

LabLife

A young boy with brown hair, wearing a grey hoodie and a black glove with the word 'HEAD' on it, is cheering with his mouth open and his right arm raised. He is in the foreground, and other people are blurred in the background.

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

Fall 2015

LabLife

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FROM DIRECTOR ROBIN APPLEBY

Renewal



“Our work today builds on more than a century of creativity, commitment, and engagement with the Lab community.”

Renewal is a word you will hear from me often this year as so much of what we do at Lab is translating and renewing founder John Dewey’s philosophies into contemporary practice. Our work today builds on more than a century of creativity, commitment, and engagement with the Lab community. Our shared commitment to meeting the mission of this school is deep, and I am excited by the opportunities that are before us, all of which in some way build on our strengths and ensure our continuing success:

> **Our partnership with the University continues to bring unparalleled resources and experiences to our students.**

Just this month we have students traveling to the University’s Marine Biological Laboratory in Woods Hole for the first time, and, thanks to a generous gift to support our University and community partnerships, we will be launching new programs this

year with the charter schools of the Urban Education Institute.

> **Lab professionals have worked with great effort and care to complete the self-study portion of the reaccreditation process with the Independent Schools Association of the Central States.** These periodic self-studies allow us to pause and reflect on ways we can continue to provide one of the nation’s best educational experiences. In November, we will host a visiting team, which will work with us to produce a final report generating strategic recommendations for the future.

> **The final phases of our Historic Campus renovation and restoration are well underway in Judd Hall, Belfield Tower, and U-High.** This culminating stage has been carefully planned and fortunately can be executed with less disruption to teaching and learning than earlier phases of the campus overhaul. Our campus community will be kept

well informed of progress and temporary changes on campus as we complete the project, and we look forward to sharing news and images about the outcome of the project with you in future *LabLife* stories.

> **Summer Lab continues to bring together a wonderful mix of campers, older students, young alumni, and adults.** The numbers tell an impressive story: A dozen young alumni, 53 current Lab students, and about 66 current Lab teachers worked with 1,000+ campers who hail from eight countries and seven states. Simultaneously, we have increased our support for Chicago’s High Jump program, enabling over 120 of this city’s brightest middle school students to spend the summer studying on our campus.

> **Even *LabLife* has gone through a bit of a renewal.** Now in its ninth year, this magazine will continue to bring you stories about what’s happening in our classrooms

and with our alumni, but we’ve added some new departments and freshened the look and readability of the publication.

And of course we are excitedly preparing for the opening of Gordon Parks Arts Hall!

This beautiful space will become not only a locus of Lab’s arts curriculum but a central gathering space to better connect members of our community to one another.

To that end, I invite Lab alumni, families, faculty, and staff to gather on Saturday, October 3, for a Celebration of Gordon Parks Arts Hall. More information and an invitation will be sent shortly, but please save the date for this all-family, daytime event. I look forward to seeing you there!

Warm regards,

Robin Appleby
Robin Appleby

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

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Branching out

Nursery students notice nature, make art



The Lim Family Library at Earl Shapiro Hall overlooks Jackson Park, where many students spend hours a week playing. Mr. Goulding took interested students in pairs to the library, where they sat and drew the trees they knew so well with a newfound attention to detail.



Sarah Abella, ’93, wants her Nursery 4 students to pay attention to the details. What do you actually see? Using the nearby parks and campus as an extension of the classroom, her students have been keeping nature journals since the beginning of the year as a way to focus on the world around them. “You can’t just draw a circle and say, ‘I drew a leaf!’” says Ms. Abella.

As part of this effort to teach the children how to regard nature in finer detail, assistant teacher **Patrick Goulding**, who runs the art studio in Ms. Abella’s class, has been spotlighting trees. Last fall, interested students drew trees. The class also took a field trip to the Morton Arboretum, where they learned about the resident trees and “helicopter” seeds.

After a winter snowstorm, Mr. Goulding realized that the bare branches presented an opportunity to show the students how these familiar trees look different throughout the year. He proposed an optional project—to draw the trees in their seasonal states—and more than half the class joined in. “It was the first time many of them had been encouraged to not just make their drawing as pretty as they’d like,” says Mr. Goulding, “but to dig further and notice the things you didn’t notice at first.”



Drawings with two or three panels exemplify the process of noticing that Ms. Abella and Mr. Goulding teach. The first drawing shows the student’s initial impression—usually how they imagine trees to look. Latter drawings show more precise depictions, after the student is instructed to draw what he or she actually sees.

Recommended reading

U-High math teacher Farukh Khan recommends *Really Big Numbers*, by Richard Evan Schwartz

Infinity is a long way off. And much of what lies between the “small numbers,” familiar to most of us, and infinity, is a vast wilderness of incomprehensibly large numbers. Here is an example: The largest known prime number (that is, a whole number whose only factors are one and the number itself; like 2, 3, 5, 7, 11, and so on) is over 17 million digits long. Written out, it would fill about six volumes, each the size of Tolstoy’s *War and Peace*. The number itself represents a magnitude unthinkable larger than the number of atoms in the observable universe. To contemplate such a number is beyond human intuition, and requires the full force of the language of abstract mathematics. Most grown-ups

are content to leave it at that, but children often aren’t. They insist on seeing, and touching and feeling; they are not so easily satisfied by a wave of the hand and an appeal to vague abstractions. Richard Evan Schwartz’s *Really Big Numbers* is a richly illustrated travel guide for all intrepid souls—but children, in particular—who would set off to explore that mysterious and shadowy region of really big numbers that lies beyond the small circle of light cast by school mathematics and human experience. Mr. Schwartz, professor of mathematics at Brown University, has a gift for helping us visualize numbers. One hundred thousand, we are told, is approximately the number of hairs on a monkey’s head; if the million or so residents of Rhode Island

joined hands, they would form a human chain extending from Providence to Chicago; a trillion is the number of grains of fine sand needed to bury a man and his surfboard. The book ascends steadily from the familiar to ever-bigger numbers, until we realize that to get to really big numbers we must resort to exponentiation. Now the going gets heavy, and the would-be explorer must stop to work things out with paper and pencil. But those who persevere are well rewarded in the end. The book, with pictures in vivid colors and playful examples, is clearly aimed at children. Though as for that, the audience is anyone with a lively imagination.



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FROM THE SYLLABI

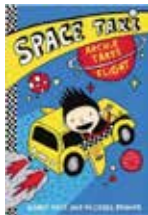
From picture books to nonfiction, from poetry to first chapter books, even Lab’s youngest students receive summer reading suggestions by their librarians. Here are a few of the new Lim Family Library recommendations:



How to Speak Dog
Aline Newman



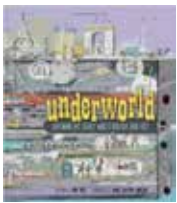
Here I Am
Patti Kim



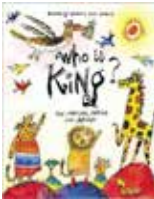
Space Taxi
Wendy Mass



Mix It Up!
Herve Tullet



Underworld:
Exploring the
Secret World
Beneath Your Feet
Jane Price



Who is King?: Ten
Magical Stories
from Africa
Beverley Naidoo



Firefly July: A
Year of Very Short
Poems
Paul B. Janeczko



The Most
Magnificent Thing
Ashley Spires

Lab leadership

Scott Fech

Director of educational programs



Sandy Bixby

Middle School principal

Frances Spaltro

Acting associate High School principal



Ken Garcia-Gonzales

Coordinator for diversity, equity, and inclusion



Scott Fech becomes Lab’s director of educational programs providing broad, all-school direction for curriculum and professional development programs, supervision of those in cross-divisional leadership roles, oversight of the Office of Educational Programs, and development and implementation of new educational initiatives, particularly in regard to experiential learning, equity and justice, and service learning. His clear understanding of the strengths and challenges at Lab will enable him to make an immediate and powerful impact. His success as High School principal has established him as a compassionate educator who listens well, brings new ideas to the table, and knows how to effect meaningful change.

A Middle School science teacher since 2007, Sandy Bixby becomes the new Middle School principal. Ms. Bixby has served as interim principal for the past year, demonstrating a deep understanding of the strengths and challenges of the Middle School. As a teacher and an administrator, she has shown an ability to work collaboratively and effectively with all. Her knowledge of the Middle School program, and her passion for, as she puts it, “being in the middle,” make her an outstanding choice. As the Middle School heads into a period of growth beginning in 2016, Ms. Bixby is the ideal leader to help manage change and ensure that the special culture of the Middle School continues to thrive.

World Language teacher Frances Spaltro, PhD ’11, becomes acting associate High School principal. Having taught at Lab for 13 years, Ms. Spaltro is well known for her intelligence, excellence as a teacher, collaborative and constructive style, and problem solving. She cares deeply about Lab and it is in this spirit that she takes on this role while the Search Committee continues its work. This approach will allow U-High to continue to make progress on all initiatives currently underway, as well as effectively manage day-to-day operations. Ms. Spaltro has indicated that while she is happy to help during this time of transition, she will not put her name forward in the search process for permanent appointment, and will return to teaching and department co-leadership after this year.

Ken Garcia-Gonzales joins Lab as the Schools’ first full-time coordinator for diversity, equity, and inclusion. Most recently he was dean of multicultural life at The Urban School of San Francisco where he oversaw co-curricular multicultural programs for students, worked with affinity groups, and helped provide professional development for staff related to multiculturalism and equity. Mr. Garcia-Gonzales will work with a wide variety of constituents at Lab, the University, and the surrounding community to assess the Schools’ needs, research best practices, propose and develop new initiatives, and act as a resource to parents, students, and faculty and staff to support and sustain diversity and inclusion programming and practice.

Top “scop”

In town for a UChicago Arts performance, a famous medievalist visits Lab



PHOTO: SUSANNA DRESCHER



It's 10 minutes to show time, and **Kate Mannering's** fifth-graders are electric with anticipation. They practice their lines again. One student brings a chair to the front of the classroom, fluffs the pillow, then removes it altogether. Students pantomime presenting a book as a gift.

The students aren't going to be performing. They're preparing for a visit from world-class medievalist and musician Benjamin Bagby, who travels the globe performing scenes from *Beowulf* and playing his medieval harp. Each year Mrs. Mannering's students read the epic poem in translation, but this is the first visit from anyone like Mr. Bagby (who also visited **Bradley Brickner's** High School music history class while in town for a UChicago Arts performance.) Soon a student enters, whispering, "He's here,

he's here." Mr. Bagby walks in. The class erupts in applause and Mr. Bagby's face lights up.

One thing that first attracted Mr. Bagby to *Beowulf*, he says, was the "scop" character—the poet who travels from town to town, telling stories, singing the title warrior's praises. He explains that part of the scop's purpose is to reaffirm for the audience who they are and what their place in the world is: "We are better than other tribes," Mr. Bagby says.

From a case behind him, he removes a small harp, or rather, a flat piece of wood about two-feet long with a large hole in the middle and six strings attached to a freestanding bridge. While *Beowulf* mentions a harp, he says, the description is not detailed. His is a reproduction based on remnants found in

"It's like we got to go into the mead hall and see and hear the poet in front of our eyes."

a seventh-century nobleman's grave in Germany. "This is the musical equivalent of this helmet," he says, gesturing to a replica of a medieval helmet on the table behind him.

After explaining each tone of the six-string scale, Mr. Bagby sets up the scene from *Beowulf* he plans to perform, wherein King Hrothgar's mead hall has just been built, and which Grendel doesn't like. "He's got a lot of anger issues," Mr. Bagby says with a smile, raising his eyebrows. In the scene, Grendel visits the hall

and eats 30 men: "His idea of a good snack."

With the harp in his lap, Mr. Bagby plucks the strings and half sings/half talks in Old English. He rolls his r's and widens his eyes for effect. He alternately whispers and cries out, gesturing with his arm, slowly curling his fingers.

"It's like we got to go into the mead hall and see and hear the poet in front of our eyes," Mrs. Mannering says. "It was so tangible. It was like time travel. It's the most exciting day I ever had here."

Later, Mr. Bagby explains the power of song in transmitting news. As a harp-playing storyteller travels the land sharing tales, "The poet's not just entertaining people," Mr. Bagby says. "He has a real role in society."

Then the students ask their questions: What's his favorite part of his job? Least favorite? How did he decide to do what he does? (Respectively, "When people react to the story and make a lot of noise"; "Traveling, airports"; and "I don't remember ever wrestling with the decision.")

Once Mr. Bagby has answered the last question, two students rise from their desks and present to him a book: the Seamus Heaney translation of *Beowulf*, which all of the students have signed. Then, together, they recite their lines from the great epic, and Mr. Bagby's face once again lights up with delight. Holding his harp, he poses for a round of group pictures and is gone, off to share his stories with the next tribe.

