, it is a tough place to raise a family. First of all, the ducklings can’t leave until they are expert flyers. And in the meantime, says science teacher **Dan Jones**, “there is a Cooper’s Hawk that prowls the garden. The Cooper’s Hawk may not be the rarest but any top predator is not common.” And this particular Cooper’s Hawk has been seen carrying off an odd pigeon or two.

So this year, Mr. Jones, science teachers **Daniel Calleri** and **Jeff Maharry**, and facilities coordinator **Scott Griffin** are taking birds in

hand, so to speak. Instead of farming the job to an outside company or the city, the four are taking an ecological and safety-driven approach to relocating the brood of nine ducklings and their mom. Most importantly, they are going to capture the mother first, then the babies, before safely delivering the intact family to the nearby, water-filled Wooded Isle.

“The mother will pretend to have a broken wing and drag herself away from the ducklings as a distraction. Once she sees that isn’t going to work it gets a bit tougher,” says Mr. Jones. “Hopefully, if we do this a few years running, she’ll start to see us as predators and choose a better location for her nest.”



Middle School math teams = success

“The more difficult the challenge, the sweeter the reward” applies to math as well as to rock climbing. But it’s fun to win awards, and this has been a banner year for Middle School math teams, with students earning high scores on regional, state, and national competitions.

Students can join grade level math teams or the MATHCOUNTS team, and many do so: this year, 30 students from grades five through eight. More than 90 Lab students took the AMC 8: a 25-question, 40-minute multiple-choice test for sixth-, seventh-, and eighth-graders sponsored by the Mathematical Association of America. The combined scores of Lab’s top three students earned the school third place among all Illinois schools.

A like number of students took the Illinois Math League’s test. Lab’s eighth-graders placed first in state and the sixth-, seventh-, and eighth-grade teams each placed first in the city.

In the Illinois Council of Teachers of Mathematics contest, Lab’s eighth grade team placed first and the sixth graders tied for third. In the MATHCOUNTS competition—which has written and oral rounds—Lab placed first in Chicago and fourth in the state.

Eighth-grader **Adam Fine** hit a perfect score on the AMC 8, a tie for first place in Illinois, and Adam, **Rajan Aggarwal**, **Elbert Du**, and **Jonathon Marek** all received recognition or top scores on the high school level AMC 10 and/or AMC 12 tests.

The success of the eighth-graders, says math teacher **Chris Freeman**, reflects the kids’ strong commitment to each other. For example, only four members of the MATHCOUNTS team can compete at the state level, but, “the trophy belongs to all 30 members. Everyone benefited from the practice, and the fact that each person was there made someone else work a little harder.”



Andrew Hensel, Aalap Herur-Raman, Anna Hopkins, Jonathan Jou, Aleksandra Karapetrova, Faiaz Khan, Charlotte Lastra, Nathaniel Levmore, Jonathan Matthews, Robert Meyer, Nicholas Msall, Samuel Neal, Martin Alex Nesbitt, Anastassia Oytcharova, Joseph Philipson, Benjamin Postone, Delia Privitera, Naintara Rajan, Shane Selig, Michael Shapiro, Wilson Sinclair, Amrita Singh, Matthew Soble, Rose Traubert, Joseph Turner, Jan Uhlig, Tina Umanskiy, Jay Upadhyay, Danielle Verdirame, Kiren Verma, Jeremy Woo, Claudia Yang, Amanda Yuan, Yibin Zhang

National Hispanic Scholar
Alexander Nirenberg

Departmental and Subject Area Awards

English

Eunice Helkamp McGuire Award
in honor of the retired English teacher, a \$1,000 tuition grant to juniors for senior year.
Joyce Harduvel,
Nicholas Phalen

Hope Rhinestine Freshman Award
in honor of the late English teacher to a student who has helped himself or herself and others through class discussions and who exhibits tolerance of others, listens receptively, has a gracious spirit and gentleness, and asks questions filled with wonder
Sheridan Small

Brown Book Award
to a junior who best combines excellence in spoken and written expression with outstanding overall academic achievement
Molly Petchenik

Bryn Mawr Book Award
to a junior who demonstrates a true love of learning and intellectual curiosity about the world around her
Ary Hansen

Dartmouth Book Award
to a junior in the top 10 percent of the class who has demonstrated intellectual leadership and made a positive contribution to the extracurricular life of the school
Nathan Eckstein

Hal Hoffenkamp Award
to a junior for love of learning, especially through discussion
Adam Picker,
Leslie Sibener

Dan Jones loves bugs

NOW EVEN U-HIGHERS ARE RESEARCHING INSECT BREATHING HABITS

Middle School science teacher **Dan Jones** loves most insects, but for years he steered clear of cockroaches. He used to live in Florida and remembers how the large, often foul-smelling bugs would fly into his home when he opened the door. "I did my part to try to kill them all," he says.

Eventually, he had a change of heart: "I decided that if cockroaches could cause that kind of response in me, I needed to know more about them." Mr. Jones arrived at Lab in 2006 and three years later seized an opportunity to acquire six Madagascar Hissing Cockroaches (*Gromphadorina portentosa*) from the



juvenile specimens from each group to conduct a comparative study on the insects' discontinuous gas exchange—taking a deep breath and holding it for an extended period of time—and its relationship to their molting, a process triggered by inhaling oxygen. "A lot of insects are capable of discontinuous gas exchange," says Mr. Jones, who is enrolled in an entomology master's

program at the University of Nebraska-Lincoln. "But some cockroach species seem to be able to do it really well," holding their breath for up to 100 hours. "It seems to happen most often to species that live in an environment that can become hypoxic, where there's a lack of oxygen—caves, for example."

In U-High's "cockroach corner," Mr. Jones and two students who are assisting him for course credit, **Jonathan Jou, '11**, and senior **Maddy Campion**, began collecting baseline data for the study last spring. They worked first with the Orange Headed Cockroach, or *Eublaberus posticus*. This strong, aggressive species inhabits caves in Costa Rica, where it burrows into the mud substrate. The researchers set up three chambers, two experimental and one control, and attached the chambers to data acquisition devices. They then filled each chamber with several juvenile *Eublaberus posticus* and were able to measure the rate at which the cockroaches molt under

typical conditions by noting the dips in oxygen and spikes in carbon dioxide that reflected when the cockroaches inhaled or exhaled.

With this data in hand, Mr. Jones—who plans to take on student assistants throughout the project—will increase the oxygen level to above 30 percent in one experimental chamber and to below 10 percent in the other. He predicts that the *Eublaberus posticus*, who receive more oxygen, will molt faster. After repeating the process with the seven remaining species, he'll compare the molting rates given increased oxygen. The goal, says Mr. Jones, is to get a clearer picture of how much oxygen the cockroaches are able to inhale and utilize, and how discontinuous gas exchange ability varies among species. I want to know whether only the ones that burrow use it, or are there variations on that theme?"

For the students who help him, Mr. Jones says, participating in his research is a great opportunity. "Last year, one of my students learned gene sequencing to assist me with a project involving stonechats. When she got to college, she was offered a lab position because she knew those techniques."



Dan Jones shows students a juvenile male Madagascar Hissing Cockroach.

U-High college counselors help students manage the unprecedented . . . again

For the U-High Class of 2011—some of whom will be the first in their families to attend college—the college application environment was unprecedented, just like last year. And U-High's college counselors expect it to stay that way for the foreseeable future.

True, the number of high school grads has decreased since a 2009 peak. However, a host of factors are contributing to increases in applicant pools at many colleges:

> A higher percentage of high school graduates are applying to college, and US colleges have seen an increase in international applicants.

> Seniors are applying to more schools than in previous decades, partly because electronic applications make it easier.

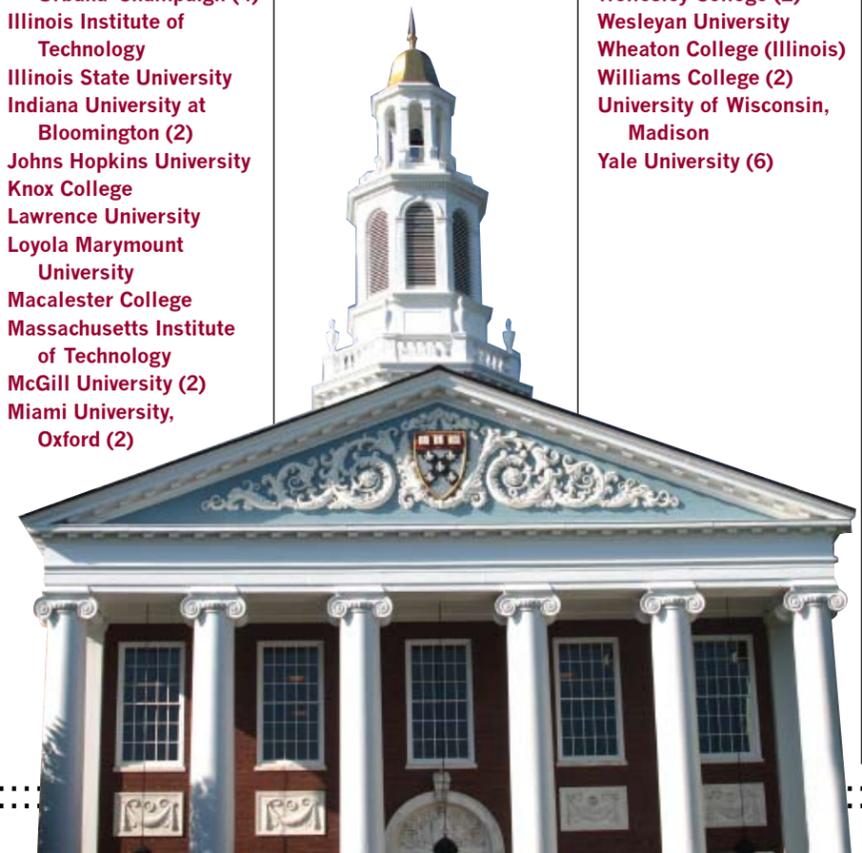
> More schools are using the Common Application, and when they do, applications can skyrocket.

"This year's class made marvelous contributions. Still, the numbers in the application pool can be numbing," says college counselor **Patty Kovacs**. "There's not only the frenzy to apply to more colleges, but also to apply to them earlier in the senior year. Seventy-five percent of our students had applications—with multiple essays—due on or before November 1. It's like an admissions arms race."