Child's poses

Through yoga, nursery schoolers learn to "be the heroes in their own stories"



Yoga is known for its mental and physical benefits, but for **Sandra Mulholland's** Nursery students it's also another way to tell a story.

Once a week Ms. Mulholland, an assistant teacher in **Mary Jones's** class and a yoga instructor as well, leads the students through a series of poses on their yoga mats as she tells a story. For example, when a character in the story enters a forest, she asks the students to go into a one-legged tree pose.

"It's a way of keeping them engaged and interested," Ms. Mulholland says. The stories are mostly folk tales and fables, although early in the year she tells a story she wrote herself, about the students' journey from their homes to Earl Shapiro Hall to start school.

"I want to teach them how to be a witness of their own lives," she says, "so that they

can be the heroes in their own stories."

Ms. Mulholland originally took yoga classes in the 1970s as a complement to Hindu philosophy studies. Years later, in 2008, she was an assistant in **Stacey Hamburg's** nursery school class and suggested adding yoga to a unit on India. She has incorporated it into every class since then.

In addition to the weekly yoga stories, the class begins each day with 10–15 minutes of yoga poses intended to increase strength, flexibility, and mindfulness.

Young children need many opportunities to be physically active and they learn a great deal as they use their whole bodies.



Painting lines with light



At the beginning of the school year, **Donna Mandel's** N/K students embarked on an exploration of lines in many forms. Their work served as an excellent example of the approach promoted by a traveling exhibit installed in Lab lobbies for the month of April. The Hawkins Exhibit, *Cultivating the Scientist in Every Child: The Philosophy of David and Frances Hawkins* posits a question at the heart of the Lab experience: "How can we sustain children's innate capacity for wonder, curiosity, and engagement?"

The lines project began with markers, pastels, and paints and the children explored straight, curved, and angled lines. They made lines in sand; built lines out of tree branches, acorns, and stones; created body shapes with arm, leg, and back lines;

and drew the pathways of falling leaves. "Messing about" (Hawkin's term for using play, inquiry, and discussion to guide work) children used flashlights in a darkened room, and discovered a new linear language.



Learning incubator

A long-time favorite, chick hatching, returns to Lab



This spring students from nursery through second grade learned about embryology firsthand by incubating chicken eggs.

Emily Kennedy, assistant teacher in **Eileen Wagner's** first-grade classroom and ESH science coordinator, worked with the University of Illinois Extension Service to bring an incubator into the Learning Lab. The other classes scheduled time in the lab to learn about how embryos develop.

Over the three-week incubation period, Ms. Kennedy posted the day's developments: the beginning of a heartbeat, the development of a beak. The children also saw how much work it is for hens to take care of their eggs, which must be kept humid and at 100 degrees Fahrenheit at all times. "It requires a lot of attention," says Ms. Kennedy.

On the final, most exciting day, when the eggs hatched, the children were able to hold the chicks: four black ones and five yellow. "The kids got to see how they moved from nothing to something."



"The kids got to see how they moved from nothing to something."

SPRING HIGHLIGHTS 2015



JOE CURCI



GIRLS SOCCER

Girls soccer finished with a 10-6 record (3-3 ISL) Senior **Sylvie Manuel** and freshman **Anna Kenig-Ziesler** were named 1st team All-Conference. Senior keeper **Kasey Kozak** was named Honorable Mention and freshman **Kendall Cunningham** was named 2nd team all-conference. Manuel, Kenig-Ziesler and Cunningham were selected Illinois High School Soccer Coaches Association (IHSSCA) All-Sectional.

along with senior catcher **James Sinclair**; **Miles Grogger** was named Honorable Mention. Coach **David Reid** was named ISL Coach-of-the-Year.

BOYS TENNIS

Boys Tennis scored second place finishes in both the ISL Championship and IHSA Sectional Tournament. Freshman **Sam Fleming** won the Sectional Championship and advanced to the State Finals where he won 3 matches. Sophomore **Ajay Chopra** qualified to state. Both Ajay and Sam were ISL All-Conference players.

BASEBALL

Baseball finished the season with an 11-10 record (7-5 ISL) winning the IHSA 3A Regional Championship with a dramatic 3-2 win over Latin at the Ray Kroc baseball diamond. Juniors **Joe Curci** and **Brad Koontz** were named All-Conference

GIRLS TRACK & FIELD

Girls Track and Field won the ISL Championship for the third consecutive year. Senior **Alex Thompson** was named ISL Co-Track and Field Runner-

of-the-Year. Alex also tied the school record in the High Jump with a jump of 5-04" at the State meet winning All-State honors. The 4x800 relay team of sophomores **Elsa Erling/Alice Carlstrom** and juniors **Lucy Kenig-Ziesler/Genevieve Nemeth** set a new school record at the U-High Sectional Meet running a 10:00.06 eclipsing the previous record set in 1995 of 10:02.16 set by **Erin Hamblin, Sarah Jacobson, Lucy Scharbach** and **Romani Walter**. Winning ISL All-Conference honors were **Alex Thompson** HJ/400m/4x400/4x800,



ALEX THOMPSON

Genevieve Nemeth 800m/4x400/4x800, **Gabby deMaio** TJ/4x200, **Lucy Kenig-Ziesler** 4x400/4x800, **Paula Herbst** 4x200/4x400, **Chavon Hussey** 4x200, **Elsa Erling** 4x800, and **Alijah Futterman** 4x200. Winning 2A Sectional Championships and qualifying for the State Championship meet were **Lucy Kenig-Ziesler** 3200m, for the third consecutive year, **Genevieve Nemeth** 800m, **Alex Thompson** 400m and High Jump. Also qualifying for the State Championship meet were the following second place finishers, **Elsa Erling** 3200m, **Chavon Hussey** High Jump, 4x800 relay **Elsa Erling, Grace Cain, Lucy Kenig-Ziesler** and **Genevieve Nemeth**. Head coaches **Debbie Ribbens** and **Lynne Ingalls** along with assistant coaches **Nick Puaca** and **Chris Koutavas** were named ISL Coaching Staff-of-the-Year.

BOYS TRACK & FIELD

Boys Track and Field qualified the 4x800 relay team to the IHSA 2A State Championship in Charleston. The relay team was comprised of freshman **Harrison Shapiro**, sophomore **Charlie Sowerby**, junior **Schuler Small** and senior **Zach Emanuel**. Junior **Jacob Meyer** was All-Conference in the 3200m and he qualified for the 2A State Championship meet for the third consecutive year in both the 1600 and 3200m races.

Ball gowns to Birkenstocks

Prom, that ubiquitous high school event, as only Lab can do



More than 160 prom goers—108 members of U-High's Class of 2015 and guests from other grades and schools—kicked up their heels (*and sensible soles*) at the Museum of Science and Industry in June. Prom Committee member **Jarrett Lampley, '15**, tells *LabLife* that DJ Chicago provided the groove, pushing out Fetty Wap, Jack U, Stromae, and the ubiquitous Beyoncé (to drop at least one name that parents and older alumni might recognize). Dining and dancing in the rotunda, beneath the museum's Boeing 727, students wandered by the Coal Mine, the Great Train Story, and other favorite exhibits. They also signed yearbook inserts for one another. And flashes—in the photo booth and from smartphones—popped all night long.

Art creates community



It's a truism of city planning: art creates community. Turns out it works on a smaller scale too—like in the lobbies and hallways of Earl Shapiro Hall. The Primary School's first All-Family Art Night in January was a chance for Lab's first and second graders to bond over snacks and acrylic paints. Parents came not just to see how creative their children are but to smock up and get busy drawing robots, painting a mural (and at least one skateboard), and accessorizing a dressmaking form. Everyone's an artist.

Art, poetry, and other creative installations in the lobby of Earl Shapiro Hall are designed to start conversations across the community. One group of Primary Schoolers even recorded poetry so that their pre-reader N/K peers could listen to with iPads by way of QR codes.



U-High Awards 2014-15

School Awards for Service, Citizenship, Academic Achievement

Senior Service Award
For outstanding contributions to school life over their entire high school career
Maryam Alausa, Michael Glick

U-High Service Award
For contributions to school life during the current school year
Seniors: Katie Adlaka, Karla Douglas, Alijah Futterman, Jacquelyn Ingrassia, Julia Mearsheimer, Lily Olson
Juniors: Fabrice Guyot-Sionnest, Fikayo Walter-Johnson, Leah Umanskiy, Angela White
Sophomores: Jonathan Lipman, Lucy Ordman
Freshmen: Daniel Martinez, Teresa Xie

Citizenship Award
For exemplary concern for the welfare of the school community and concern for other individuals
Seniors: Katie Adlaka, Alijah Futterman, Michael Glick, Jane Maunsell, Julia Mearsheimer, Mikal Muhammad, Lily Olson
Juniors: Mbella Beseka, Joseph Curci, Elizabeth Stolze, Fikayo Walter-Johnson
Sophomores: Julia Gately, Genevieve Liu, Emma Mueller
Freshmen: Florence Almeda, Emma Picker, Elizabeth Van Ha

Principal's Citations
ArtsFest: Katie Adlaka, Alijah Futterman, Lily Olson
Black Students Association: Kimya Buckner, Brian Dean, Karla Douglas, Kasey Kozak, Ashley Mahome, E'lan Robinson
Diversity Initiatives and Collaborative Efforts: Maryam Alausa, Alijah Futterman, Natalie Holley, Lily Olson
Green Team: Ariel Gans, Jacquelyn Ingrassia, Angela White
Jewish Students Association: Charlie Billings, Julia Hedges, Emma Rafkin, Reed Rosenbacher, Leah Umanskiy, Ryan Zimmerman
Unity Club-Social Justice Week: Karla Douglas, Leah Umanskiy

President's Award for Educational Improvement
Whitney Beach, Arjun Dhar, Catherine Eng, Katharina Flocke

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
Jordan Moran, Miranda Scarlata

Faith Dremmer Award
In honor of the late U-Higher to a student who manifests her many personal and academic qualities
Arthur Chang

David Scheunemann Award
In honor of the late alumnus to a junior with outstanding accomplishments in music, literature, and science, and with diverse interests
Maeve Potter

Alan Stern Award
In honor of the late alumnus to seniors in the creative arts
Edward Freeman, Geri Ross

The Phoenix Award
The only award determined exclusively by students. Awarded to students who are generous in their encouragement of others and supportive of all, non-judgmental, approachable, and always find the bright side or silver lining. They represent U-High with their dedication to improving the community.
Senior: Miranda Scarlata
Junior: Mbella Beseka
Sophomore: Asha Futterman
Freshman: Samy Abdelsalam

Academic and Leadership Honors, Awards, Scholarships

National Merit Scholar
Adam Fine, Clare Keenan, Jackson Martin, Jane Maunsell, Walker Melton, Madeline Sachs

National Merit Finalists
Rajan Aggarwal, Clara de Pablo, Michael Glick, Jeffrey Jou, Kevin Li, Edward Litwin, Luke Newell, Nathaniel Posner, Maddi Ross, Alexander Schonbaum, David Yunis

National Merit Semifinalists
Alexander Kim

National Achievement Scholar
Maryam Alausa, Alijah Futterman

Illinois State Scholar
Rajan Aggarwal, Maryam Alausa, Francine Almeda, Katherine Bauer, Maya Ben-Shahar, Clea Braendel, Arthur Chang, Jennifer Chien, Xiaofan Dai, Glenn Decety, Gabriella De Maio, Clara de Pablo, Jaideep Dhanoa, Zachariah Emanuel, Lucas Fagen, Adam Fine, Edward Freeman, Benjamin Friedman, Philip Gianfortune III, Michael Glick, Miles Grogger, Apoorva Gundeti, Natalie Holley, Michael Horio, Jacquelyn Ingrassia, Jeffrey Jou, Clare Keenan, Alexander Kim, Jeesea Kim, Anna Knes, Peter Knight, Eriko Koide, Kevin Li, Elizabeth Libes, Miriam Lipman, Edward Litwin, Jinru Liu, Jackson Martin, Julia Martinez, Jane Maunsell, Julia Mearsheimer, Walker Melton, Zachary Minor, Luke Newell, Christine Obert-Hong, Lily Olson, Isabella Pon, Nathaniel Posner, Karen Reppy, Benjamin Rhind, Sofie Rosenzweig, Geri Ross, Maddi Ross, Madeline Sachs, Miranda Scarlata, Alexander Schonbaum, Sri Raghurama Somala, William Surmeier, Storm Taft, Henry Utset, Samuel van Loon, Justin Whitehouse, John Williams, David Yunis, James Zhang

Brown Book Award
To a junior who best combines excellence in spoken and written expression with outstanding overall academic achievement
Charlie Billings

Bryn Mawr Book Award
To a junior who demonstrates a true love of learning and intellectual curiosity about the world around her
Lucia Kenig-Ziesler

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
Willis Weinstein

Hal Hoffenkamp Award
To a junior for love of learning, especially through discussion
Mbella Beseka, Rachel Housinger