U-High's goal, despite the craziness, remains the same—to introduce students to a broad range of outstanding choices and to emphasize finding ones that will fit each student's unique needs. In addition to individual and family meetings, a formal college preparation curriculum is paced (starting during January of junior year) to help ensure each student has the right information at the right time. The final college choices for the Class of 2011 are broad and impressive:

College choices for U-High class of 2011

- | | | |
|---|---|---|
| <p>Barnard College
 Beloit College
 Boston University (2)
 Brown University/RISD (Joint Program)
 Bryn Mawr College
 University of California at Santa Barbara (2)
 California Institute of the Arts
 University of Chicago (7)
 Colby College
 Columbia University
 Cornell University
 Dartmouth College
 Denison University
 DePaul University
 Grinnell College (2)
 Harvard University (3)
 Haverford College
 Howard University
 University of Illinois at Urbana-Champaign (4)
 Illinois Institute of Technology
 Illinois State University
 Indiana University at Bloomington (2)
 Johns Hopkins University
 Knox College
 Lawrence University
 Loyola Marymount University
 Macalester College
 Massachusetts Institute of Technology
 McGill University (2)
 Miami University, Oxford (2)</p> | <p>University of Michigan (5)
 University of Missouri, Columbia
 New York University (2)
 Northeastern University (2)
 Northwestern University (8)
 University of Notre Dame
 Oberlin College
 Oberlin Conservatory of Music
 Ohio Wesleyan University
 University of Pennsylvania
 University of Pittsburgh
 Pitzer College
 Pomona College (2)
 Princeton University
 University of Puget Sound (3)
 Purdue University
 Rhode Island School of Design
 Sarah Lawrence College (4)</p> | <p>School of the Art Institute of Chicago
 Smith College
 University of Southern California
 St. Olaf College
 Stanford University
 Swarthmore College
 Syracuse University (2)
 The College of Wooster
 The George Washington University
 The University of Iowa
 Tufts University (4)
 United States Military Academy
 Ursinus College
 Vanderbilt University
 Vassar College
 University of Washington
 Washington University in St. Louis
 Wellesley College (2)
 Wesleyan University
 Wheaton College (Illinois)
 Williams College (2)
 University of Wisconsin, Madison
 Yale University (6)</p> |
|---|---|---|



★ ★ ★ ★ Fine Arts

Studio Awards
 Beginning Photography
 Lili Steffen
 Advanced Photography
 Jacob Rosenbacher
 Mixed Media
 Joyce Harduvel
 Sculpture
 Anastassia Ovtcharova
 Studio Art
 Emily Xiao, Shuodan Zhang, Catherine Zhou

Robert Erickson Award
 in honor of the late unified arts department chairperson, art and photography teacher for high achievement in the fine arts
 Audrey Hart

Betty Debs Sobel Award
 in honor of the 1938 graduate for achievements in the graphic arts
 Dan Brewer

Jane Bruening Kinglsey Art Scholarship
 in honor of the 1924 graduate for a senior who also intends to pursue a career in the visual arts
 Layla Ehsan

Music

Harris Vail Award
 in honor of the retired teacher, scholarships to Western Illinois University Jazz Camp and performing arts scholarships to Knox College
 Henry Bergman, Yael Litwin

Outstanding Music Service Award
 Thomas Aquino, Henry Bergman, Ben Buchheim-Jurisson, Yi Chang, Hannah Constantin, Sam Frampton, Marissa Guiang, Yael Litwin, Henry Harboe, Alexander Nirenberg, Anastassia Ovtcharova, Jacqueline Robertson, Anna Rosenzweig, Danny Traub, Joe Turner

Math

American Mathematics Competitions
 School Winner for AMC 12
 Charles Du
 School winner for AMC10
 Adam Fine (grade 8)
 Certificate of Achievement for scoring 90 or above on the AMC12 as a sophomore or below
 Adam Fine (grade 8)
 Certificates of Achievement for scoring 90 or above on the AMC10 as an 8th grader or below
 Rajan Aggarwal, Elbert Du, Adam Fine, Jonathon Marek



God of science and invention would be proud of these Olympians



U-High students are vying for a chance to compete against the world's top science students as part of the International Science Olympiads in chemistry, physics, and biology. The International Science Olympiads sponsor contests in 12 fields for secondary school students around the world, ultimately selecting four-person national teams that compete for a world championship. Three students from Lab made the semifinals this year—an uncommon feat.

Graduating senior **Charles Du** was one of only four students to represent the United States as Team USA at the 2011 International Biology Olympiad in Taiwan this July, where he won third place worldwide. (Nearly 10,500 students participated in the USA portion, alone.) It was Charles's second appearance at the

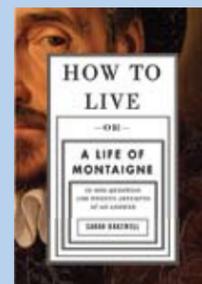
Olympiad; last year, he won a gold medal at the finals in Seoul, South Korea. Charles also advanced to the second round of the North American Computational Linguistics Olympiad and the USA Mathematics Olympiad exams this year.

Also this year, senior **Joseph Turner** was a semifinalist for the US Physics Olympiad team, and senior **Daniel Ilyin** was a semifinalist for the US National Chemistry Olympiad team—Lab's first.

The selection process for each Olympiad is intense: The student must pass first a local and then a national exam. From the hundreds of semifinalists taking the national exam, 20 are selected for an intensive preparation course. From that group, four competitors are chosen to represent the United States at the international competition for their field.

Recommended reading

Blaine librarian **Lee McLain** suggests Sarah Bakewell's *How to Live, or, a Life of Montaigne in One Question and Twenty Attempts at an Answer*



I knew next to nothing about the French Renaissance essayist Michel Eyquem de Montaigne when I bought this book, intrigued by the title and a review I had read. The idea of a practical philosophy appealed to me—I am still always trying to figure out the best way to live my life! What I found were not only some interesting ways to answer that question, but also a window into the mind of someone who, although he lived more than 400 years ago, seems in many ways quite contemporary.

Montaigne is often called the father of the personal essay. Now the

activity of writing about yourself and your thoughts, in minute detail, is so common that sometimes we wish people would stop.

In Montaigne's time it was unheard of. He invented it. Over the course of 30 years he wrote about his cat, about the art of conversation, about smells, sadness, laziness, cruelty, the fear of death, lying, and on and on.

Each chapter of Ms. Bakewell's book attempts to answer the central question of how to live by focusing on a particular aspect of Montaigne's life and ideas. Some of the answers are pretty surprising. For example, from Chapter 4: "Read a lot, forget most of what you read, and be slow-witted." From Chapter 15: "Do a good job, but not too good a job."

I can't begin to recount all the ideas in this book that made me think, or that made me laugh, so I'll just mention two that seem to relate best to habits of thought I want to

Montaigne embraced the idea of suspending judgment and believed in constantly weighing ideas rather than blindly accepting them.

encourage in my students as they begin to think about how to live.

The first: "Question Everything." Montaigne was inspired by the ancient Greek schools of philosophy, including Pyrrhonian skepticism. He embraced the idea of suspending judgment and believed in constantly weighing ideas rather than blindly accepting them. Ms. Bakewell sees this as a way to not only reduce conflict but also to preserve the capacity for wonder.

The second: "Be convivial: live with others." Montaigne was a sociable person who loved conversation, yet this philosophy goes deeper. He had a passionate hatred of cruelty, and he recognized that all living things share some spark or spirit. Cultivating this ability in ourselves is, Ms. Bakewell says, "the best hope for civilization."



Certificates of Participation
Charles Du, Charlie Jiang, Eliot Levmore, Joe Turner

Illinois Math League School Winner
Eliot Levmore
Certificates: Jason Deng, Alexandra Radway, Andrew Xu, Yaning Zhang

North Suburban Math League
All Conference Team
Charles Du, Charlie Jiang, Eliot Levmore
Honorable Mention, All Conference
Jason Deng, Joe Turner, Alice Yu

Illinois Council of Teachers of Mathematics
Algebra I
Eliot Levmore, 1st
Geometry
Yaning Zhang, 1st;
Lane Gunderman, 2nd;
Jason Deng, 3rd
Algebra II
Charlie Jiang, 3rd;
Robert Radway, 4th
Precalculus
Charles Du, 2nd;
Joe Turner, 7th

Math and Science

Rensselaer Medal to a junior who has shown a consistent interest in both math and science
Charles Jiang

Science

Bausch and Lomb Award to a Junior
Robert Radway

Bryan Swan AP Physics Award
Jermy Archer, Benny Wah

AT Biology Award
Nabila Khondakar

Biology Award
Emily Xiao

Chemistry C Award
Hannah Resnick

History

African American History Award
Victoria Bills

AT American History
Nathan Eckstein

AT Economics History Award
Grant Hensel

AT Modern European History Award
Hannah Resnick

AT World History Award
Natalia Ginsburg

Early World History Award
Alice Yu

Computational thinking on Capitol Hill

A TEACHER AND AN ALUMNA TESTIFY BEFORE CONGRESS



Teacher Baker Franke and Aimee Lucido, '09

In March, computer science teacher **Baker Franke** and alumna **Aimee Lucido, '09**, spoke at a Congressional briefing on the importance of K-12 computer science education. Mr. Franke and Ms. Lucido had been invited to Capitol Hill by Computing in the Core, an advocacy group that supports the teaching of computer science in grades K-12.

Mr. Franke told the Congressional staffers and policymakers that without formal training in computer science students miss out on "computational thinking," which he defined as "a certain mode of thinking that remains relatively untapped in traditional education."

As an example, Mr. Franke cited an assignment he set for his AP

Computer Science class: A physics professor heard rumors that students were plagiarizing their lab reports by borrowing heavily from friends in other sections of the course. But with more than 800 lab reports to compare, how could the plagiarists be identified?

"Here's what I like about this problem," Mr. Franke said. "Obviously a computer must be used to solve [it]... In the face of massive amounts of data, there is no way to eyeball it to figure it out. This is more than a 'needle in a haystack problem.' It's thousands of haystacks, all made up of needles, and you have to find all the needles that look alike."

To come up with a solution, students have to be creative, and think computationally. "Once my students have the computational thinking skills

necessary to even approach a problem like this," Mr. Franke told the audience, "they then delight in bringing all of their other expertise to bear—I've seen students use ideas from biology, statistics, linguistics, and the visual arts to catch the plagiarists."

Increasingly in the workplace, "there are hundreds and thousands of problems requiring computational solutions...and there aren't enough Americans with the education and training necessary to figure them out," he said. "To get us there, we need computer science. We need computer science as a part of every American's education."

Because of the AP computer science class at Lab, Ms. Lucido told

"I've seen students use ideas from biology, statistics, linguistics, and the visual arts to catch plagiarists."

the group, she decided to major in computer science at Brown. She has won two national awards so far for her programming. She is a recipient of the National Center for Women & Information Technology Awards for Aspirations in Computing, and was selected to participate in Google FUSE, a networking program for talented students who are traditionally under-represented in the field.

THE GIFT THAT SPEAKS VOLUMES

FROM THE SYLLABI

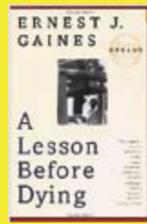
In a longstanding Lab tradition, each graduating eighth-grader receives a gift along with their diploma—a book that is painstakingly handpicked by his advisor. Explains Middle School humanities chair **Jan Yourist**: starting in the fall, advisors begin to brainstorm the ideal book for each student. They take into account personality, interests, and goals, as well as their own relationship with that advisee.

In the spring, advisors attend a meeting with other teachers, who might know the student well, and librarians, who roll out a cart of books and make suggestions. “It is something that goes beyond the advisory door, because there are many other people who know and teach these kids,” says Ms. Yourist.

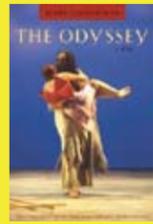
Ms. Yourist says that graduates anticipate receiving the books for the entire year leading up to the event: “The graduates come down from the stage and open their book right away.” What the 2011 graduates found was as varied as they are:



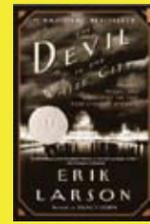
Extremely Loud and Incredibly Close
Jonathan Safran Foer



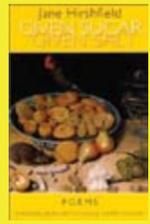
A Lesson Before Dying
Ernest J. Gaines



The Odyssey: A Play
Mary Zimmerman



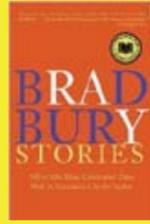
The Devil in the White City
Erik Larson



Given Sugar, Given Salt
Jane Hirshfield



Metamorphosis
Franz Kafka and Peter Kuper (graphic novel)



Bradbury Stories: 100 of His Most Celebrated Tales



Jane Austen: The Complete Novels



Me Talk Pretty One Day
David Sedaris



The Shadow of the Wind
Carlos Ruiz Zafón



The Bronte Sisters: Jane Eyre, Wuthering Heights, and Agnes Grey



What It Is
Lynda Barry



The Amazing Adventures of Kavalier & Clay
Michael Chabon

1000 cranes of hope

ORIGAMI GIVES SHAPE TO KIDS' DESIRE TO MAKE A DIFFERENCE

When the massive earthquake and tsunami hit Japan last spring, third- and fourth-graders wanted to help. Their response—combining origami, teamwork, fundraising, and encouragement—showed Lab at its best.

Right after the disaster, says third-grade teacher **Jessica Palumbo**, “students were worried.” How would the Japanese recover and rebuild? Could a tsunami from Lake Michigan hit Chicago? To redirect such fears into positive action, Ms. Palumbo, with the help of the third-grade team and fourth-grade teacher **Stephanie Mitzenmacher**, organized a fundraiser that doubled as a learning experience. “I wanted them to know that even though it is hard to think about sad things happening in the world, it is important to learn about them,” says Ms. Palumbo. “Without knowledge, we would not be able to bring change, help, and hope to others.”

The project drew on the Japanese tradition that says folding 1,000 origami

cranes can make a person’s wish come true. Students learned to create the delicate paper cranes, practicing the complicated steps together in the classroom. Then, on April 7, the entire third and fourth grades joined in a “mass build.” One hour and 1,000 cranes later, they met their goal.

Stringing the colorful birds on trees in Blaine Lobby, students offered Lab community members a chance to write and send wishes to Japanese children in exchange for a donation. The weeklong effort raised more than \$5,300 for the Red Cross and generated stacks of heartfelt messages: “I hope you haven’t lost loved ones ... I hope Fukushima stops leaking ... Live long and prosper [sic] ... I wish that you get your home back.”

And after the money is raised



and recovery begins, just what do you do with 1,000 origami cranes? Once school ended, third-grader **Yuyu Katahira** traveled to Japan with her parents, **Katsue** and **Shuichi**, and hand-delivered the cranes and messages to an elementary school in Sendai affected by the disaster.

A video of the project is available at www.vimeo.com/juliafuller/cranes. (Password: “cranes.”)

inthehalls

Mile after magnificent mile

Ah, the mile run. Is there another Laboratory Schools physical education activity that garners more talk value and dramatic re-tellings among students of all ages? Says fitness coordinator **Diane Taylor**, “just ask the nurse how many students come to her office with nerves or ill on mile run day.”

But stressing out the students is certainly not the goal. Teachers carefully emphasize that being able to run a mile is all about life-long health, with personal improvement as the finish line.

“We want the kids to do their best but we don’t want to see them pushing themselves beyond their limits in an unhealthy way,” says Ms. Taylor, who manages the database that tracks students’ performances on the various Presidential Challenge fitness measures, of which the mile run is just one.

Still it’s fun to see the results—Lab does have some outstanding runners and most encouraging? Fourteen minutes was the slowest time for the kids in fourth through eighth grades. That’s pretty darn good.

Just for fun (and to remind many an adult to keep an eye on their fitness), we share the fastest times for the grades that do not often get a sports highlight:

Mile markers:

Kindergarten: 8:58

1st: 7:28

2nd: 7:35

3rd: 7:15

4th: 6:25

5th: 6:08

6th: 6:17

7th: 5:53

8th: 5:48



Elective Study in History Award
Ben Postone

Modern World History Award
Dylan Lambert-Gilliam

Montag Award
Claudia Yang

US History Award
Catherine Garvey

World Languages

Chinese Book Awards to honor students’ work and ability in studying Mandarin Chinese
Chinese 2
Natalia Ginsburg, Jenny Huey
Chinese 3
Grace Brody
Chinese 4
Adrian Aldana

Bovee-Spink Award in memory of Arthur Gibbon Bovee and Josette Eugénie Spink, Lab French teachers as well as authors and editors of many French textbooks. The award honors seniors who have shown a love of and interest in the French language throughout their studies at Lab
Sydney Fishman, Anna Hopkins, Delia Previtara, Claudia Yang

Eliade Scholarship for study in France
Jessica Gimpel, Maxine Nesbitt

Gardner Endowment Scholarship for study in Germany
Duncan Weinstein

Pretzel Scholarships for study in Germany
Rolland Long, Adele Rehkemper

German Book Awards for students who show outstanding improvement in their understanding of the German language or demonstrate exceptional motivation and interest in the study of German and its culture
Henry Harboe, Grant Hensel, Alex Ortel, Eleanor Schuttenberg, Lili Steffen

Latin Book Awards
Nadja Barlera, Amos Bronner, Lucy Cheng, Lane Gunderman, Erik Gustafson, Ellie Hill, Elizabeth McNally, Molly Rosenzweig, Ana Rosic, Sheridan Small, Shrija Sriram, Mara Weisbach, Emily Xiao

Spanish Book Award to students who have demonstrated superior performances during their years of Spanish study
Francesca Baio, Helen Cain, Alexandra Cohen,

Sports Highlights

Baseball

Pitching a complete game and adding a solo homerun, junior “Mac” **Sinclair** led the team to their second 3A Regional Championship in three years. Seniors **Liam Mireles** and **Jeremy Woo** and sophomore brothers **Matt** and **Sam Lawrence** were named to the ISL Baseball All-Conference 1st team.

Boys Tennis

For the eighth time in ten years, the team won the IHSA Sectional Championship. Having qualified for state all four of his U-High years, senior **Tyler Anderson** won the sectional championship over sophomore teammate **Lucas Buchheim-Jurisson**. Doubles teams junior **Aneesh Kanakamedala**/senior **Sam Frampton** and freshman **James Duran**/junior **Daniel Eimer** qualified to go down state.

Girls Soccer

The team won their sixth consecutive 2A Regional Championship, having won seven Regional Championships in eight years. Seniors **Sasha Karapetrova** and **Fraser Brown** paced the Maroons to the championship. Juniors **Sydney Scarlata**, **Sarah Schacht**, and **Katie Klespies** and sophomore **Akili King** contributed goals and assists.

Track and Field

Ten runners went down state including four 2A Sectional Champions: seniors **Justin Algee**, **Thomas Aquino**, **Robert Meyer**, and freshman **Sonia Bourdaghs** won sectional events. Also qualifying: juniors **Katelyn Suchtya**, **Catherine Yunis**, and sophomores **Jordan Einhorn**, **Laura Anderson**.



Hannah Constantin, Nathan Eckstein, Sarah Freedman, Katherine Garvey, Audrey Hart, Aalap Herur-Raman, Alicia Yu

Community Learning

Continuing Service Book Awards

for seniors who have continued their commitment to service since sophomore year, funded by Mr. and Mrs. Charles Schwartz Henry Bergman, Margaret Carton, Charles Du, Emily Ehrmann, Brienne Ellis, Sarah Freedman, Marisa Guiang, Matthew Hanessian, Grant Hensel, Aalap Herur-Raman, Kelsea Hoffman, Anna Hopkins, Malvika Jolly, Aleksandra Karapetrova, Sam Neal, Amy Northrop, Alice O'Keefe, Molly Rotmensch, Amrita Singh, Rachel Sylora, Danielle Verdirame, Briana Watson, Jeremy Woo, Caludia Yang

Journalism

Quill and Scroll Journalism Honor Society

Honors in Writing and Photography Nicholas Chaskin, William Chung, Eugene Cochrane, Moira Differding, Rafi Khan, Spencer Lee, Rolland Long, Hebah Masood, Siobhan O'Muircheartaigh, Marissa Page, Nicholas Phalen, Akila Raoul, Jonathon Reed, Sydney Scarlata, Rachel Sylora, Duncan Weinstein, Jay Upadhyay, Jeremy Woo

Midway

Christian Castaneda, Taylor Crowl, Elizabeth Gelman, Nathaniel Green, Connie He, Sarah Husain, Remy Lewis, Jeffrey Li, Catherine Ludwig, Crystal Maciel, Delia Privitera, Veronica Ramirez, Jacqueline Robertson, Anna Rosenzweig, Lili Steffen, Anisha Sisodia, Timothy Thomas, III

U-Highlights

Meryl Charleston, Lucille Cheng, David Chung, Jessica Cohen, Tiffany Davis, Julian Ehsan, Jordan Einhorn, Magda Glotzer, Stefania Gomez, Maya Hansen, Aasha Holmes, Sarah Husain, Emily Hsee, Remy Lewis, Elizabeth McNally, Adam Picker

Cecil Denton Award for Investigative Reporting

Akila Raoul, Sydney Scarlata

Law & Order: 59th Street

Monday, May 16, 8:35 a.m. As **Dee Beaton's** fourth-graders arrive for class, lawyers are waiting for them in the classroom. Someone has stolen a bowl of candy, they're told, and tenth-grader **Duncan Weinstein** is suspected. The class holds a hearing with one of the lawyers as the judge who determines there is enough evidence to try Weinstein.