University of Chicago Book Award
Alina Cui

Senior Book Awards
Alijah Futterman, Apoorva Gundeti, Jarrett Lampley, Elizabeth Libes, Storm Taft, Fen Truitt

William M. Schuester Legacy Award
Clare Keenan

National Scholastic Awards
Poetry Gold & Silver: Anna Funk
Essay/Memoir Silver & American Voices: Kellie Lu

Scholastic Bowl Awards
MVP: Adam Fine

Fine Arts

Studio Awards
Beginning Photography: Saskia Knowles
Advanced Photography: Phoebe Lincoln
Sculpture: Joseph Curci, Tiffany Lau
Studio Practices: Daniela Garcia

Illinois High School Senior Portfolio Exhibition
Gabriella De Maio, Miriam Lipman, Fen Truitt, David Yunis

Photojournalism Award
Francine Almeda

Robert Erickson Award
In honor of the late unified arts department chairperson, art and photography teacher for high achievement in the fine arts
Maya Ben-Shahar, Fen Truitt

Betty Debs Sobel Award
In honor of the 1938 graduate for achievements in the graphic arts
Gabriella De Maio, Anna Funk, Rosie Weaver

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
Edward Freeman

Alliance for Young Artists and Writers Competition
Midwestern Regional
Honorable Mention in Digital Art: Phoebe Lincoln, Isabella Pon
Honorable Mention in Mixed Media: Christine Obert-Hong
Honorable Mention in Print Making: Tomohiro Sawada
Honorable Mentions (2) in Painting: Monica Lewis
Honorable Mention in Photography: Miriam Lipman, gold key
Drawing & Illustration: Anna Knes, silver key
Painting: Gabriella Roussos, silver key
Digital Art: Katharina Flocke, gold key
Printmaking, Drawing & Illustration: Fen Truitt, gold & silver key
Honorable Mention challenging portfolio: Fen Truitt

Illinois Math League
School Winner: Adam Fine
Certificates of Distinction: Arthur Chang, Elbert Du, Marcel Dupont, Clare Keenan

National Scholastic Art Awards
Gold: Miriam Lipman
Silver: Phoebe Lincoln

Theatre

Production Arts Award
Sam van Loon

Theatre Arts Award
Valentina Gardner

Special Thank You Award
Carlotta Pys-Garzotto

“As we celebrate our students’ successes, we also recognize that many accomplishments happen in areas in which there is no mechanism for formal recognition. We value every endeavor and every achievement.”

— ACTING ASSOCIATE PRINCIPAL FRAN SPALTRO

Music

All State Awards
Choir: Will Kent
Honor Choir: James Sinclair

Best of the Day Award
U-High Quartet: Pascale Boonstra, Will Kent, Emma Picker, James Sinclair

Harris Vail Award
In honor of the retired teacher, scholarships to Western Illinois University Jazz Camp and performing arts scholarships to Knox College
Sebastien Labossiere, James Sinclair, Sam van Loon

Mathematics

American Mathematics Competitions
School winner for AMC12A: Adam Fine
School winner for AMC12B: Wanqi Zhu
School winner for AMC10A: Wanqi Zhu
School winner for AMC10B: Emma Mueller

American Invitational Mathematics Exam
Certificates of Participation: Rajan Aggarwal, Arthur Chang, Elbert Du, Adam Fine, Jonathan Kutasov, Emma Mueller, Wanqi Zhu

Illinois Council of Teachers of Mathematics
Team won first place at the State Competition in Division 2A
Seniors: Rajan Aggarwal, Arthur Chang, Jay Dhanoa, Adam Fine, Michael Glick
Michael Horio, Clare Keenan, David Yunis, James Zhang
Juniors: Mbella Beseka, Joanna Cohen, Anjali Das, Marcel Dupont, Fabrice Guyot-Sionnest, Fritz Reece, Lucy Shen, Jonathan SooHoo
Sophomores: Jason Chang, Athena Chien, Tobias Ginsburg, Ojus Khanolkar, Tiffany Lau, Emma Mueller, Christos Nikas,

Shaunak Puri, Malika Ramani, Tomohiro Sawada, Wanqi Zhu, Myra Ziad
Freshmen: Helena Abney-McPeek, Ashwin Aggarwal, Ayaan Asthana, Olivia Cheng, Jeremy Chizewer, Elbert Du, John McKee, David Pan

Mathematics State Competition
Algebra I: Elbert Du, first; John McKee, fourth; Helena Abney-McPeek, sixth
Geometry: Wanqi Zhu, first
Algebra II: Marcel Dupont, fourth
Precalculus: Rajan Aggarwal, first; Clare Keenan, second; Adam Fine, fifth

Mathematics State Competition Team Awards
Algebra I: Helena Abney-McPeek, Ayaan Asthana, Olivia Cheng, Elbert Du, John McKee, David Pan, first
Geometry: Athena Chien, Tobias Ginsburg, Ojus Khanolkar, Shaunak Puri, Tomohiro Sawada, Wanqi Zhu, second
Algebra II: Mbella Beseka, Joanna Cohen, Marcel Dupont, Fritz Reece, Lucy Shen, Jonathan SooHoo, sixth
Precalculus: Rajan Aggarwal, Arthur Chang, Jay Dhanoa, Adam Fine, Michael Horio, Clare Keenan, first
Calculator: Helena Abney-McPeek, Rajan Aggarwal, Clare Keenan, Emma Mueller, Fritz Reece, first
Freshman-sophomore two-person: Elbert Du, Wanqi Zhu, first
Junior-senior two-person: Marcel Dupont, Adam Fine, first

Chemistry Award
Janine Liu

WYSE
State, first

JETS
Freshman-sophomore teams, second, fifth; junior-senior teams, first, fifth

Envirothon
Region, second

USA Biology Olympiad
Semifinalist, Justin Whitehouse

History

African-American History Award
Maria Privitera

AT European History Award
Malika Ramani

AT Modern World Award
Shaunak Puri

AT US History Award
David Hedges

Early World History Award
Liza Goerge-Karron

Economics History Award
Jane Maunsell

Honorable Mention All Conference
Seniors: Rajan Aggarwal, Arthur Chang, Adam Fine, Clare Keenan
Juniors: Marcel Dupont, Fritz Reece
Sophomores: Emma Mueller, Tomohiro Sawada
Freshman: David Pan

Math and Science

Rensselaer Math and Science
To a junior who has shown a consistent interest in both math and science
Logan Young

Science

AT Biology
Jane Maunsell

Bausch and Lomb Award to a Junior
Leah Umanskiy

Bryan Swan AT Physics Award
Julius Stein

Chemistry Award
Janine Liu

WYSE
State, first

JETS
Freshman-sophomore teams, second, fifth; junior-senior teams, first, fifth

Envirothon
Region, second

USA Biology Olympiad
Semifinalist, Justin Whitehouse

History

African-American History Award
Maria Privitera

AT European History Award
Malika Ramani

AT Modern World Award
Shaunak Puri

AT US History Award
David Hedges

Early World History Award
Liza Goerge-Karron

Economics History Award
Jane Maunsell

Elective Study in History Award
Kaitlin Baumann

Modern History Award
Athena Chien

Phil Montag Award
Karen Reppy

National Battle of Midway Contest
Taylor Horton, second

State of Illinois 2015 History Expo Research Paper
Blue Ribbons & Distinction of Superior: Theodore Ando, Ciara O'Muircheartaigh, Arun Sharma, Logan Young

State of Illinois 2015 History Expo Performance
Gold medalists and representatives at State of Illinois National History Day: Ilana Dutton, Sophia Fioramonti-Gorchow, Sarah Pan, Olivia Perozo

US History Award
Henry Moore

Western Civilization Award
Ojus Khanolkar

World History Award
Grace Cain

World Languages

Chinese

Chinese Book Awards
Chinese 2: William Curry, Tiffany Suwatthee
Chinese 3: Sonny Lee, Olivia Levitt
Chinese 3A: David Pan, Elizabeth Van Ha
Chinese 4: Emi Cohen, Criss Edwards
Chinese 4A: Athena Chien, Isabella Khan
Chinese 5: Mary Brady, Paula Herbst
Chinese 5A: Avik Herur-Raman, Sarah Pan

Midwest Chinese Speech Contest
Chinese 3A: Elizabeth Van Ha, gold
Chinese 4A: Delnaz Patel, gold
Chinese 5A: Micaiah Buchheim-Jurisson, Nathan Isaacs, Will Kent, Julie Murrmann, Genevieve Nemeth, Signe Odelbo
Chinese 5A: Gold & Scholarship to Taiwan
Henry Moore, silver

French

Bovee-Spink Award
In memory of Arthur Gibbon Bovée 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
Arthur Chang, Julia Mearsheimer, Maddi Ross

Eliade Scholarship
For study in France
Simone Einhorn, Christos Nikas

National French Exam Award Level 1A
Gold: Nicolas Audrain, Daniela Garcia
Silver: Andrea Benitez
Level 2A
Gold: Jeremy Chizewer, James Dill, Nicole Horio, David Runesha
Silver: Ayaan Asthana, Jessica Franks, Andrew Heyman, Allen Jiang, Elizabeth Meyer, Rachel Schonbaum
Bronze: Sophie Hinnerfeld, Fikayo Walter-Johnson, Madeline Ward-Schultz
Honorable Mention: Finn Conlon, Terrance Travis, Teresa Xie
Level 3A
Gold: Pascale Boonstra, Jason Chang, Alexander Gajewski, Ojus Khanolkar, Malika Ramani
Silver: Nikita Dulin, Mathew Ferraro, Alexander Kaplan, Liza Levin, Eliza Libes, Emma Mueller, Christos Nikas, Sarah Qadir, Julian Pandolfi
Bronze: Sam Adelman, Alexander Azar, Hyder Mohyuddin, Nigel Telman
Honorable Mention: Dhanya Asokumar, Simone Einhorn, Paige Fishman, Bailey Garb, Elena Graziani, Will Zich
Level 4A
Gold: Maia Boussy, Emma Lichter
Silver: Loic Khodarkovsky
Bronze: Mbella Beseka, Kimya Buckner, Shoshana Holt-Auslander, Jacob Mazzarella, Arun Sharma
Honorable Mention: Rachel Housinger, Nathan Isaacs, Will Kent, Phoebe Lincoln, Halima Mossi, Gold & Scholarship to Taiwan
Henry Moore, silver

Chinese
Chinese 2: William Curry, Tiffany Suwatthee
Chinese 3: Sonny Lee, Olivia Levitt
Chinese 3A: David Pan, Elizabeth Van Ha
Chinese 4: Emi Cohen, Criss Edwards
Chinese 4A: Athena Chien, Isabella Khan
Chinese 5: Mary Brady, Paula Herbst
Chinese 5A: Avik Herur-Raman, Sarah Pan

U-High Awards 2014-15

Honorable Mention:
Arthur Chang, Kellie Lu

German

Gardner Endowment
Scholarship

For study in Germany
Benjamin Wittenbrink

Pretzel Scholarship

For study in Germany
Rachel Housinger, Sofia
Mondragon, Joshua Ulane

German Book Award

For students who show
outstanding improvement
in their understanding of
the German language or
demonstrate exceptional
motivation and interest in the
study of Germany and its
culture
AP German:
Edward Litwin, Eleri Miller
German 5:
Benjamin Wittenbrink
German 4: Rachel Housinger
German 3: Clara Dandy,
Camille Rehkemper
Student of Excellence:
Sofie Rosenzweig

National German Exam

Level 1
Gold: Clara Dandy, Milo Dandy,
Marc Fohran, Giacomo Glotzer,
John Grissom, Olivia Issa,
Bailey Litwin, Cecile Ngo,
Anna Peterson, Camille
Rehkemper, Sam Rezaei,
Fionn Stamataky,
Joshua Ulane
Silver: Sofia Mondragon
Level 2
Gold: Alice Carlstrom,
Elsa Erling, Nicholas Gupta,
Rachel Housinger,
Averie Miller, Clyde Schwab
(perfect score),
Charles Sowerby
Bronze: Ariel Toole
Level 3
Gold: Anna Bakwin,
Maya Daiter, Luke Herrigel,
Julian Lark, Will Leiter,
David Schneewind,
Benjamin Wittenbrink
Silver: Eleanor Grosse
Level 4
Gold: Luke Newell,
Sofie Rosenzweig, David Yunis
Silver: Eleri Miller