So began the fourth-grade's weeklong exploration of the justice system, culminating in a mock trial of the accused. It was the fifth time Ms. Beaton, who teaches a third/fourth-grade loop, had staged the event. The students had learned about the Constitution, the Bill of Rights, and forensic science in the days leading up to the crime, Ms. Beaton says, but didn't know these activities were preparing them for this real world experience.

On Tuesday, the students were divided into a prosecution team, a defense team, witnesses, and a jury. Parent volunteer **Jim Sowerby**, acting as the judge, taught the jury about their responsibilities. Other parent volunteers worked with the defense (**Alyssa Stamatakos**

and **Andrea Vag**) and prosecution (**Pablo deCastro**), interviewing witnesses and developing opening statements. At the end of the week, the students tried Weinstein—also a volunteer who himself had played the prosecuting attorney in the mock trial when he was in fourth grade—in a courtroom at the (not-mock) Dirksen Federal Building downtown.

"The kids took all of the weeklong activities quite seriously and did a magnificent job as witnesses, attorneys, and members of the jury during the trial," Ms. Beaton says. The student lawyers carried out their arguments and examination of witnesses "almost independent of the adult team leaders."

After deliberating for 30 minutes, the student jury found Weinstein guilty—which he was—and justice was served.



As Dee Beaton's fourth-graders arrive for class, lawyers are waiting for them in the classroom. Someone has stolen a bowl of candy, they're told, and tenth-grader Duncan Weinstein is suspected.

Asra Ahmed steps into a new role

This summer, **Asra Ahmed** became U-High's assistant principal, a role that had been vacant since **Cathy Feldman** retired in 2006. Ms. Ahmed has worked at Lab since 2004, first as a counselor, then as chair of the counseling department. In her new position, she serves as the High School's chief academic officer, overseeing the advisory program and

student course registration process. She will also work closely with faculty and Principal **Matt Horvat** in thinking about how the curriculum might evolve as U-High expands its enrollment over the next four years.

"We're in a moment of significant change, with the new schedule and the increasing enrollment," said Ms. Ahmed. "Our growth means that we are changing, not only in our numbers but also in our diversity of learners. I look forward to bringing my experiences working with Lab students to the faculty as they make decisions about how to shape their curriculum."

The top ten ways you know you are a Labbie

Upon the completion of his tenure on Lab's Board of Directors, **Bob Solomon, '78**, thought extensively about what it means to be a Labbie. He couldn't come up with just one answer. Hence:

- 10) You think that being bullied is something that only happens to Republican kids.
- 9) You believe, in your heart of hearts, that Regenstein is a cool place to hang out.
- 8) You matriculate and are shocked to learn that many college neighborhoods have things like bowling alleys, movie theaters, The Gap, sports bars, and abundant casual dining.
- 7) You have figured out that if you are going to have a wild party, it's much better to do so at a faculty kid's house than a non-faculty kid's house. Their parents are going to be oblivious and/or forgiving. (BTW, the best is a kid whose mom or dad is at the divinity school.)

6) You send your kindergartener to school with a "Lunchable" and they come home in tears, humiliated by the teacher and the entire class for their insensitive use of excess packaging.

5) By the time high school ends, you've already done all the things necessary to disqualify you from holding public office.

4) You learn that playing soccer, tennis, baseball, cross-country—or almost any sport—in the snow is actually not that bad until it really starts to accumulate.

3) You know for sure that the Nobel Prize committee does not take into account child-rearing skills in considering their prizes.

2) You are so excited to meet the new ninth graders because you have dated, been rejected by, or humiliated in front of every other prospective partner.

1) There is only one #1 way to know you are Labbie, courtesy of **Bob Feitler, '46**: The real definition of a Labbie is someone who graduates with the mistaken impression that they are a mediocre student and a great athlete.

Mr. Solomon's siblings, father, and daughters all attended Lab. He says, "On a slightly more serious side, I am one of the luckiest souls ever. Among the things that I feel luckiest about is that my granddad somehow managed to get through the Depression and send his son to Lab, and my dad did the same for me and my siblings in the 60s and 70s—we are not sure how—and I was able to do the same for my kids."





Illinois Journalism Education Association Student Journalist of the Year
 Faiaz Khan, Runner-up
 All-State Journalism Team
 Sydney Scarlata

Annual Newspaper Contest
First Place
 Eugene Cochrane, Faiaz Khan, Nicholas Phalen, Samuel Reynolds, Anisha Sisodia, Jeremy Woo
Second Place
 Nicholas Chaskin, William Chung, Taylor Crowl, Nicholas Phalen, Jackie Robertson, Sydney Scarlata, Duncan Weinstein
Third Place
 Moira Differding

Illinois Woman's Press Association
First Place
 Eugene Cochrane, Faiaz Khan, Nicholas Phalen, Jackie Robertson
Second Place
 Remy Lewis
Third Place
 Nicholas Chaskin, Jonathan Reed, Sydney Scarlata, Rachel Sylora
Honorable Mention
 Jeffrey Li, Nicholas Phalen, Anisha Sisodia

National Federation of Press Women
First Place in Nation
 Faiaz Khan, Jackie Robertson

National Scholastic Press Association Honor Roll
 Faiaz Khan

Athletics

Athletic Director's Award
 David Chung, Matt Hanessian, Michael Turner, Tina Umanskiy

James Wherry Willis '87 Award
 Robert Meyer

Physical Education Department Outstanding Achievement Award
 Sarah Garvey, Eric Gustafson, Amy Northrop, Jeremy Woo

William "Doc" Monilaw Medalists
 in honor of the School's first athletic director, Dr. William Monilaw, recognizing athletic ability, sportsmanship, and scholarship
 Tyler Anderson, Martin Alexander Nesbitt, Rachel Sylora, Rose Traubert

History channeled

On a hot June evening, with ceiling fans spinning and a *djembe* drum beating a rhythm, U-Highers transported their audience to Africa and the Middle East without ever leaving Blaine 214.

Family, teachers, and friends packed the small auditorium to see *Decolonization: The Journey to Nationhood*, an original play created by **Chris Janus's** students and presented as their final project for Advanced Topic European History.

U-Highers transported their audience to Africa and the Middle East without ever leaving Blaine 214.

The week before, students in **Andrea Martonffy's** class enacted a scene and screened a film they'd made about late-nineteenth-century imperialism.

The final projects end a year of learning with a "Hey kids, let's put on a show!" approach. A little procrastination-induced panic fuels creativity, too. Students have leeway to determine the type of presentation they'll create, but are required to write a script based on research and common readings.

This year, students read *The Jewel in the Crown*, the first novel in Paul Scott's Raj Quartet, to learn about European imperialism and its impact on colonial societies. To better understand nationalist movements in Africa, they relied on *The Shadow of the Sun*, a nonfiction account by Polish journalist Ryszard Kapuscinski.

Mr. Janus's class wrote a dramatic script featuring Kapuscinski as narrator and eyewitness to mid-twentieth-century independence struggles in Ghana, Ethiopia, and Zanzibar. The play's

second act jumped to the present day, when the journalist mentors a young American reporter covering prodemocracy movements in Tunisia, Egypt, and Libya.

Many students directed and acted in the African play; some choreographed and performed dance and choral pieces. Others handled costumes, props, sound, and lighting—or helped to paint sets and a classroom mural depicting African history. Students prepared and served British, Indian, Polish, and Middle Eastern food after presenting their projects. "Everything associated with this is really a collective effort," says Ms. Martonffy.

Each class selected peers—sophomores **Nadja Barlera**, **Nora Engel-Hall**, and **Angira Shirahatti**, and junior **Robert Radway**—to direct its project. The students learned valuable lessons about leadership and were graded on the quality of the final production. "I tell them they're captains," says Mr. Janus, "and they go down with the ship."

By the time students complete their projects, they haven't just memorized names and dates but have made history come alive through newly acquired knowledge of politics, economics, art, literature, music, and dance.

In the end, says Mr. Janus, students are "moved and touched" by historical events. "I've been trying to tell them that this is a drama. You have to feel in your own bones that what you're trying to convey to the audience is significant."



What I did this summer: start to understand "Lab-ness"

A chat with new Director of Alumni Relations and Giving Monica Barnes

Monica Barnes joined Lab toward the end of last school year, having served in a similar position for five years at her alma mater, the National Cathedral School, an all-girls independent school in Washington, DC. In her first months on the job, and in close partnership with the Alumni Leadership Committee (ALC), now called the Alumni Association Executive Board, she began to plan for the new alumni association. This is the next step in an unfolding series of efforts to bring a greater sense of connection between Lab's nearly 9,000 alumni and the Schools.

Having had a chance to take in your new surroundings, what about Lab stands out for you?

It became clear right away that Lab and U-High alumni have a strong voice and that there really is a quirky smart "Lab-ness" to how they want to connect with the Schools and each other. Arriving at such a pivotal time in the Schools' growth has been particularly exciting. It is a great time to become part of the community, and I'm excited to work with the vibrant alumni population that exists here.

It's also been wonderful to see the strong connections that exist between Lab alumni and the Schools. You don't have to have graduated from U-High to count as an alum—and there are many folks who left before senior year (even before high school) for whom Lab is still important. In many ways my experience was very similar to the Lab experience—my closest friends are those friends I had in high school, and I would call my time at National Cathedral School one of the most transformative periods in my life.

What will the new association mean to the average alumnus?

Over the decades there have been various iterations of an alumni association; hopefully this version will mean more of the activities that the Schools and the ALC have put in place over the past few years and a greater sense of community with each other and the school. I'd like to see a structure that relies on a wide base of volunteers and leaders that will give the organization staying power. I am thankful that ALC co-chairs **Elizabeth Evans, '81**, and **Matthew Shapiro, '84**, (who have been tireless leaders and very involved in this process) will stay on as presidents of the new association.



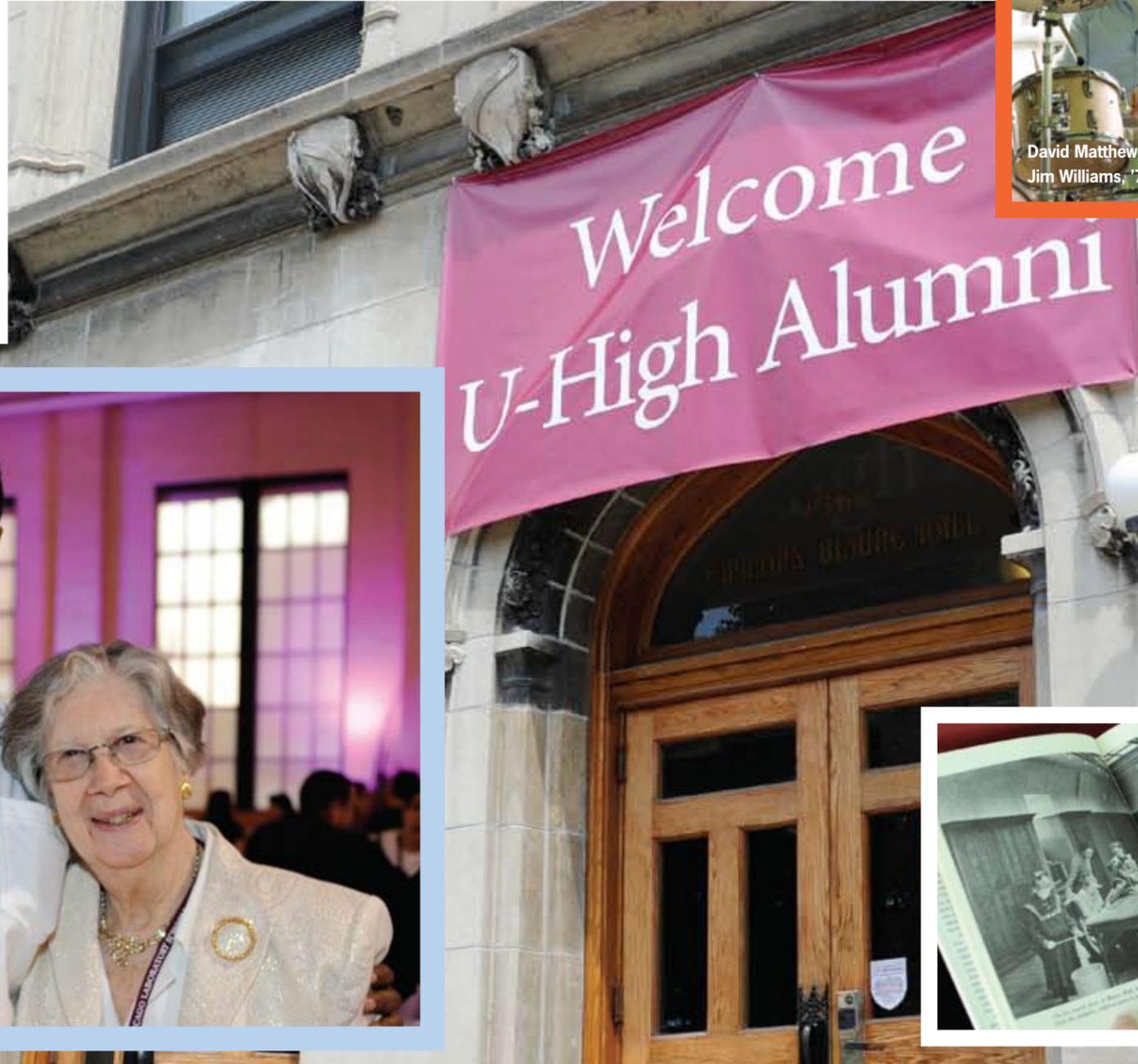
What are your immediate priorities?

To see as many alumni face-to-face as I can! Only about 40 percent of Lab's alums live in or around Chicago and so we already have a series of Alumni on the Road events planned. But we'll also have more Chicago-based events. Really, my immediate priority is my only priority—to help our alumni (including those still in college) connect to each other and the school—through reunion, local events, and networking activities—and to feel connected enough that they want to help support the Schools by giving back philanthropically and as a volunteer.

Connect. Participate. Celebrate.



Howard Moses, '46, Mary J. Moses, and U-High testing coordinator Chris Harper, '92



David Matthews, '12, and Jim Williams, '76

And they did. More than 500 alumni and friends, from as far away as Thailand and as close as 58th Street, gathered in Hyde Park for Alumni Weekend 2011.

Alumni (from as early as the Class of 1930 and as recently as last year's graduating class) returned to campus to take part in the festivities. This expanded affair dovetailed with University functions but also included new U-High and Lab events, such as classroom visits (look the same to anyone?), a networking lunch (Labbies are doing pretty impressive stuff), and the Taste of Chicago Party (Harold's de rigueur).

Ben W. Heineman, Jr, '61, who was celebrating his 50th reunion, received the 2011 Distinguished Alumnus Award. On Sunday, U-High alums faced off on the basketball court against former rivals—alums from Parker, Latin, and Morgan Park Academy.

Look for even more programming at Alumni Weekend 2012.



Ann Karnovsky, '46



Paul Robertson, X'81, and retired Lab teacher Cathy Erickson



Bruce Goldberg, '71



Liz Lin-Wang, '91, Debra Stulberg, '91, AM'07, and Michelle Webb, '91



2011 Distinguished Alumnus Ben W. Heineman, Jr., '61



Carol Wentz, '56



Sanjay Agrawala, '86, AB'98



Susie Stein, '45



Beata Boodell Corcoran, '81



Board Chair John W. Rogers, Jr., '76

Scholarship and financial aid— a two-way street

Financial aid and scholarship are investments in talent, and they are also one of the most significant ways that Lab and U-High ensure the diversity of thought and experience that define a Laboratory Schools' education.

Approximately one in ten students at Lab benefits from some type of scholarship or financial aid assistance. The needs vary widely. For some families, aid has helped them get through a rough patch brought on by illness or an economy-related job loss. For others, only a full scholarship would make it possible for an outstanding and motivated student to take advantage of a Lab education.

Last year, the Schools were able to provide nearly \$1.7 million in scholarship and aid. Some of that money is in the form of endowed scholarships established many years ago that will go on to support students for years to come. But the bulk comes from donors who have made gifts of every size to Lab's Annual Fund, which provides current use, immediate impact

dollars. The Annual Fund effort (undertaken formally through twice-a-year mailings, email reminders, and phone-bank efforts) asks families and alumni to give at any level they are able.

"Our goal is to increase the number of participants, and even with the financial crisis, more and more people are giving back," says Executive Director of Alumni Relations and Development Pam Winthrop. "Alumni say Lab helped prepare them for college and beyond. Parents see an amazing education unfold every day. The Annual Fund is a way of saying thank you and making sure that the Schools remain an outstanding institution."

MOTIVATED STUDENTS GET THE BENEFIT OF LAB. BUT LAB GETS THE BENEFIT OF THEM.

Peter Zhang, '11



Peter Zhang, '11, may not be so different from many young people who start high school a bit unsure of themselves but go on to graduate with confidence. But Peter does feel that U-High's academic freedom and challenge prepared him for a future he might never have dreamed of: "In physics, Mr. [David] Derbes gave us problems that weren't just from a text book but problems that other teachers had posted. He

worked right alongside us, and we would compare answers to see which ones worked best or fastest. I think at another school my life would definitely have been more restricted."

Being surrounded by students who all worked very hard helped him learn to work hard as well. Says Peter, "By my last two years at Lab, I felt like I had the conviction to get done what I wanted to achieve. Things that seemed far beyond my reach as a freshman, by the last two years I had the confidence to think that these things were possible for me."

Peter leaves for Yale this fall, where he plans to study engineering.

BY CATHERINE BRAENDEL, '81

"OUR GOAL IS TO INCREASE THE NUMBER OF PARTICIPANTS, AND EVEN WITH THE FINANCIAL CRISIS, MORE AND MORE PEOPLE ARE GIVING BACK," SAYS EXECUTIVE DIRECTOR OF ALUMNI RELATIONS AND DEVELOPMENT PAM WINTHROP.

Veronica Ramirez, '11



Veronica Ramirez, '11, quickly learned to avail herself of a faculty that makes themselves available to each individual student. "At Lab I reached out

to my teachers more. They were open and accessible. Lab was much more challenging [than my middle school] and I did not know what else to do besides ask questions and ask for help."

Veronica recently returned from her orientation at Northeastern University in Boston, where she will enter the Bouve School of Health Sciences. Already, she sees how her U-High experience has better prepared her for college. As advisors lectured her incoming class about larger class sizes and the need to speak up, Veronica thought, "I've already learned to do that. I'm comfortable asking for what I need. I have

taken charge of what I know and what I don't know."

At U-High, she took advantage of leadership and academic challenges that she thinks would not be available to her elsewhere. She says, "I have no idea how my life would be without Lab. Latinos Unidos gave me the chance to be a leader, and I was able to do photojournalism for the paper and yearbook. I am not sure another school would have even offered that. Lab emphasizes skills you are going to need in college. At another school, maybe some classes would have been challenging, but at Lab all the classes are challenging."

LAB+
INVESTING IN
THE POWER OF LAB

Jim Torpy, '11



Jim Torpy, '11, split his summer between the University of Chicago's Oriental Institute (OI) and Professor Paul Sereno's fossil laboratory. Both are pretty good experiences for a guy considering an archeology major when he arrives at the College of Wooster this fall. And while both positions grew out of U-High-sponsored activities, Jim made them happen. "Lab helped me become a more dynamic person. You're surrounded by a lot of capable and confident people, and I started to have

the initiative to seek out opportunities," he explains.

As part of his sophomore service learning curriculum, Jim volunteered as a docent at the OI. Certainly he needed to memorize names and dates. But U-High classroom debates, he says, helped him hone his speaking skills and his ability to put ideas together—helpful skills when telling an engaging historical story and answering questions. And a stepping stone into his role as a professor's assistant.

Jim's work in the fossil lab, removing delicate bone fragments from surrounding rock, started as his senior May Project. He draws a connection between his Lab experience and his success with such exacting work: "Being able to concentrate and stick to it—that's something a challenging curriculum like Lab's helps shape."

Mario Gage, '10



Mario Gage, '10, spent his summer working as an intern for Ariel Investments, LLC, and is heading into his second year at the University of Chicago. He credits his success to his transformative four years at U-High: "My history teacher, Mr. Charles

Branham, said, 'I'm not here to teach you how to work harder, but how to work smarter.' In my experience that really summed up what I was getting in all my classes. You have to use your time wisely. It really hit home."

Beyond organizational skills, his experience at U-High helped Mario channel his confidence into his intellectual life: "Lab encourages independent thinking. You're encouraged to not just go with the status quo, not be afraid to be the contrarian, not just use a standard approach but see things in a unique or new way and get to a different solution."

Like many alumni, Mario feels that he arrived at college with a distinct "Lab" advantage: "I'm used to the level of rigor, to taking on something that might seem overwhelming and then seeing that it is doable. UChicago has been challenging at times, but I think back to my experience at Lab and I know everything works out."

And when it does he'll be in good company: "Lab's is a tight knit community, and I made friends that will be there for the rest of my life."

Bianca Carter, '11



It was with some unflattering private school stereotypes in mind that Bianca

Carter, '11, arrived at her U-High orientation. "I had all these clichéd ideas about cliques from the movies, and I knew a lot of the kids were Lab lifers. But all of the sudden there were people coming up to me, introducing themselves to me, and sitting with me. It was easy to connect," she recalls.