Latin

Latin Book Award
Latin I: Chloe Schneewind
Latin II: Joshua Kaplan,
Zora Navarre

Latin III: Harry Ni
Latin IV: Katherine Bauer,
Kennedy Thomas

National Latin Exam

Latin 1
Gold: Olivia Cheng
Silver: Elena Graziani,
Julia Mearsheimer, Hayward
Melton, Maya Paloma,
Chloe Schneewind
Cum Laude: Tatum
McCormick
Latin II
Gold: Maddi Ross
Silver: Joshua Kaplan,
Tiffany Lau, Hazel Martello,
Angela White
Magna Cum Laude:
Allie Kreitman
Cum Laude: Nicholas
Woodruff, Xander Tyska
Latin III
Gold: Max Kramer, Logan
Young
Magna Cum Laude:
Julia Martinez
Cum Laude: Joanna Cohen,
Elena Maestripieri, Harry Ni,
Julius Stein
Latin IV Prose
Silver: Lucas Fagen
Cum Laude: Walker Melton
Latin 5
Gold: Theodore Ando

**Classical Association of
the Middle West and South
Translation Exam**
Letter of Commendation:
Theodore Ando

Greek

**Performance and
Competition in Ancient
Greece Book Award**
Julia Martinez

Spanish

Spanish Book Award
To students who have
demonstrated superior
performances during their
years of Spanish study
Senior: Michael Glick
Juniors: Veronica Baio,
Ariel Gans, Elizabeth Sullivan,
Kerry Vinson
Sophomores: Lucy Ordman,
Tomohiro Sawada, Myra Ziad
Freshmen: Arjun Dhar,
Kendall Cunningham, Harrison
Shapiro, Anna Kenig-Ziesler

**National Spanish Exam
Local Winners**
Level 2
Sobresaliente:

Anna Kenig-Ziesler
Excelente: Erica Hsieh
Notable: Harrison Shapiro,
Jennifer Wang
Level 4
Sobresaliente:
Samantha Aronson
Excelente: Robert Bacon
Level 5
Sobresaliente: Rajan
Aggarwal, Adam Fine

Level I
Gold: Nicola Han
Silver: Tomohiro Sawada
Bronze: Dheven Unni
Honorable Mention:
Matan Diermeier-Lazar
Level 2
Gold: Helena Abney-McPeck,
Kendall Cunningham, Elbert
Du, Alice Huang, Erica Hsieh,
Anna Kenig-Ziesler, Roxanne
Nesbitt, Harrison Shapiro,
Jennifer Wang
Silver: Florence Almeda,
Matt Atassi, Sophia Campbell,
Luis de Pablo, Marcel
Dupont, Katherine Edwards,
Eva Griffin-Stolbach, John
McKee, Emma Picker, Whitney
Thomas, Wanqi Zhu
Bronze: Zoe Goldberger,
Aden Goolsbee, Miranda
Mejia, Kelly Slimmon, Elena
Sparrow, Ethan Tyler
Honorable Mention:
Samy Abdelsalam, Kyle
Adlaka, Jonah Bauer, Arjun
Dhar, Chantalle Dupont,
Samuel Fleming, Bentley
Hoffmeister, Jacob Leslie,
Isabella Light, Annika List,
Emma Meyers, Samuel
Morin, Kendra Nealy, Samir
Shekhawat
Level 3
Gold: Gabriella Conforti,
Marissa Martinez, Lucy
Ordman, Shaunak Puri,
Katherine Zhang, Myra Ziad
Silver: Jason Lin,
Ana Pachicano, Taylor
Thompson, Eliana Waxman,
Ryan Zimmerman
Bronze: Saskia Knowles,
Tiboo Mehta, Emma Rafkin
Honorable Mention:
Julie Gately, Brad Koontz,
Nicole Kuper,
Jonathan Kutasov, Benjamin
Lindau, Dylan Olthoff, David
Portugal, Jacob Silverstein,
Mia Waggoner
Level 4
Gold: Grace Anderson,
Samantha Aronson,
Robert Bacon, Alina Cui,
Lucy Kenig-Ziesler, Ciara
O’Muircheartaigh, Jonathan
SooHoo, Leah Umanskiy,
Willis Weinstein
Silver: Ilana Dutton, Ariel
Gans, Madeleine Greenblatt,

Fabrice Guyot-Sionnest, Julia
Hedges, Lucy Shen, Elizabeth
Sullivan, Samuel van Loon
Bronze: Nicolas Audrain,
Alexandra Harron, Olivia
Perozo, Syrah Russell, Schuler
Small
Honorable Mention:
Charlie Billings, Anjali Das,
David Hedges, Emilie Portugal,
Daniel Zhu
Level 5
Gold: Rajan Aggarwal,
Adam Fine
Silver: Alijah Futterman,
Michael Glick, Henry Utset
Bronze: Karen Dai
Honorable Mention: Elizabeth
Chon, Anna Knes, Geri Ross

Service Learning Awards

**Continuing Service Book
Awards**
For seniors who have
continued their commitment
to service since sophomore
year, funded by Mr. and Mrs.
Charles Schwartz
Francine Almeda,
Quentin Griffin, Anna Knes,
Carlotta Plys-Garzotto

Journalism

2015 U-High Midway

**Illinois Journalism Education
Association Annual
Newspaper Contest**
First: Grace Anderson,
centerspread, feature writing,
Lydia Fama, comic strip or
panel, editorial cartoon,
Michael Glick, centerspread,
feature writing,
Alexandra Harron, sports
writing,
Julian Lark, news writing,
Luke Murphy, headline writing
Second: Maia Boussey, news
writing, Micaiah Buchheim-
Jurisson, feature writing,
sports writing, Katharina
Flocke, comic strip or panel,
Michael Glick, advertising,
front page design, Julian
Lark, feature writing, Luke
Murphy, column writing,
Clyde Schwab, review writing,
Midway staff, overall design,
editorial writing
Third: Grace Anderson,
centerspread, Michael Glick,
advertising, column writing

**Illinois Journalism Education
Association**
All-State Journalism Team
Michael Glick (2nd year in
a row)

The Midway
Best Overall Newspaper in
Illinois in its Division

**National Scholastic Press
Association Journalism
Honor Roll**
Grace Anderson,
Micaiah Buchheim-Jurisson,
Ariel Gans, Michael Glick,
Julian Lark, Alexandra Harron,
Maddi Ross

**Quill and Scroll National
Journalism Honor Society**
National Award Winners
Elizabeth Chon, news writing;
Clyde Schwab, feature writing

Computer Science

**National Center for Women
& Information Technology
Aspirations in Computing**
Joanna Cohen, Anjali Das

**Achievement in Computer
Science**
Joanna Cohen

Aspirations in Computing
Alexander Rhind

Athletics

Bill Zarvis Award
Zach Emanuel, Eleri Miller,
Mikal Muhammad,
Kendall Rallins, Maddy Sachs,
James Sinclair

**James Wherry Willis '87
Award**
Miranda Scarlata

**William "Doc" Monilaw
Medalists**
In honor of the School's first
athletic director, Dr. William
Monilaw, recognizing athletic
ability, sportsmanship, and
scholarship
Michael Glick, Ivana Jureta,
Jordan Moran, Alex Thompson

**Physical Education Health &
Wellness Awards**
Arthur Chang, Anna Knes,
Miranda Scarlata,
James Sinclair

U-Highers talk social justice



This April U-High held its
first-ever Social Justice Week,
launched by senior Karla
Douglas and junior Leah
Umanskiy. Throughout the
week, student-led workshops
brought attention to diversity,
equity, and social justice
issues at Lab as well as around
Chicago, the United States, and
the world.

To start off the week,
students led a workshop around
socioeconomic differences at
Lab called “Where did you go
for Spring Break?” Other events
included the Feminists Club
lunch-period workshop “Eating
up Societal Expectations,”
a Diversity Initiatives and
Collaboration Efforts (DICE)
workshop on inequalities within
the health-care system, and
a SPECTRUM (LGBTQ+ club)
workshop, “LGBTQ+ At Your
School.”

Social Justice Week,
organized with help from U-High
Dean of Students Ana Campos,
coincided with existing U-High
events such as the Holocaust
Assembly, sponsored by the
Jewish Students’ Association,
and the SPECTRUM talent show,
Spectrumpalooza.

“It is hard to distract
ourselves from our busy lives
to think about all that is going
on around us,” says Leah, the
2015–2016 president the Jewish
Students’ Association and an
aspiring community organizer.
“Organizing Social Justice
Week helped me to identify
when and how we can be more
involved as a community.” Her
Social Justice Week partner,
Karla, served as 2015–2016
president of the Black Students’
Association.

>>>SOCIAL JUSTICE WEEK WILL
BE AN ANNUAL EVENT, AND WILL
OCCUR NEXT ON APRIL 18–22, 2016.

Spring cleaning

The seventh grade takes a
service-learning trip

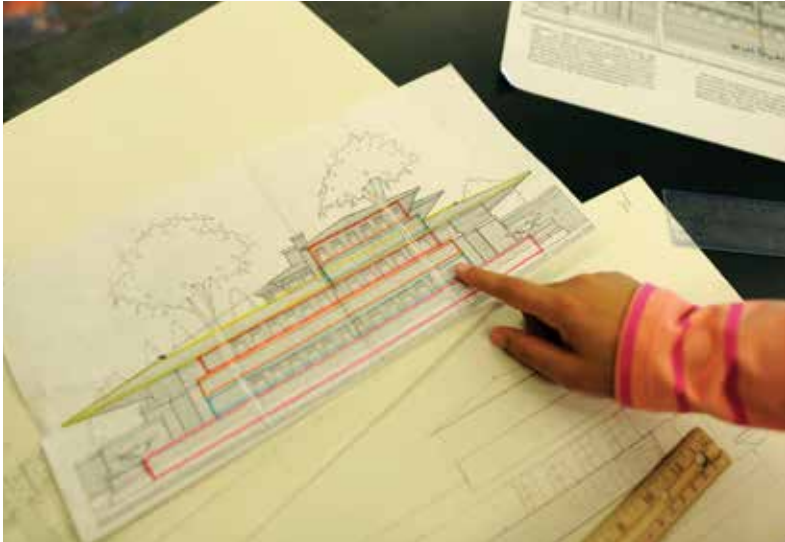
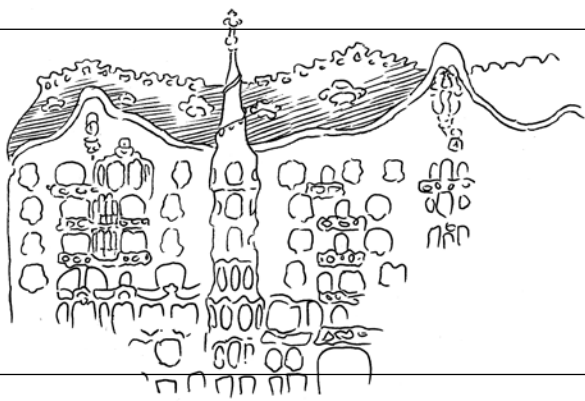


work really hard to build some
form of connection between
campers and students,” says
science teacher and seventh-
grade chair **Michael Wong**, who
chaperoned the trip.

To prepare for the visit,
the students watched videos
about the camp and discussed
difficulties disabled people can
face, such as limited mobility
and spaces not designed
for wheelchair access. They
also learned about ways that
Shady Oaks tailors the camp
experience for its population.
For example, Shady Oaks keeps
its pool at 95 degrees to help
campers relax tense muscles.

Many of the Lab students,
explains Mr. Wong, say they’d
like to return to Shady Oaks
when they turn 16 and are
able to volunteer on their own
time to engage with and help
the campers on more of an
individual basis.

The art and science of architecture



The Class of 2015 matriculates

A diverse, yet cohesive class disperses across the states and across the Atlantic



When fourth-grade science teacher **Mikki Sanders**—in her first year at Lab—discovered in February that her unit on engineering would immediately precede art teacher **Gina Alicea**’s unit with **Nicole Power**’s students on architecture, city planning, and bridges, the three teachers discussed how they could work together.

Each year after spring break, Ms. Alicea’s fourth graders take a Chicago Architecture Foundation tour of the city’s downtown buildings, discussing and sketching Greco-Roman, contemporary, and postmodern elements.

“It’s a great way to start the project,” Ms. Alicea says, “because the kids experience their city and really take a moment to look at the buildings, rather than sitting in a car and driving past them.”

Back in Hyde Park, they look at Victorian homes near Lab. And, in contrast, they study buildings designed in the early 20th century: the nearby Robie House, designed by Frank Lloyd Wright as a series of rectangles with a trapezoid for the roof, and Antonio Gaudí’s Casa Batlló in Barcelona, a colorful building full of curves that looks almost as if it grew out of the ground. After visiting and then drawing the Robie House, the students design and build a “building of the future.”

This year the students drew on Ms. Sanders’s lessons to construct their buildings. Illustrating the concepts of stress and load, she had the students make bridges out of drinking straws and skyscrapers out of copy paper.

“They just learn so much from doing,” Ms. Sanders says, “much more than if I was just

They just learn so much from doing,” Ms. Sanders says, “much more than if I was just talking at them for 45 minutes.”

talking at them for 45 minutes.”

The buildings of the future were no more than ten inches wide, made of foam core with a nylon skin. Because the nylon had to fit tightly over the foam core, tiny pieces or an overly large structure would break. That possibility itself was a lesson in the scientific method, Ms. Alicea says: if your original idea doesn’t work, figure out how to do it another way.

Ms. Sanders, Ms. Power, and Ms. Alicea look forward to next year, when the three teachers can integrate their lessons more fully. “I’ve been teaching this for eight years,” Ms. Alicea says. “It’s wonderful to have the support of the homeroom teacher and the science teacher to solidify it.”

Once again this year U-High graduates chose to attend colleges around the country and around the world, and to pursue a variety of interests, including joining the culinary profession and attending university in Ireland. Says college counselor **Melissa Meltzer Warehall**, “We have poets, scientists, dancers, engineers, musicians, linguists, athletes, and journalists—a class that is diverse, yet cohesive.”

The college application process itself continues to be an ever-changing landscape of colleges seeking lower and lower admit rates and bigger and bigger applicant pools, explains Ms. Warehall. “We help Labbies manage the inherent stress of the process by keeping them armed with information and fortified with resources.”

AMERICAN UNIVERSITY	UNIVERSITY OF ILLINOIS AT CHICAGO	UNIVERSITY OF PENNSYLVANIA
AUGUSTANA COLLEGE	UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN (8)	PRINCETON UNIVERSITY
BARD COLLEGE	INDIANA UNIVERSITY AT BLOOMINGTON	UNIVERSITY OF PUGET SOUND (2)
BARNARD COLLEGE	THE UNIVERSITY OF IOWA (2)	REED COLLEGE
BENTLEY UNIVERSITY (2)	JOHNS HOPKINS UNIVERSITY	UNIVERSITY OF SAN FRANCISCO
BOSTON COLLEGE (2)	KALAMAZOO COLLEGE	SARAH LAWRENCE COLLEGE
BOSTON UNIVERSITY	UNIVERSITY OF KANSAS	SCRIPPS COLLEGE
UNIVERSITY OF BRITISH COLUMBIA	KNOX COLLEGE	SEATTLE UNIVERSITY
BROWN UNIVERSITY	LAKE FOREST COLLEGE (2)	SKIDMORE COLLEGE
UNIVERSITY OF CALIFORNIA, BERKELEY	LUTHER COLLEGE	UNIVERSITY OF SOUTHERN CALIFORNIA
UNIVERSITY OF CALIFORNIA, LOS ANGELES (2)	MACALESTER COLLEGE (3)	STANFORD UNIVERSITY (2)
UNIVERSITY OF CALIFORNIA, SANTA CRUZ	MARYMOUNT MANHATTAN COLLEGE	THE UNIVERSITY OF TEXAS, AUSTIN
CALIFORNIA INSTITUTE OF TECHNOLOGY	MASSACHUSETTS INSTITUTE OF TECHNOLOGY (2)	TRINITY COLLEGE DUBLIN
CARLETON COLLEGE	MICHIGAN STATE UNIVERSITY	TUFTS UNIVERSITY
CASE WESTERN RESERVE UNIVERSITY	NEW YORK UNIVERSITY	VANDERBILT UNIVERSITY (2)
UNIVERSITY OF CHICAGO (12)	NORTHEASTERN UNIVERSITY (2)	VASSAR COLLEGE (2)
COLUMBIA UNIVERSITY (3)	NORTHWESTERN UNIVERSITY (5)	WASHINGTON UNIVERSITY IN ST. LOUIS
DELAWARE STATE UNIVERSITY	NORWICH UNIVERSITY	WELLESLEY COLLEGE (2)
DENISON UNIVERSITY (2)	UNIVERSITY OF NOTRE DAME	WESLEYAN UNIVERSITY
DEPAUL UNIVERSITY	OBERLIN COLLEGE	THE COLLEGE OF WOOSTER (2)
HAMILTON COLLEGE (2)		WORCESTER POLYTECHNIC INSTITUTE
HARVARD UNIVERSITY		YALE UNIVERSITY (5)
HAVERFORD COLLEGE		



Plastisphere podcasts

Middle Schoolers and UChicago Marine Biological Laboratory scientists collaborate



Have you heard of the Anthropocene? How about the plastisphere? Don't worry. Lab's seventh graders have, and they're happy to share what they've learned.

The University of Chicago's 2013 affiliation with the Marine Biological Laboratory (MBL) came at the perfect time for Lab's Middle School science program. The curriculum was getting a refresh that included moving earth science from eighth to seventh grade and a new focus on how earth systems such as the atmosphere, the hydrosphere, and the geosphere function and affect one another. On a trip to MBL with other members of Lab's science department, Middle School teacher Michael Wong realized the plastisphere would be a "good end-piece to the systems course."

"The basic idea," says seventh-grade science teacher Tony Del Campo, "is that plastics are a new part of the Earth's system—something humans have introduced." The tiny pieces of plastic concentrated in the Great Pacific Garbage Patch and elsewhere around the globe are host to new communities of microbes, and no one really knows what effect these microorganisms will have on other Earth systems. Will they make us sick? Could they prove helpful in breaking down plastics?

These are some of the questions MBL Associate Scientist Linda Amaral-Zettler hopes to answer. Last spring she gave Lab's seventh graders a close-up look at her work. After reading some of her research, the students peppered Ms. Amaral-Zettler with questions. She answered

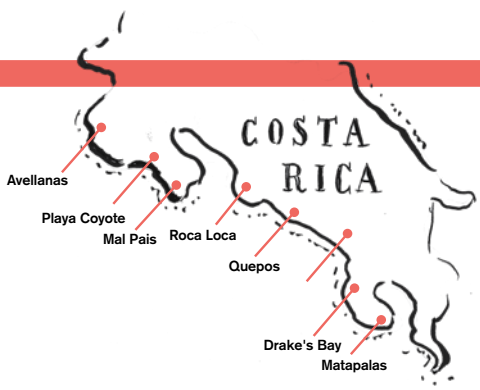
For Lab's seventh graders, that means learning to read primary scientific literature and getting a preview of science that won't hit the textbooks for years to come

via audio recording, which the students have since incorporated into podcasts she can now give to anyone curious about the plastisphere.

"We really want this to be a partnership," Mr. Del Campo says, "where MBL works with us, we work with them, and we both get a product we're happy with." For Lab's seventh graders, that means learning to read primary scientific literature and getting a preview of science that won't hit the textbooks for years to come, including the current debate about adding a new epoch to the geological time scale—the Anthropocene, marking humanity's impact on the Earth, with the plastisphere as one example.

Mr. Del Campo and Mr. Wong say their mission for the new course—helping students become scientifically literate citizens of the world—has been achieved.

SYLVIE SURFS



This is first in what will be an ongoing series profiling Lab faculty and staff, a group of people armed with varied and rich experiences that inform how they teach, lead, and inspire Lab students and coworkers.

When Lower School Principal Sylvie Anglin began her graduate program in education at University of Illinois—Chicago she spent many hours in Hyde Park schools, including time as a student teacher with former Lab teacher Joyce Carrasco. Here she felt a "zing of recognition—this is my home!" So even as she began her education career at the Adler Planetarium she maintained her Lab

connections until she found her way back in 1997 as a third grade teacher. Since then she has held virtually every role in the Lower School and even coached the High School girls swim team for two years.

But her story on and in the water started much earlier—in Mississippi.

"I stared competitive swimming when I was five and that was a major part of my life. I went to the Junior Olympics in junior high, and even swam my freshman of college in South Carolina. I was there on a full music scholarship and had to give up competitive swimming when my music teacher said that I just didn't have time to commit to both.

"I practically lived in the water growing up. Spending time on the Gulf Coast I

always felt very comfortable with the ocean but I came to surfing much later. I got hooked while on the West Coast and have surfed from Costa Rica all the way to Oregon. Surfing is humbling. You have to go into the water every time with a tremendous amount of respect for the ocean, alert, and with a beginner's mindset.

"There are a lot of things that have to align to have a good experience in the water. There is always something new to challenge you—new beach conditions, new board, new teacher, new skills to practice and refine. You



have to be flexible and work with what you get. It can be tremendously joyful and terrifying at the same time.

"The way that I feel when I go to surf is the way I hope our students feel. I see surfing as a learning experience and the idea that you can be joyful and scared and excited all at the same time and learn from it is what I hope for in what we do at school, too. It is something that should happen everyday.

"Surfing can be a solitary, meditative experience, and one that connects you to others at the same time.

"I had a really good teacher who went out with me on a scary break down in Baja. I wasn't sure I could do it and spent a good half an hour sitting on the beach before I had the nerve. He was just present and that gave me enough reassurance to try. He loved his job because he got to watch and encourage people, every day, to take on challenges and find successes.

"That resonates with me: As an educator you have to be all in, to be fully present, paying attention, listening, watching, encouraging, celebrating the successes. I'm lucky to get to do this every day in my work.

"So when the wave comes and you catch it, it's a celebration. And when others catch one, you can celebrate with them."

As an educator you have to be all in, to be fully present, paying attention, listening, watching, encouraging, celebrating the successes.

ALUMNI ON THE ROAD

Continuing the effort to go where our alumni are, this year Lab headed out to eleven different cities across the United States (plus Chicago and Chicago's North Shore) stopping to meet with alumni one-on-one or at Regional Receptions. Scores of alumni, including at least one who graduated nearly 75 years ago, reconnected and had the chance to hear from Director Robin Appleby.



Emily Kuo, '09, at the San Francisco Regional Reception



Hortense Kleitman Snower, '45, (right) at the Los Angeles Regional Reception



Stephen Dorsey, '04, at the Los Angeles Regional Reception



Susan Furth Panter Hand, '63, speaks with Director Appleby at the Chicago North Shore Regional Reception



Howard Smith, '46, Joan Smith, Joan Drapekin, '46, and Jerome Drapekin at the Chicago North Shore Regional Reception



Susie Friedman Stein, '45, at the Chicago North Shore Regional Reception



Tessa McCord Poe, '90, at the Palo Alto Alumni Gathering



Susan Phillips Moskowitz, '63, at the Palo Alto Alumni Gathering



Alexander Zimmer, '09, at the San Francisco Regional Reception

Play by design

Lower School students explore and
reimagine Lab's playgrounds

by Brooke E. O'Neill, AM'04



“STUDENTS AREN’T JUST THINKING ABOUT WHAT THEY WANT INDIVIDUALLY,” MS. PALUMBO SAYS. “THEY’RE HAVING TO CONSIDER HOW TO DESIGN SPACES TO MEET THE GREATEST NEED.”



charts, post-its and rough prototypes, the classroom serves as the data command center that students and administrators will draw from as the future playground takes shape over the next couple years.

“This is a real-world opportunity for students to do data collection analysis,” Ms. Anglin says. “It’s math in action.”

Know your audience

The research project also teaches students one of design thinking’s core concepts: knowing your audience. “This is a human-centered design process, and we’re trying to develop empathy for the people we’re designing this thing for,” Ms. Anglin explains. The notion draws on methodology from Stanford’s Institute of Design, another inspiration for the playground initiative.

“Students aren’t just thinking about what they want individually,” Ms. Palumbo says. “They’re having to consider how to design spaces to meet the greatest need.” On Blaine Hall’s second floor, three large bulletin boards invite the Lower School community to contribute thoughts on play.

“How do you play?” asks one.

“We play with...” says another.

“Where do we play?” the last wonders.

Paired with survey findings, answers to these questions are helping students better understand their peers’ needs. Seeing a playground prototype sketch filled with climbing equipment, a rollercoaster, and a zipline, for example, students in Ms. Palumbo’s class noticed something missing. “Where is the open space?” one asked. “Kids who want to run around will just run into things.”

“I’ve been impressed by how much they get this idea,” Ms. Palumbo says. “They’re really being thoughtful and able to get outside of their own heads and desires.”

Balance and prioritize

Balancing competing wants has been a key part of the project, as has prioritizing needs against reality. “They’re having to figure out how to get the most bang for your buck,” Ms. Anglin says. “What’s the most feasible and the most fun?”

To solve this problem, some classes created “Idea Horizon” charts, drawing landscapes to visually sort out cool-but-tricky-to-implement “blue sky” or “cloud” ideas, such as a sandy beach or petting zoo, from more “ground-level” ideas like a flat playing space for sports. “It allows every voice to have those aspirational ideas,” Ms.



Anglin says. “Then they can say, ‘OK, I really like this blue sky idea, but how can I make it more realistic?’”

It’s a sophisticated task Lab students have proved they can handle. “We didn’t necessarily anticipate how well they would be able to do that—figuring out how to get the most fun at the lowest cost—and relish doing it,” Ms. Anglin says. “That seemed like a more adult thing to do, but they totally got it.”