Lab's environment—one that celebrates individuality even as it sponsors community—helped Bianca graduate knowing that she, too, will have Lab friends for life: "The type of people I met was unexpected. There were so many different kinds of people, and so many unique people. And they liked the things I liked."

With social life easier than anticipated, Bianca was able to spend her first year getting a handle on the workload. "It's a challenging curriculum, but once I got in step and developed my study

habits it was so much easier. It was all more doable," she says.

"I don't think I'd be going to Wash. U. [in St. Louis] if Lab hadn't helped me get there. Lab gave me all these little things (like the Writing Center) and the big things (the community I needed for support and the challenging curriculum) that really prepared me. Without the small classes and the personal attention, it might not have turned out this way."



THE PLAY'S THE THING

BY RICHARD MERTENS

How the very act of playing fits into Lab's early childhood educational experience

It's Monday morning and Maureen Ellis's kindergartners are already hard at play. Four girls in shorts and summer dresses chatter over an elaborate meal of plastic fruit, buns, and chicken drumsticks. Across the room two boys set up a ten-foot row of magnetic tiles and knock them down, like dominoes, in a single clattering swoosh. >>>

diminuendo, just constant motion, like the vibration of atoms. The play even spills into the hallway, where two boys, then four, roll tiny metal cars down a long PVC chute, launching them through an elaborate wooden structure they have built and sending them skittering across the linoleum to exultant cries. “Yahhh!”

IN DEFENSE OF PLAY

Play is on the defensive in America. As education becomes more test-driven and competitive, and the pressure to get into good colleges intensifies, children are expected to learn more and to learn it faster and sooner. Kindergartners are now taught to read and to figure; many schools assign them homework. Some of this new academic emphasis is a natural result of the shift from half- to full-day kindergarten. But it also springs from the belief among many school officials that early training in reading, writing, and math gives children an advantage later on. As the *Chicago Tribune* observed in a headline last year: “Kindergarten: It’s the new first grade.”

At the Laboratory Schools,

It’s Monday morning and Maureen Ellis’s kindergartners are already hard at play. Four girls in shorts and summer dresses chatter over an elaborate meal of plastic fruit, buns, and chicken drumsticks. Across the room two boys set up a ten-foot row of magnetic tiles and knock them down, like dominoes, in a single clattering swoosh. A girl sitting by herself dabs paint on small wooden disks, while another with long hair and safety glasses saws furiously at the classroom workbench.

Here and there are signs of the kind of schoolwork that will one day loom large in their lives. Stuck to a bulletin board are typed stories that the children have dictated to eighth-grade buddies—tales like “Cheaty and Vince Race” and “The Fighter Man in the Sea.” On the opposite wall, under the windows, hang posters on which children have

classmates? For the most part, play is at the center of the kindergarten experience, as it is in the nursery school. And play continues to be part of school in the early grades beyond kindergarten, even as traditional academic lessons take on a larger role. “It’s incredibly important,” says Lower School Principal Sylvie Anglin.



What’s so important about play? Education experts like the psychologist Lev Vygotsky have long argued that play is a highly complicated activity that is crucial to children’s development. Experts also claim that play helps children develop higher intellectual functions—such as understanding abstract meanings—and learn social rules. In play, children learn to use their hands, try out new ideas, and gain mastery over the physical world. They take on roles that challenge them to speak, act, and imagine in new ways. They also learn from each other. Play is the child’s schooling in becoming a member of society, where he or she learns how to make and observe rules, how to negotiate, how to follow and lead. Paradoxically, play in school may be even more important than it once was because children’s lives are so heavily structured outside of school.

“Yes, this is play,” says Ms. Ellis, watching the boys working to set up their chute in the hallway. “But there are so many layers to it.”

In a sense, kindergarten on a Monday morning offers a snapshot of some of the complexity—and variety—of play at Lab. The girls chattering over their pretend meal, the boys figuring out how to set up their chute in the hallway, and the girl sawing at the workbench are all trying out new ideas and figuring out alone or as a group how to carry them out. Imagination and experimentation, often in collaboration with others, abound. The boys “dominoing” magnetic tiles, for example, are loath to repeat themselves, and so together they figure out new ways to do it. “There, now try it,” one says as they set up the tiles once more. This time they ram the first tile with a toy Humvee, sending the row clattering down. “Whoa!” they cry in delight.

Much of this play is the kind of pretending at which children excel. Carla

EDUCATION EXPERTS HAVE LONG ARGUED THAT **PLAY IS A HIGHLY COMPLICATED ACTIVITY THAT IS CRUCIAL TO CHILDREN’S DEVELOPMENT.** EXPERTS ALSO CLAIM THAT PLAY HELPS CHILDREN DEVELOP HIGHER INTELLECTUAL FUNCTIONS.

Young, the Nursery School and Kindergarten principal, says research shows that pretend play enlarges the intellectual capacities of children. “They can actually do things at a higher level,” she says. “Their language can be more complicated; they have more self control. Being in control, playing a role, helps them focus on what they’re doing. From that point of view, they are functioning at a higher level than if they passively had to follow a teacher’s direction.”

At the same time, the children’s elaborate experimentation is helping them acquire the physical knowledge and spatial awareness that will be essential for later academic work. Their building and rebuilding are teaching them about size, shape, connectivity, balance, quantity, and cause and effect. Even destruction, it turns out, offers lessons. “When a child knocks a building down, she or he can notice where it falls, which parts fall, which stay together, and begin to understand some of the logical consequences of his or her actions and make predictions about what will happen in the future,” says Ms. Ellis.

And don’t forget, play is fun. It’s no small thing that play helps kids enjoy school and look forward to going there. Ms. Young says she’s become interested in research that focuses on the emotional state of children at play. “The idea is that whenever you’re in a positive state, your mind is more open to adaptive behavior,” she says. “You’re more open to learning, more open to relationships.”

NEGOTIATED CURRICULUM—CHILDREN LEAD BUT TEACHERS GUIDE

School play isn’t entirely free play. The teachers have a crucial role in guiding and encouraging play down paths that will lead to mastery of curricular elements or more complicated thinking. (Many Lab teachers receive training in the Reggio Emilia Approach, a pre-school philosophy developed in Italy that emphasizes exploration and discovery.) The children choose what they do, and with whom. But teachers intervene if there’s a conflict, offering suggestions on how to include other children—or how to exclude them nicely. Teachers also furnish and arrange their classrooms to offer opportunities for different kinds of play. Ms. Ellis’s room

abounds with wooden and plastic blocks of different sizes, art supplies, play clothes, rocks, and much else. She’s positioned the toys cleverly. Wooden blocks the size of shoe boxes are intentionally stored next to the housekeeping area; that way, when students are creating a pretend meal, they will use the blocks to build their table and chairs.

Ms. Ellis and her Kindergarten co-teacher, Delores Rita, also contrive to turn the morning’s play into a lesson for others. As Ms. Ellis moves through the classroom, she often suggests that children show off what they’re working on at a group meeting later in the day. “When you share the results of play with others, it stimulates the other kids to try that out, too,” she says.

Play, of course, changes over time. Down the hall, four-year-old nursery schoolers dig with trowels and plastic yogurt containers in a big container of dirt. In kindergarten play becomes more complicated and more social. But it doesn’t end there. There’s still room for

play in the higher grades, especially during “choice time” when children arrive at school or after lunch. Indeed, the spirit of play never really goes away. When high school history students reenact the American Constitutional Convention, they’re playing, too.

Jan Bollig, an experienced first-grade teacher, estimates that first grade is half play, half academic work. She says the more sophisticated group play of older children is good preparation for working in collaboration with others. “You have to learn your social skills to function in these groups,” she says. “You have to learn to strike a healthy balance between being a leader and being a follower, the responsibility of being a good group member. You learn that not only in academic groups but through group play.”

Vivian Paley taught kindergarten and



nursery school for many years at Lab and is a strong defender of play in school. She has written 13 books on the subject and has won a MacArthur Fellowship for her work. Ms. Paley calls kindergarten “the master’s degree in creative play.” Kindergartners, she says, bring to play everything that three- and four-year olds have been trying out, but with the ability now to organize larger groups and set their own goals. “To cut it off before the master’s degree is a shame,” she says.



written words that begin with a letter of the alphabet, using what teachers call “inventive spelling.” Three weeks before the end of the year, they have reached “U”: “undr,” “unkl,” and “unacikl.”

But the main business here is play. And to the children, at least, it’s serious business. Whatever their task, the nearly two dozen kindergartners work with fierce concentration. There’s no ebb and flow, no crescendo and

kindergarten is still kindergarten. As at many schools, the children begin to learn the elements of reading, writing, and arithmetic—counting, writing words, inventing stories for others to write down. But little of this happens in formal lessons; more often than not, it is worked into the everyday business of the classroom. Children laying out the daily snack face a daunting mathematical challenge: how to divide a box of crackers equally among 24

Lab's century-old buildings—and even some of the newer spaces around the Schools—veil small details and storied items that at first glimpse you might not notice. And the scary tunnel between the girls' locker room and the pool doesn't count; that's definitely been noticed by the decades of female Labbies who've sped through it.

The Schools hide details of times and alumni and architects past, and here we take you on a brief tour. But be aware: Finding the histories of these spaces and places has not been easy. If you were there and know the real story, let us know at alumni@ucls.uchicago.edu.

BY CATHERINE BRAENDEL, '81



^ LAB'S OWN SCULPTURE GARDEN

Among the several sculptures now situated in the Japanese Garden is a piece by Dennis Kowalski, then a Chicago-based artist and professor at UIC. During their senior year, the Class of 1978 sold hats and t-shirts to raise about \$12,000 to make this artistic contribution to the Schools. Marcus Helman, then chair of the senior class gift committee, and

class president Bob Solomon chose the piece. Mr. Solomon explains that the sculpture was originally installed in front of the High School cloister entrance: "It was put in place along with sod, which was an attempt to keep people from cutting across the raised lawn in front of the school. It had nine large railroad ties on each side, so it was a real bench as well. Apparently, though, we neglected to raise enough to keep the wood maintained, so that was jettisoned somewhere along the way."

Of possibly greater interest? The t-shirt designs silkscreened in classmate Andy Neal's basement. Quite popular with the kids, less so with parents and faculty:

- > A psychedelic t-shirt that simply read: U-High?
- > Propurty of the University High English Department
- > And for the math crowd: $f(x)=f(\mu)$.

It was the 70s. All should be forgiven.