Students sketched playground prototypes based on their findings, and homerooms created a 10-minute video summarizing what each grade level most wanted in the new playground. Among the consensus: places for sports and climbing appealed to all three grades, as did natural outdoor areas. On the other hand, younger students requested more spots for imaginary play, while fifth graders asked for places to run and hide for games like capture the flag.

Turn research into reality

The research continues to spark insights for Lab instructors about the nature of play, such as how easily it comes to students. “It’s been interesting to note many kids saying things like, ‘Well, we already make do with what we have,’” says Ms. Mitzenmacher. Ms. Power observes the same thing with her fourth graders. “The other day my kids were playing ring toss with hula hoops over the Maypole,” she says. “They were having a blast.”

The teachers also have observed subtle differences between grade levels about how

play happens. Third-graders and fourth-graders, for example, tend to prefer sports fields with visible boundary lines, while fifth graders are more comfortable with less defined boundaries. “Thinking about the developmental nature of play has been really fascinating,” Ms. Anglin says. “How do you design a shared space for different needs?”

After conducting their research, Lower School students had the opportunity to hear directly from architect and playground designer Jason Cooper from Conservation Design Forum. “We wanted to make sure kids understand what’s happening from a professional standpoint to take this from concept to design,” Ms. Anglin says. “It’s very important for them to be able to see behind the scenes, so that they’re not disappointed,” agrees Ms. Mitzenmacher. “To understand how we get from, ‘Hey, we asked for a zipline,’ and if, in the end, there’s not a zipline, why that’s the case.”

That said, the finished product is still evolving. As one school year rolls into the next, the Playground Design Lab remains intact for students to contribute thoughts and feedback, all of which administrators and designers will use to fuel the actual playground design process.

“We don’t have a clear definition of what this looks like in the end. We’re not just taking students through an exercise to get them to the place we want them to be,” Ms. Anglin stresses. “We’re embarking on it with them.”

These are (some of) their stories

Alumni help Lab hit major milestone: 1,000+ alumni donors

by Catherine Braendel, '81

One thousand. In the world of independent schools and alumni relations that number is a major milestone, one that alumni and their school partners work to hit. This June, with a strong alumni relations program in place and with the help of many highly engaged alumni leaders, the number of Labbies giving back reached 1,027. That's more than double the number from just seven years ago.

It happened because people are taking the time to connect with their peers and remind them of their shared Lab experience. And across the decades, those experiences have much in common: Lab is where people learned to think, challenge, and love learning. Lab is where they made friends for life. Ask a Labbie and most will tell you that, in some significant way, Lab made them the adults they are now.

Alumni Association Executive Board (AAEB) member Sidney Lee, '80, (parent of three young Labbies) offered a challenge grant of \$25,000 to boost the results of Lab's first ever Giving Day and an anonymous alum added an incentive to help the school hit that 1,000 donor mark.

"Lab's alumni love this place," says Jeremiah Stevens, director of alumni relations and giving. "They just need the structures and support to reconnect with one another, and it's our job as alumni relations professionals to give them that." "These alumni are magnetic," explains Mr. Stevens, "In any given year, more than 200 draw in their peers just by sharing their enthusiasm."



CHERYL CORTEZ, '92, MBA'03

Cal member of the AAEB and UChicago Alumni Board of Governors; helped lead Lab's Day of Giving; a true lifer, she was born at the UChicago Lying-in Hospital, learned lessons of kindness from Vivian Paley, and had math class and summer activities with her pediatrician's kids.

My friends from kindergarten are still my friends now and I would do anything for them—I got to grow up alongside them. Our teachers took an interest in every single one of us as students and could find a way to challenge you.

"I MIGHT BE A DIFFERENT PERSON THAN I WAS IN 1992, BUT MY CLASSMATES ARE PEOPLE I GREW UP WITH AND HAD GROWING PAINS WITH—THAT MEANT A LOT AT MY 20TH REUNION, WHICH WAS REALLY A CATALYST."

I accelerated my volunteering in 2013. Giving Day was a fun way to reach out to people I had not been in touch with. People who had not given before were really willing. I think it was worth just asking as most people in our generation were never asked to give a class gift.

I value all of the opportunities that my parents gave me by attending Lab, and the school paves more opportunities even now. People really know you. I was making connections years after I graduated and when I meet another Lab grad that person knows what I am about.



DEANNA QUAN, '89

Co-chair of the Annual Fund Committee AAEB; focused on Lab's alumni outreach efforts and meeting the 1,000 Alumni Donor Challenge; came to Lab as a fifth grader along with her sisters, Birdie (Quan) Chow, '85 and Livia (Quan) Aber, '88.

When I arrived it was such an eye opening experience to have so many cultures in this one place. I enjoy being in that environment. Lab just feels like home.

If not for Lab, I don't think I would be such a lifelong learner—I would not have the same thirst for leaning. I recently joined a company that is very counter culture and doing things differently than peers in the industry. It's so much fun. It's a place that speaks the same language as Lab: question the status quo; nothing is impossible. Lab gave me that.

"I WANT TO GIVE BACK BECAUSE LAB OPENED UP A WORLD FOR ME. BY VOLUNTEERING MY TIME I GET TO BE A PART OF THE LAB I LOVE."

I have enjoyed being able to reach out to other alumni and I think it resonates with them when they see I am so connected.

Lab's roots go deep and you are anchored. It allows you to go through all the rest of life and come back to it.

DOUGLAS COHEN, '60

Working on starting a class scholarship; recruiting a group to join him in creating a matching grant program for his class; attended a public grammar school and then came to U-High where he met and married, Carol Bergman Cohen '62; when he says Lab literally changed his life, he means it.



Douglas Cohen, '60, and wife Carol Bergman Cohen, '62

We had to be in study hall, one hour of studying in the middle of the day—all seniors and one gorgeous sophomore girl. In October we will have been married 49 years. I owe that to Lab.

I realized rather quickly that I was fortunate. Lab teaches you how to think, analyze a problem, identify a solution, and implement the hell out of it. That thought process helped me in university, in the army, and in my business career.

I liked everybody in our class. You were surrounded with 120 friends—people who were a lot smarter than you were and you had to study to hold your own! I think being associated with students who came from academic backgrounds in their home really rubbed off. It's a part of the education you don't get out of a book and that's not measureable in a test but only in life experience.

I do a lot of fundraising because you have the chance to change a life and education is the key to everything.

"CAROL AND I WANT TO SUPPORT SCHOLARSHIP TO AFFORD OTHERS THE OPPORTUNITIES WE HAD. HOPEFULLY THEY WILL USE THAT EXPERIENCE AND HOPEFULLY THEY, TOO, WILL GIVE BACK TO THE SCHOOL AND TAKE IT DOWN ONE MORE GENERATION."



ZACH LEVIN, '03, MBA'15

AAEB member; encouraging alumni engagement through events; cares about funding Lab programs; came to Lab in fifth grade after attending a private school in Indiana; started LabStock in 2002 and isn't even a musician!

It's a University of Chicago mindset to think about a problem from many different perspectives and with an intellectual mindset. Lab instilled that in me. For example, Earl Bell was someone who really pushed me. Simply answering a question was never enough—you had to go far beyond and think about context.

The people I went to Lab with were some of the most intellectually curious and bright people I have ever met. Lab created a fun and exciting atmosphere where people genuinely were interested in pushing the frontiers of their own knowledge. That spawned a lot of creative energy—academically and extracurricularly.

My goal is to get young individuals (maybe 15 years out from graduation) involved in the community, to create more natural points to get involved.

"ONLY AFTER WE GRADUATED AND RECONNECTED DID SOME OF US BECOME VERY CLOSE—WE HAD SO MUCH IN COMMON. THAT IS A TESTAMENT TO GETTING INVOLVED WITH LAB. HAVING THESE CONNECTIONS IS IMPORTANT AT OUR STAGE OF LIFE."



In with the new

With fresh course offerings, U-High looks to the future

by Susie Allen, AB'09



“WHEN YOU LOOK AT THE NEW BUILDING GOING UP, YOU SAY, ‘WHAT ELSE ARE WE GOING TO DO TO FILL THAT SPACE WITH EXCITEMENT AND DRAMA AND MORE KIDS [WHO ARE] INTO THE ARTS?’” SAYS SCOTT FECH.

From the U-High principal’s office you can see a symbol of the future. The windows look out on the striking, angular walls of the new Gordon Parks Arts Hall as construction workers busily apply finishing touches to the three-story, 94,000-square-foot building.

It’s a sight that provides daily inspiration. “When you look at the new building going up, you say, ‘What else are we going to do to fill that space with excitement and drama and more kids [who are] into the arts?’” says Scott Fech, who in July became Lab’s director of educational program after serving as High School principal for several years.

This fall begins a time of transformation for U-High. In addition to the opening of the multidisciplinary arts facility, under a plan that has been in development since well before 2003, High School enrollment will steadily increase by approximately 100 students by 2019.

Renovations to the High School building and Judd Hall will provide the division with additional classrooms and teacher spaces. Notably, as Lab takes

over full use of Judd Hall, the Schools will restore to its original use one of the University’s beautiful gothic library spaces—what was for decades the School of Education library will become the new High School library.

Growth on the horizon and new spaces and facilities allow Lab to develop new programs and classes, and teachers in every department are reviewing their curricula to decide how best to support Lab’s mission and the needs of today’s students. “What should we be doing in light of the fact that it’s 2015?” Mr. Fech says.

In 2014–2015, the faculty answered that question with courses that address contemporary social and political issues, including “History of China since 1976” and “War and American Society.” This year, the curriculum broadens even further, with the addition of courses including Cosmology, Digital Music Production, Electronics, Evolution, and Plant Ecology. In addition, the popular choir club, Bel Canto, is now a credit course, and more new course proposals are in the pipeline.

Lights, camera, action: filmmaking

The stories of two great filmmakers intersect in the Gordon Parks Arts Hall: its namesake, Gordon Parks, was an acclaimed photographer and documentarian who became the first African American staff writer and photographer at *Life* magazine in 1948; and the building was made possible by a \$25 million grant from film director George Lucas and his wife, Mellody Hobson.

With that legacy—and a dedicated digital media lab in the building—it’s only fitting that U-High plans to add a broad array of film courses in the years to come. Enrollment for first of these, teacher Benjamin Jaffe’s filmmaking course, proved so popular that Mr. Jaffe will teach two sections of the course in this inaugural year. He admits the unexpected demand “made me a little nervous—but that’s a good thing, right?”

The course will give students the tools and experience they need to produce and direct their own film. Students will write, shoot, direct, and edit three short films, culminating in a thesis film that will be screened for family and friends.



In future years, Mr. Jaffe hopes to add an even more ambitious final project to the course: at the end of the school year, students will have the opportunity to collaborate on a longer film that would be shot on location.

“The total vision,” he explains, “is that the kids would take the class during the school year, learn the basic technical and aesthetic aspects of filmmaking, and then sign up to make a film in the summer.” Ideally, “we’d camp out and make the movie together in a few weeks.”

This idea caught the imagination of several other U-High teachers, who plan to offer courses that will support students’ silver screen aspirations. English teacher Mark Krewatch wants to develop a screenwriting course, while Francisco Dean hopes to teach a course on music for film.

Bel Canto

The opening of Gordon Parks Arts Hall allows not only for the development of new programs, but also the strengthening of existing ones. For the first time, the advanced a cappella choir Bel Canto will be offered as a credit course, rather than a club. The change will benefit the roughly 20 students who successfully audition for Bel Canto each year and perform regularly both at Lab and around the city of Chicago.

“Historically, students in Bel Canto have devoted hours each week every year, rehearsing and performing; this rigorous training, along with the students’ dedication, have lead to a consistently high level of skill and professionalism in their choral ensemble work,” says Acting Associate Principal Fran Spaltro. “And yet, because it has been a club, they’ve received no academic credit or for it. Now they will, and rightly so.”

“It makes a pretty big difference on your transcript when you have an upper-level performing ensemble,” agrees Katy Sinclair, who will teach the course. “It validates the work the kids are doing—and have been doing for 12 years—on their permanent record.”

Although Bel Canto will continue to perform in the Reva and David Logan Center for the Arts and Mandel Hall, Ms. Sinclair says the opening of Parks Hall is “100 percent great news,” for Bel Canto and the entire music department.

The new spaces could not come at a better time for a music program that is bursting at the seams. “The kids are excited



about moving into classrooms that will accommodate things that we were doing last year literally in hallways and closets,” Ms. Sinclair says.

Science for a changing world

It’s not just the arts that are looking to the future. In the science department, U-High faculty have developed courses that will deepen students’ understanding of the natural environment as they prepare for a changing world.

“Given all of the science that’s in the news regarding climate change, the evolution class and the plant ecology class will help bolster any kids who want to pursue that kind of science in the future,” says Daniel Calleri, who developed the courses with his colleague Sharon Housinger. Both courses are designed to offer “a big picture perspective” on major issues in biology, Mr. Calleri says.

“Animals are cute and fuzzy,” Mr. Calleri says, “but most of the world is a plant.” It does students a disservice, he argues, to ignore the essential role plants play in processes that are fundamental to all life. The plant ecology course will give students the basics of plants at the cellular, organismal, and ecological levels.

Both plant ecology and evolution will directly address the global effects of climate change. “If we’re going to talk about whole ecosystem change, we need to think about how the plants are dealing with it,” Mr. Calleri says.

Think about your beloved maple syrup: “As the climate gets warmer, maple trees are not going to accumulate sap,” Mr. Calleri says. “What [other] kinds of changes are we going to see in the organisms that exist on Earth, and can we look at those changes from an evolutionary perspective?”

“You have to think [about evolution] if you’re going to answer the more complicated questions we’re facing as a species.”

Although each department has taken its own approach to the task of updating its curriculum, every new course is guided by faculty innovation. “This is a truly exciting time to be teaching at U-High,” says Ms. Spaltro.

“Our curriculum is expanding to offer more intellectual challenges and to reflect the passions and expertise of our faculty. It’s inspiring that teachers from across the school are working toward new interdisciplinary offerings like, for example,

the Physics of Sound, which brings together teachers from music, physics, history, and drama to explore the history and culture of acoustics; or a pilot program that weaves together humanities, math and science with Social Justice Week. It’s like our own little renaissance.”

IN THE SCIENCE DEPARTMENT, U-HIGH FACULTY HAVE DEVELOPED COURSES THAT WILL DEEPEN STUDENTS’ UNDERSTANDING OF THE NATURAL ENVIRONMENT AS THEY PREPARE FOR A CHANGING WORLD.



On the map

Eiichi Fukushima has explored mountains and molecules

by Benjamin Recchie, AB'03

Eiichi Fukushima, '52, AB'57, SB'57, has journeyed from the Eastern Hemisphere to the West, from north to south, from his days at Lab to, well, his days in his lab. On the way, he left his mark on the map—not just figuratively, through his science, but in a literal way too.

He embarked on that journey in Japan in 1949. Born in Tokyo before World War II to a diplomat father and a Japanese-American mother, Mr. Fukushima's early schooling had been repeatedly interrupted—first by the war, which left Japan's cities charred ruins, and later by the difficult years of rebuilding. Mr. Fukushima's parents made the difficult decision to send him away, to live with his uncle and aunt in Park Forest, Illinois. In early 1950 he was sent to Lab, in part because his Chicago-born mother had grown up in Hyde Park and knew the school's reputation.

He spoke virtually no English and couldn't really take part in classes. "I just made friends and absorbed as much as

possible while attending classes for the remainder of that school year," he says. He returned the following autumn and graduated with a 10th-grade certificate in 1952. He recalls many good teachers at Lab but singles out English teacher Eunice Helmkamp McGuire: she once praised his dogged determination to learn the language by calling him "a warrior who kept fighting," he says. "I attribute what modest ability I have acquired in the English language to her tough classes."

The 1950s was the era of the Hutchins College at the University of Chicago, which allowed young Mr. Fukushima to transfer to the University at age 16. (As he had no other plans, he says, this was "the path of least resistance.") He earned a Bachelor of Science degree in physics; science, he says, was an easier course of study than literature or history because he needed less proficiency in English. Although he gave no thought to graduate school until it was almost too late, he snagged a teaching position at Dartmouth for the following year, earning a terminal master's degree in physics there.

After Dartmouth, he took a summer job at Argonne National Laboratory. An Argonne physicist recommended he head west to the University of Washington, where "there were beautiful mountains to climb, and the physics department was pretty good too." He took the advice.

At the University of Washington Mr. Fukushima first became acquainted with nuclear magnetic resonance (NMR), a phenomenon in which atomic nuclei in a magnetic field absorb and re-emit radiation at specific resonant frequencies. Scientists can use NMR to characterize the structure and other properties of solid materials. When Mr. Fukushima decided to earn his PhD in physics, his adviser suggested to him a problem that would require using NMR to solve.

The field was in its infancy in the 1960s, and aside from researchers interested in the phenomenon of magnetic resonance itself, it was used mostly as an analytical tool for chemists. In those days, Mr. Fukushima says, a graduate student who did NMR had to make most of his apparatus from scratch. Data collection was rudimentary: the operator would eyeball measurements on an oscilloscope or sometimes photograph the oscilloscope screen with a Polaroid camera.

Away from the lab, Mr. Fukushima spent his time climbing mountains, eventually becoming a part-time



IN ONE CURRENT PROJECT, THE GROUP IS DEVELOPING TECHNOLOGY TO DETECT SPILLED OR LEAKED OIL THAT GETS CAUGHT UNDER ARCTIC SEA ICE.

mountaineering instructor. In 1966 he was recruited to join in the American Antarctic Mountaineering Expedition, a ten-man group that aimed to be the first to climb the last remaining high point of any continent. (The selection process was not as monumental as you might expect, he says; he "knew a bunch of climbers, and one thing just led to another.") The main event was scaling Antarctica's highest mountain, Mt. Vinson, discovered only a decade before, separated from the nearest human by 450 miles of icy continent. A US Navy airplane flew the team into position in December 1966; over the course of 40 days, they encountered blowing snow, 24-hour daylight, and subfreezing temperatures. But all ten men summited Mt. Vinson, and Mr. Fukushima and his comrades also climbed five other mountains in the Sentinel Range.

Returning from Antarctica in 1967, Mr. Fukushima wrapped up his research project and graduated with his doctorate—so

quickly that, once again, he had no plan for what came next. He ended up doing NMR at Los Alamos National Laboratory, where he stayed for 18 years, raising his three children and hiking in the mountains. In 1981 he coauthored an introduction to experimental techniques in NMR that remains in print today.

In 1985 Mr. Fukushima was hired away by the Lovelace Medical Foundation in Albuquerque to figure out how to apply NMR techniques to measure blood flow. By this time physicians had started to use NMR techniques to examine soft tissue that was hard to scan with X-rays, a technique now known as magnetic resonance imaging, or MRI. He and his colleagues expanded their research focus to all sorts of NMR-related topics. In 1997, when Lovelace narrowed its research focus, Mr. Fukushima and four colleagues quit to form their own nonprofit lab, New Mexico Resonance. In 2005 they launched a for-profit company, ABQMR, which absorbed all their research activity.

"What we do is to come up with new methods and applications of NMR," Mr. Fukushima says, "especially in fields where the technique is not used or underutilized," such as in the oil industry and agriculture. In one current project, the group is developing technology to detect spilled or leaked oil that gets caught under Arctic sea ice. The company is also working on "single-sided NMR," in which the instrument is to one side of the sample rather than encircling it. It's useful for measuring objects that don't fit inside a traditional NMR or MRI device, enabling, for example, noninvasive determination of a watermelon's ripeness or a quick measurement of soil's moisture content.

"Working in a two to five person company is a kick," Mr. Fukushima says. "There is no assurance that you will be around in a year except for our own cockiness to think that we will come up with a new idea for someone who could make good use of it."

In 2006 the Advisory Committee on Antarctic Names dubbed several of the subsidiary peaks of Mt. Vinson for the men who first scaled it; thus, a little more than two miles from Vinson is Fukushima Peak, 15,023 feet high. Meanwhile, back in New Mexico, Mr. Fukushima has cut back his work to half time: "about 40 hours a week," he explains—"and I will keep this up until I run out of ideas or quit having fun."

1903

The top floor of Blaine Hall once featured enormous skylights. These prized spaces at varying times housed the education school, University home economics classrooms, and a lunchroom, as shown here in an undated photograph. These newly refurbished spaces are now home to Lab Lower Schoolers. Before the recent re-roofing of Blaine

Hall (which was built in 1903) 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.

University of Chicago Photographic Archive,
[apf2-00674], Special Collections Research
Center, University of Chicago Library

Alumni notes

40s

1940s CLASSES REUNION
OCTOBER 16–17, 2015

1940 Class Representative
Sid Epstein
Apartment 20
1430 North Lake Shore Drive
Chicago, IL 60610-1753
sidneyepstein@epsteinglobal.com
312-951-2607

1943
Jean Hirsch Priest writes, “Hello from Cheyenne, WY. I moved here in 2011 to be near my middle daughter and her family. Living in an independent retirement residence has taken some adjustment but I love this part of the West and the wide-open spaces. The clouds are forever changing. My daughter’s family has 450 acres out of town in the foothills of the Laramie Range and owns four horses, which means they can call their home a ranch. I miss Hyde Park, though, partly because I usually don’t dare talk politics here or mention Obama’s name. Come visit and keep me and my ideas from feeling lonely.”

1944 Class Representative
RuthAnn Johnson Frazier
1020 Grove Street
Evanston, IL 60201
randrfraz@aol.com

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

From your class representative: “We are hoping that you plan to come to the Class of 1945’s 70th reunion dinner on October 17 in downtown Chicago. You may wish to join in the school reunion activities on October 16 and during the day on the October 17. We would appreciate you letting us know whether or not you are coming as soon as you make your decision. Susie Stein (steinsj@yahoo.com) and I look forward to hearing from you.”

1946 Class Representatives
Judy Daskal
4950 South Chicago Beach Drive
Chicago, IL 60615
jdaskal@ameritech.net
773-493-8373

Laurence I. Guthmann
13770 Parc Drive
Palm Beach Gardens, FL
33410-1200
561-775-3492

1947 Class Representative
Annette Martin Craighead
Apartment 209
6650 West Flamingo Road
Las Vegas, NV 89103
702-648-9913

1948 Class Representative
Dorothy Drucker Nesbitt
735 Lexington Court
Northbrook, IL 60062
ditton3@gmail.com
847-291-4131

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

50s

1950s CLASSES REUNION
OCTOBER 16–17, 2015

1951 Class Representative
Lynn Manaster Alperin
16 Dansby Drive
Galveston, TX 77551
lynnalperin@gmail.com

Lou Dean writes, “I was elected to the board of the Swift Creek Mill Playhouse, a dinner theater in an old mill that dates back to 1663. The playhouse is in Colonial Heights, 30 miles south of Richmond, VA.”

Joining the other octogenarians among us, **Marvin Goldsmith** says, “As a reward for reaching 80, we are headed for a river cruise up the Rhine in late September. Our oldest grandson just completed his first year at the University of Illinois Business School.”

Ruth Necheles Jansyn reports, “I am still playing with photography: several images in various venues, entry into one competition, and a solo show for the month of July. I continue to spend half the year in New Jersey and half in the high desert of Texas, going from one extreme to the other.

Art Koff is busy as always: “I still put in about 50 hours a week but I’m loving it. I also still volunteer with icouldbe.org and work with mostly inner-city kids in an online program.” His eBook *Lifetime Planning Guide*

for Boomers & Seniors came out in April. He encourages everyone to sign up to receive the newsletter for his website, Retired Brains (retiredbrains.com).

Stuart Lerman checks in with the following: “I’m pleased to report that we’re doing just fine—enjoying Colorado as full-time residents for over 13 years now. It’s nice to be closer to our daughters and their families (both in Phoenix) than when we lived in Miami; not too close, though!

“I’m still working as a medical consultant for the Social Security Administration (“double dipping” as a recipient as well) and continuing to find it interesting. It seems that there’s little likelihood that the number of applicants is going to decrease. We were fortunate enough to enjoy a wonderful French cruise (Paris–Normandy) last fall, before the terror attacks. One comes to realize how unpredictable things can be, and how much dumb luck can mean.”

Marilyn Vickman Lichtman writes, “I am taking my daughter and granddaughter on an intergenerational trip to London and Paris. On the volunteer side of my life, I changed museum affiliations after the beloved Corcoran Gallery of Art closed for good—money problems, etc. I am now in training to be a volunteer at the Freer/Sackler Gallery in Washington, D.C. Housing a world-class Asian collection, this museum was the first art museum connected with the Smithsonian. I am also at the Kreeger Gallery, a small, private museum located in Kreeger’s home, which was designed by Philip Johnson.” Vickie promises a wonderful tour to anyone who comes to Washington, D.C.

Phil Marcus writes, “Our celebration is that daughter Nancy has completed her first year teaching constitutional law at Indiana Institute of Technology Law School. She has published a couple of articles on the constitutional implications of same-sex marriage.”

Jim Rosenblum and Barbara, already great-grandparents, are eagerly expecting their fourth grandchild this fall.

Bobbe Press Wolf and Hugh moved to Evanston two years ago. Bobbe writes, “Our apartment is only a few blocks from Northwestern University (where we have lectures, theatre, and music), Trader Joe’s, Whole Foods, a movie theater, a public library, and . . . the lake! It’s delightful having little ones so near, and though we do go into Chicago several days a week,

we’re very content in our ‘small town.’