< LET'S DRINK TO KATHARINE MARTIN

Along the east corridor of Blaine Hall, set low to accommodate the thirst of little ones, is Lab's ornate bronze water fountain. After sitting dry for as long as many can recall, the Katharine Martin fountain was repaired only a few years ago at considerable expense (an alumnus, who wishes to remain anonymous, contributed the cost of repair). It sits,

appropriately, next to what were Lab's two original kindergarten classrooms. Ms. Martin came to Lab from Francis Parker's original North Side demonstration school. She was much beloved for her work as an assistant to Lab's famous kindergarten teachers who (with professorial rank) were head of the Kindergarten Department in the University's teachers college.

v PARKER IN THE HOUSE

Despite our deep Deweyan roots, there's a bust of Francis W. Parker on the mantle in the lobby of Blaine Hall. Why? Because Blaine Hall was originally built for Parker's school. Mrs. Emmons Blaine (daughter of industrialist Cyrus McCormick) had pledged her not inconsiderable resources to help Parker build a teacher-training school (what would become the University's School of Education) and a related demonstration school at the University of Chicago. At the same time, John Dewey was running a school for 80 students located in a house on 54th and Ellis and working with a comparatively



small budget. So, by 1901, Hyde Park had both Parker's University Elementary School and the Dewey Laboratory School. The portly Parker died suddenly in 1902, and University President William Rainey Harper left it to Dewey to merge the schools in Blaine

Hall, which opened in 1903. A third school, the Chicago Manuel Training School, moved into the newly completed Belfield Hall in 1904 and rounded out the trifecta that was to become the University of Chicago Laboratory Schools.



^ EMBRACE SPORT ALL YE WHO ENTER HERE

Loosely guessing, if you are a typical Lab alum (for argument's sake, you went to Lab for much of your middle and high school years) you likely walked through the doors of Sunny Gym more than 2,000 times. Ever

notice the decorations above your head? The limestone archway is decorated with figures representing the various sporting activities that might take place at Lab as envisioned by the architects who designed the building, opened in 1929. The idea was picked up again in 2001 when stonemason Walter S. Arnold was hired

to design and hand-carve 12 new panels of Indiana limestone (each weighing a whopping 400 pounds) that adorn the exterior of Kovler Gymnasium. He also designed and carved the gym's three limestone benches that rest on sporty gargoyles, a gift to the Schools by the three contractors who made the building.

UNKNOWN, OBSCURE, YET OH SO LAB



^ BREAKING THE MOLD

Also in the Japanese Garden stands a tall bronze totem pole in memory of near-emeritus Lower School teacher Esther Hermann. Sculptors in Mirentxu Ganzarain's 1999 High School

class created the work. A grant from the Schools' Gunvor Refetoff Memorial Fund supported the casting and allowed students to visit the foundry to watch molten bronze poured into their molds.



< DEWEY IN THE HOUSE

The following information is according to an article written in 1992 by a Lab alumus—UChicago associate professor of education William D. Pattison, '39, PhB'48, AM'52, PhD'57: In 1930, a Philadelphia artist, Alexander Portnoff, sculpted a bust of John Dewey. Later, at least two additional bronze castings were made. One, presented

to the Department of Education on the occasion of the University's 50th anniversary, was unveiled at a dinner on September 23, 1941, and is now in the offices of Judd 105. For many years it rested in the Education Library that was on the second floor of Judd Hall. After that library closed in 1970 the bust came to rest at the Benton Center for Curriculum and Instruction.

A coda to Mr. Pattison's history: The bronze cast found its way to its current location in the Laboratory Schools when entrusted by Dewey scholar and UChicago Distinguished Professor Emeritus Philip W. Jackson to his very last PhD student, U-High English teacher Catie Bell, PhD'07.

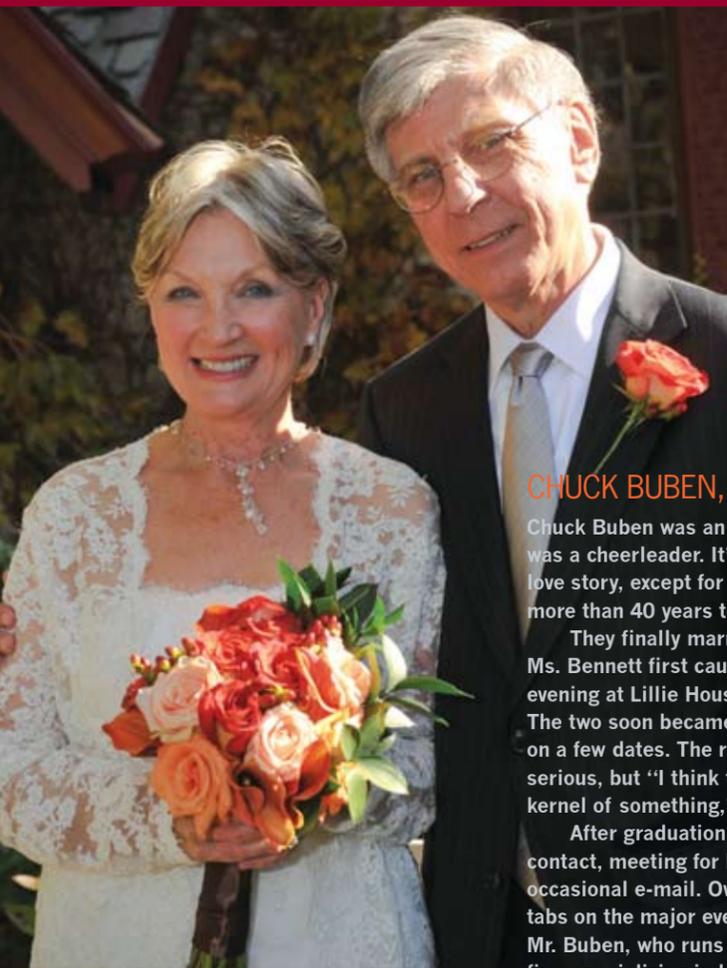
v A FIFTH FLOOR AND SKYLIGHTS

In an eave overlooking Blaine 408 is a glassed-in, balcony-like space currently used to store papier-mâché gargoyles made by art teacher Philip Matsikas's students. This fifth floor of Blaine (and other upper level Blaine rooms) used to feature skylights. These prized spaces at varying times housed the education school and University home economics classrooms

(the University taught home ec?). Before the recent re-roofing of Blaine Hall, one could still see the decades-old tile outline from when the skylights were removed after the disastrous 1958 Our Lady of Angels fire. Ninety-three children and three nuns died in that fire, and new city codes were written to prohibit skylights in school buildings. Such skylights are against code to this day.



LABBIES IN LOVE



CHUCK BUBEN, '60, & RENEE BENNETT, '61, MARRIED 2009

Chuck Buben was an athlete; Renee Bennett was a cheerleader. It's the classic all-American love story, except for one detail: It took the pair more than 40 years to make it official.

They finally married in 2009, years after Ms. Bennett first caught Mr. Buben's eye one evening at Lillie House, a popular Lab hangout. The two soon became friends, and even went on a few dates. The relationship was never serious, but "I think there was always a little kernel of something," Mr. Buben says.

After graduation, they remained in contact, meeting for lunch and exchanging the occasional e-mail. Over the years, they kept tabs on the major events in each other's lives: Mr. Buben, who runs a management consulting firm specializing in logistics, married and had twin daughters; Ms. Bennett completed a master's degree in English. She eventually became a realtor in Chicago, where she and Mr. Buben still live.

The bond deepened after both lost their long-term partners to illness. Ms. Bennett wrote Mr. Buben a letter after his wife passed away, offering her support and condolences. "I know how people are when you've lost someone. No one pays attention much," she says.

They met for lunch at Maggiano's and "fell right back in," Ms. Bennett remembers. They were united not just by their memories of high school, but also by the shared experience of caring for and losing a loved one. "We knew what it tells you about a person who really sticks by someone. The circumstances were different, but the dedication was an important characteristic," Mr. Buben says.

The one-time study hall classmates are now newlyweds—and they sound like it as they talk about each other. "Renee is a warm and compassionate person. Also, there's a loyalty, and a quality of getting things done," Mr. Buben says. "And she's still pretty. That never changed."

BY SUSIE ALLEN, AB'09

The course of true love may not run smooth, but for some, it runs right through the Laboratory Schools

Four pairs of U-High grads—Paul and Kelley Audrain, Chuck Buben and Renee Bennett, Paul and Ann Sagan, and Derek West and Eve White-West—didn't have to look far from home to find their special someone.

Whether they began dating at Lab or after, all believe their Labbie roots have helped them in their marriage. Ann and Paul say their Lab experiences gave them a shared worldview. Kelley and Paul feel they've grown up together. Eve's Lab connections encouraged her to give Derek a chance. And 40 years after graduation, Chuck and Renee were able to pick right up where they left off.

Their stories—filled with evenings at Lillie House, basketball games, snowball fights, and one very memorable trip up Lake Shore Drive—couldn't have begun anywhere else.

PAUL SAGAN, '77, & ANN (BURKS) SAGAN, '76, MBA'82, MARRIED 1982

Ann and Paul Sagan like to joke that their first bonding moment happened in the back of a Chevy Impala—but not in the way you might think.

"We were both taking Sandy Patlak's drivers ed class in the spring of 1975, and a [third] classmate was behind the wheel for her first time on Lake Shore Drive. While cars were whizzing past us, Mr. Patlak, the gym teacher, driver's ed teacher, and life saving instructor, was yelling at us to make sure no one was drowning in Lake Michigan and yelling at the very nervous driver to keep her speed above 35 mph," the couple writes in an e-mail. "It was a near-death experience that had us leaning into each other and holding on for dear life."

Their relationship, thankfully, proved to be a smoother ride. Shortly after becoming friends with Paul, Ann told her mother, U-High librarian Mary Burks, that she knew she would someday marry him. The Sagans wed at Rockefeller Chapel in June 1982.

Paul went on to become CEO of Akami Technologies, an internet technology company based in Cambridge, MA, not far from the couple's home in Lexington, MA. Ann is currently president of the board of



Boston's Match Charter Public School. Both have developed a keen interest in improving educational opportunities for children. They say their Lab background gave them a common view of the kind of education they wanted for their three children.

It comes in handy for other reasons, too: "We're also hoping that, now that we're starting to forget things, having a shared past will provide us both with good memory backup. For example, what kind of animal did Mrs. Johnson keep in her kindergarten classroom? A pet chicken, right?"

Although the Sagans have known each other since nursery school, they remain as infatuated as ever. "What I like best about Paul is that he is my best friend and even after 37 years always makes me feel special," Ann says. "And he still likes to do the dishes!"

"Ann is the kindest and most considerate person I know," Paul says. "She is always thinking about what to do to help someone else. We became best friends before we were romantically involved, and that friendship—as well as the romance—has been the bedrock of my life."

DEREK WEST, '89, & EVE WHITE-WEST, '94, MARRIED 2007

For Derek West and Eve White-West, the fifth time was the charm.

Over the years, they met at numerous social functions and occasionally saw each other around town. Ms. White-West caught Mr. West's eye, and he asked for her number several times but never followed through.

When Mr. West finally called, she was skeptical. After all, "for ten years, he took my number four times," she says. She turned him down.

Mr. West was not so easily deterred. "He said, 'We can go out with friends from Lab.' When he put it that way and offered a free meal, I couldn't turn him down," Ms. White-West says.

"I had to weasel my way into a first date," Mr. West admits. "Lab had its uses after all."

They hit it off immediately, and Mr. West hastily made up for lost time: the first date led to a second the following night, and a third the night after.

Mr. West, an interventional radiologist, married Ms. White-West, a stay-at-home mom, in 2007. They have a 15-month-old daughter, and are expecting a second child in December.

Although Mr. West and Ms. White-West were never in any classes together—they graduated five years apart—they both attended Lab from an early age and knew many of the same families. "We're both definitely Lab lifers," Mr. West says. "We must have seen each other in the halls at some point."

They later discovered they had taken many of the same courses, and volunteered at St. Ambrose School. "He had lived the same life I was living five years later," Ms. White-West says.

Thanks to her Lab connections, Ms. White-West learned Mr. West was someone she could trust. "When I first met him, there were parents who remembered him in fourth grade, and said, 'Oh, I remember he was such a sweet kid.' I had people who would give me the truth. I knew he was for real," she says.

If Ms. White-West had any doubts about Mr. West being "for real," they were eliminated when he proposed to her at Avenues, a Chicago restaurant. Surprised and overwhelmed, Ms. White-West looked at the ring and exclaimed "No!" out of shock. When she realized Mr. West thought she was refusing him, she made a quick correction.

"I had to weasel my way into marriage as well," jokes Mr. West.



KELLEY (GRAMM) AUDRAIN, '84, & PAUL AUDRAIN, '84, MARRIED 1990

When Paul Audrain and Kelley Gramm attended their senior prom at Chicago's Drake Hotel, they didn't know it would later be the site of an even bigger celebration: their wedding.

Kelley arrived at Lab her junior year. Paul, a longtime Lab student and the son of emeritus kindergarten teacher Ann Audrain, spotted the new girl right away. Introduced by mutual friends at a basketball game their junior year, the pair hit it off over an evening of snowball fights and chatting. Egged on by his friends, Paul finally asked Kelley out, and the couple dated for the remainder of their time at Lab.

They broke up not long after senior prom, as they prepared to set off for different colleges—Paul for Stanford University and Kelley for the University of Redlands. It didn't take long for Paul to acknowledge the split had been a mistake. "I just assumed that when [we] went to college...we weren't going to continue dating," he recalls.

"Well, you assumed!" Kelley teases.

"But being separated from [Kelley], I realized I really liked her," Paul says.

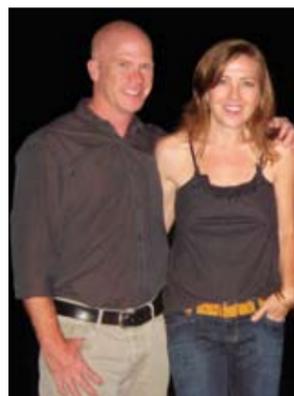
Throughout college, they drove or flew to see each other as often as they could, sometimes meeting in the middle.

Learning to meet each other halfway has been an important skill for the Audrains, who now run an architecture and interior design firm together. At first, it was a challenge not to let their business interfere with their relationship. But they've grown to love working together. Among other perks, it allows them to spend more time with their two children, both of whom attend Lab.

Most people who learn the Audrains have been together since high school are impressed. Their kids are tougher customers. "When people realize we've been dating that long and say, 'Oh, that's so cute,' the kids eye-roll like crazy and they might leave the room," Paul says.

Their 15-year-old daughter may roll her eyes, but she isn't much younger than her parents were when they met. "She might go out on a date [with someone] and be stuck with the guy for the rest of her life," Paul muses.

If her parents are any indication, that might not be so bad.



from the Midway

U-High Midway • Tuesday, April 26, 2011 • PAGE 10

er's voice on the phone.

"My grandmother told us that there was nothing that could be done to prevent the earthquake and tsunami. Being sad wasn't the answer to their troubles.

"I think an important aspect that people might not

pan after the earthquake," Sonia said.

"With the bake sales going on and the national Cranes for Japan movement, it feels wonderful just to be able to do something other than sit around and wait to hear the news of some new disaster."

School dining takes gourmet turn

Marissa Page

Midway reporter

If you happened to walk into the Lab Schools cafeteria around lunch Wednesday, April 14, you might have noticed some unusual dishes.

That's because, as part of International Day, the inspiration of Head Chef Rodolfo Arellano, cafeteria staff members alongside students served spicy Indian samosas, sweet Mexican churros and fresh Greek salads.

THE INTERNATIONAL Day cuisine, for both Middle and High Schoolers, reflected a movement toward healthier and gourmet school meals.

A "Let's Move" initiative, which First Lady Michelle Obama launched February 9, 2010 from the White House backed by Cabinet members, health experts and celebrities, seeks to promote healthy living habits such as diet and exercise in children.

Last June, Mrs. Obama and hundreds of celebrity chefs met on the White House Lawn to show school chefs how to make edible and healthy lunches.

BECAUSE STUDENTS consume most of their calories at school, improving school lunches would lower childhood obesity rates.

Realizing students often look to their cafeteria for a sugary snack, Mr. Arellano says he has made unhealthy staples more nutritious and just as delicious.

"In kids' houses, parents are constantly telling them 'Eat healthy!' and 'No junk food!' but in the cafeteria, they have more freedom," Mr. Arellano explained. "They think, 'My parents aren't here, I'm going to have some fries.'"

"KIDS DON'T WANT veggies; they want potato chips. We take that to heart, and to try to keep kids healthy we no longer use trans fat oils on our fries, and we offer fruit juices instead of soda in the cafeteria."

The key to making healthy food attractive to children is choosing words carefully, according to White House Chef Sam Kass, senior policy adviser on healthy food initiatives and U-High graduate

from the Class of 1998.

"There has never been a time where kids have liked healthy food," Mr. Kass explained. "I think the best way to get kids to eat healthy food is to not call it healthy, but to call it delicious. If it looks good and it tastes good, the kids are going to eat it. The same goes for adults. Fundamentally, there is nothing different about kids and adults when it comes to eating healthily."

A MANDATORY Chicago Public Schools Breakfast in the Classroom program, which provides free breakfast to 86 percent of students, will go into effect in June in all district schools.

"There are school districts around the country working to serve breakfast in the classroom," Mr. Kass continued. "Schools want to increase attendance and kids' capacity to learn.

"Lots of kids come to school with nothing in their stomachs and don't eat anything until lunch, or they eat something unhealthy for breakfast like chips and cookies. Breakfast in the Classroom is a way to give kids a good start to their day."

THE CHICAGO breakfast program takes place in the first 10 minutes of the school day. But parents of children with severe food allergies are concerned their children might accidentally come in contact with their allergens during class clean-up time. For Lab Schools Cafeteria Food Service Director Rachel Kovich, the pros of the breakfast program outweigh the cons.

"Breakfast in the Classroom can't be optional," Ms. Kovich said. "That is, either everyone participates or no one does. Kids who have breakfast in the morning are shown to focus and retain things better.

"IT ALSO TEACHES them healthy eating habits for the rest of their lives. I think it's a really good idea for Chicago Public Schools to implement this program.

"We do serve breakfast at Lab but I don't think we could ever make it mandatory here. Being a private school, we have very different rules and guidelines. It would have to be something that Lab itself thought was important enough to implement."

to cause additional testing.

"I certainly do not want to lose my driving privileges or do not want what happens to me."

Outdated state driv-

types of accidents, M
 "Laws have been passed that require drivers and now for more age related accidents. But we have not dug into the more age related accidents. **"IN SOME STATES** to renew your license you need a driver's license in Ohio and fill out a form to complete your license renewal. The standard driver's test is given years once you are past the juncture you need to take. Ms. Dremmer feels that driving tests are not altogether complete. **"WE HAVE TO** complete the test that caters to the needs in some parts of Illinois are beginning to be specialized testing that hearing abilities. C enough. Those who simply are not capable lucky at least for the time. While Ms. Dremmer driving could be effective understands the challenge. "I have heard many difficult it is to even be. Yet they know it is their hot-wired his old not able to drive any mously contact the D to revoke her mother's license. **"SOMEONE T** about getting another sure what she hit. She she did not want to b. Among those Ms. lia's father James Ba. "People like Tony the accident and Sa from the 42nd district she said. "Most information and do our is concerned. The we want to do? Is it Meetings are being some of the tasks nee

THE LAB ANNUAL FUND

“WHY I GIVE,” JOSH LEVINE, '02, ANNUAL FUND CO-CHAIR



“I give back to Lab every year because I appreciate the transformative impact of a Lab and U-High education. I cherish the many learning experiences I had at Lab, and remain connected to Lab’s community. Ten years after high school graduation, my best friends are still Labbies.

“Alumni support has a significant impact on the education that Lab can offer its students, and I want to be counted among the alumni that care deeply for the school.”

A GIFT TO THE ANNUAL FUND—NO MATTER THE SIZE—PROVIDES CURRENT USE, IMMEDIATE IMPACT DOLLARS THAT SUPPORT:

- > Student aid
- > Professional development
- > Day-to-day need and long-term strategic initiatives

We ask that every alum, and every family associated with Lab, contribute to the extent that they are able.

Make your gift to the Annual Fund online at www.ucls.uchicago.edu/support-lab or by calling 773-702-0578.

save the date

Groundbreaking for Earl Shapiro Hall

September 17, 2-5 p.m.

Stony Island site
The entire Lab community is invited to celebrate and inaugurate the site with a carnival and fun for all ages.

Alumni vs. Parker Alumni Soccer Game

September 25, 11 a.m.

Francis Parker Field, 330 West Webster Avenue

Alumni on the Road—Washington, D.C.

November 3

Details to come

Grandparents/Grandfriends Day

November 22

Grandparents and special “grandfriends” of students in grades N-4 are invited for this special morning of activities.

Young Alumni Post-Thanksgiving Gathering—Chicago

November 25

Details to come

College-age Alumni Gathering—Chicago

December 28

Details to come

Connections, Lab’s annual gala

March 3, 2012

Grand ballroom at Navy Pier

For details and to RSVP

go to www.ucls.uchicago.edu/alumni or contact the Office of Alumni Relations and Development at 773-702-0578 or alumni@ucls.uchicago.edu.