“A senior community in Chicago, The Admiral by the Lake, has invited me to have an exhibition in their gallery of my series ‘Fifty Couples Over Fifty . . . redux.’ It will be fun seeing my ‘babies’ again, after 25 years, and this also marks our 25th wedding anniversary. The show opens on Friday, September 11, with a reception from 4–6 p.m. It will be on exhibit throughout September and October.

“This year also marks our 25th wedding anniversary.”

1952 Class Representative
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From your class representative: “I heard from **Lou Weintraub** in California. He has traveled to Vietnam a number of times, and to Hawaii. My wife Leslie and I have decided to stop cruising because we have been just about everywhere. We have taken cruises of 55 days, 44 days, and 30 days to the Far East and around South America. We have been to Australia, New Zealand, Japan, the Philippines, China, India, Iceland, Russia, the Balkans, Norway, Sweden, Denmark, France, Spain, Italy, Turkey, Israel, Egypt, South Africa, Namibia, Libya, Morocco, and other places I have forgotten. We have been in all the seven seas. We intend to spend the rest of our travels by car. We are going on a four-week trip from Austin, TX, to Oakland, CA, via Las Vegas, NV and Los Angeles, CA.”

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1954 Class Representative
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1957 Class Representative
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ehschneewind@nyc.rr.com
718-783-0003

Thomas Hirsh writes, “In May of this year, **Robert Bergman**, **Kevin Kenward**, **Jonathan Speigel**, **Jeffery Stern**, and I held a mini-reunion at The Berghoff for drinks and dinner (four of us grew up together on Bennett Avenue in the

South Shore Highlands). All are aging gracefully, and all had fond memories of Lab and our class. Except for Mr. Stern, who lives in Baltimore, the rest of us still live in and around Chicago. Our next dinner outing will be to The Italian Village (I hope). It was great seeing and talking with all of you!”

Allan Metcalf’s book, *From Skedaddle to Selfie: Words of the Generations*, is being published this October by Oxford University Press. It presents words that reflect the interests and attitudes of each generation, including our own Silent Generation (born 1925–42), the first to say “trick or treat” and to be called teenagers.

1958 Class Representative
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Steve Flanders writes, “I took on an unusual batch of projects this year that might be of interest to fellow Labbies. The Pelham Democratic Club, of which I’m a founding member, energized a good part of the community in a series of commemorations for the 50th anniversary of the Neshoba County murders. Remember Chaney, Goodman, and Schwerner? The movie *Mississippi Burning*? Mickey Schwerner was a 1957 graduate of Pelham Memorial High School.

Most notable among our events was a pair of colloquiums, one for the school and one the same evening for the community. Participants included surviving siblings of each of the murdered civil rights workers, each of whom, in very different ways and from unique perspectives, did a great job both of recapturing the era and bringing the events down to the present. Our chair was Nick Lemann, until recently dean of the Columbia journalism school and author of a first-rate book on Reconstruction (*Redemption*).

We established a cash prize for the best student essay proposing a Schwerner-inspired course of action to undertake. Anyone despairing of the supposed passive quality of today’s kids should read any selection of the dozens of excellent responses. Choosing two winners was the toughest task I’ve set for myself lately.

“Other news? I’m happily remarried after years of widowerhood. Between us, Sandy and I have 10 grandchildren—a distinct pre-occupation! And I make lots of music: a chamber music concert (Brahms and Beethoven), trios in June, an occasional concerto with an orchestra of which I’m principal

cellist, and a good bit of opera, something I’ve not done previously. And so it goes. No new books coming out: I’ve decided that I’m truly retired.”

Richard Friedman writes, “I continue to enjoy my real estate and municipal law practice with my small law firm in downtown Chicago. I am living on the north side of Chicago with Francoise, my wife of 46 years. Our son lives in Chicago with his two children and our daughter lives in Toronto with her two children. I get to the UChicago campus from time to time because the University is one of my firm’s clients and I teach historic preservation law as an adjunct at the Law School. I was saddened to learn of Herr Heggen’s passing recently. It’s hard to believe that in three years we’ll be celebrating our 60th reunion.”

Robert Goldberg writes, “My upcoming novel, *Walking Like Einstein*, includes an excerpt that is based largely on a recollection of mine from junior year at U-High when our English teacher, Paul O’Dea, forged, from the inattentiveness of the class, a unique and memorable “teachable moment.” My earlier two novels, *Agent Only* and *Jake*, authored under my pen name R. J. Goldberg, are available through Amazon.

“After graduating U-High, I received a BA cum laude from Cornell University, a JD from The University of Chicago Law School, and then after an appellate court clerkship and several years in private practice, co-founded a well-known law firm in Chicago, Goldberg Kohn. I am currently a principal of Bridge Investments, a private equity firm I also co-founded. I can be reached at rgoldberg@bridgeinvestments.com.”

David Krain writes, “I have been working part time in the math department at Duke and will continue to do so until summer 2016 when I will finally give up my tenure. Even after my paychecks stop, I expect to continue to commute to my office (just 10 minutes by Segway) to work with Duke students on their research and math competitions. Maybe things will work out so that I can make the next class reunion.”

Barbara Simpson Flynn Waller writes, “I’ve turned into a church lady! I lead a morning prayer service, serve as a Eucharistic Minister, facilitate a Scripture study group, knit with a group of women called Knit for Life (our work goes to various shelters, senior centers, a church in Haiti, and the like), and have just finished being trained to take the Eucharist to the sick and homebound. Who’d a thunk?”

60s

55TH CLASS REUNION/1960
OCTOBER 16–17, 2015

1960 Class Representative
Ellen O’Farrell Leavitt
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From your class representative: “We will be having our 55th reunion during the new Lab reunion weekend of October 16–17. The format will be similar to our previous reunions: a Friday-night pizza (or similar) party and a more organized dinner on Saturday night. We are coordinating with Lab to provide housing choices for attendees as well as a full schedule of events both Friday and Saturday. Look for the mailing!

“As of mid-May we have approximately 40 committed attendees and about 10 possible attenndeesattendees. If this is anything like the 50th, it will be great fun! Do NOT miss it! If you haven’t yet responded, please do so to pcleavitt@leavittcom.com. More event details will follow to respondents.”

Vicki Kapp writes, “We are still living in the woods of Illinois. Next year, we hope to downsize and move closer to civilization. We are still snowbirds and enjoy the winter. I play the dulcimer and like to jam. I do Tai Chi and yoga. We are in a water aerobics class. We try to stay mobile but take more naps. Hope to make the 55th. I would like to see Rockefeller Chapel.”

Menachem Kovacs recently completed another major section of learning Tractates of the Talmud in a worldwide Torah-learning program called Daf Yomi. In this program, tens of thousands of people complete one two-sided page of the Talmud every day with scholarly commentaries. The entire Talmud is completed every seven and a half years.

Earl Silbar writes, “Hard to believe it’s been two years since Sue and I got back from our trip around the world!

“Her idea was, ‘Let’s do it while we can’ because I was four years into my Parkinson’s diagnosis (and doing well, I’m told), so I got a hip replacement and spent the previous fall making plans. A week in Hawaii to get ready, then about 2–3 weeks each in Bali, India, Turkey, Egypt, and Morocco with another week in Madrid to slow down for our return. Wonderful times, met many good people—both ‘locals’ and travelers—with many adventures and only one tour

(Egypt) with days in a desert oasis, et al.

“I’m active in our little Peace and Justice group out here (www.fvc4pnj.org) in Elgin. I workout with our senior fitness group and love it. Doing well for a geezer—going downhill with class, say **Phil** and **Ellen (Leavitt)**. Success.

“My Sue is in her last week of teaching after 35 years, and we’re both happy. I’ve been ‘out to pasture’ for nine years, so us being off together will be a new trip. She’s a fabulous gardener (www.sassyhaven.com), will become a master gardener this year, and hopes to make it a second career. Good—she’ll be outta my hair!

“Hugs and hope to see many of you in October. My email is red1pearl@aol.com. (Audrey Borth would shake me if she saw this writing and punctuation.)”

1961 Class Representative
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Rick Schmidt writes, “Hello classmates! Recently my son, Morgan Schmidt-Feng, and I were celebrated as ‘Two-Generation Slamdance filmmakers,’ when his debut documentary, *On Her Own*, played the 2015 festival in Park City, UT (a ‘must-see’ according to *MovieMaker* magazine).

“His movie is about a troubled family farm in Bodega Bay, CA (‘This doc goes beyond the romance of farming...a hard look at the struggles,’ says Michael Pollan, author of *Omnivore’s Dilemma*). Here’s the website for those who want to learn more: <http://onherownfilm.com/>. “My flick played Slamdance in the mid-’90s, so organizers got a kick out of the old guy tagging along with the youngster!

“There was a prior ‘father–son’ article about us in Lab Notes, around fall 1989 I think, when Morgan, at age 18, was lead actor in my Sundance feature, *Morgan’s Cake*. So he’s had ample time to learn from all my mistakes! If his film hits Chicago (Gene Siskel Center?) I’ll see you there! Or just enjoy it on Netflix.”

1962 Bill Abler announces that he has solved the oldest, most difficult mystery in all of science and philosophy: the design of the human being. Bill’s theory is published in the journal *Cognitive Critique*, and you can download it for free by Googling “abler design of the human being,” or by visiting www.cogcrit.umn.edu/docs/abler_v8.pdf.

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50TH CLASS REUNION/1965
OCTOBER 16–17, 2015

1965 Class Representative
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Colette Camelin writes, “Hello all of you! Pictures of our graduation are still vivid in my mind 50 years later! I retired from the University of Poitiers where I was a professor in 20th-century French literature, but I teach a class at the Sciencespo Euroamerican College in Reims, France, about literature and politics before World War I. In January a book about the conference I organized in 2013 was published: *1913 cent ans après: enchantements et désenchantements*. I often give lectures at the University of Tunis in Tunisia. Tunisians are a great people and need help. I also have close links with the University of Fudans in Shanghai, China. I was there in May. Hobbies include hiking in forests or on mountain trails, and practicing taijiquan.”

Kathie Booth Stevens writes, “Greetings from Oxford, England. I’m very busy these days as chair of the Oxfordshire Magistrates’ Bench. The magistrates are unpaid judges, who sit in groups of three to hear trials and pass sentences in low-level criminal cases (we can impose up to six months in prison). All cases come to our courts first, and over 95 percent of criminal cases are dealt with entirely in the magistrates’ courts. I lead the group of about 200 magistrates in the county. As with so many of our institutions, we are dealing with cuts and austerity, but it’s very satisfying to work with this group of dedicated people who do a professional and balanced job of dispensing justice. It’s quite a different system than the system in the United States. There’s a quick turn of the head when people hear the American accent coming out of the magistrates’ representative in the area. Our daughter, Robin, is having a great time writing children’s detective stories for 9–12 year olds (*Murder is Bad Manners* was just published this spring in the

United States). I’m in touch with **Pam Pacelli**, **Sue Levine**, and **Tucker Lincoln**, ‘68. My sister, **Alison Booth**, ‘71, is a professor at the University of Virginia.”

1966 Class Representatives
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Stewart Herman writes, “I have retired after 28 years teaching at Concordia College in Moorhead, MN. It was high time—Linda and I have two daughters who just graduated from college. We plan to renovate a house in Minneapolis to a dual standard of Victorian charm and ‘net zero’ environmental sustainability (or as close as we can get) with solar, geothermal, etc. ‘Net zero’ means that the house will produce as much energy as it uses—no mean feat in the northland of Minneapolis. With luck, the project might be done by our 50th class reunion.”

Joey Kenig writes, “I closed my residential construction company House Dog Carpentry last year and have been looking for (and sometimes finding) paid work as a musician ever since. I perform both solo (guitar and voice) and with a folk trio called Whirled Muse (guitar, violin, and percussion). I’m still living just outside of Ely, MN, and am currently performing at a place called the Webster Groves Garden Cafe just outside of St Louis. I still find beauty in some of the songs we sang together when I was first learning to play the guitar (and imitating more experienced players like **Rob Hutchison** and **Joanna Breslin**). I still occasionally sing the chorus of an original and irreverent song by **Jim McConnell** about an unfortunate encounter with Mr. Plimpton. I can be reached by email (joey@housedogcarpentry.com) and by phone (218-235-1462).”

Ruth McNeill writes, “I now wear hearing aids, and I want people to know that hearing aids are only a partial solution to hearing loss. For one thing, they have a range of only three-to-six feet. For another, they magnify sounds I can hear, but do nothing for high-pitched sounds I cannot hear, including s, f, z, v, and k. As a result, if you say “safe” I hear “_ا_,” and my brain has to scramble to figure out, from

context, whether you said ‘vase,’ ‘save’ or ‘safe.’ It’s very tiring. Two things that help when you talk to a hearing-impaired person: face them so they can do a little lip reading, and speak slowly enough that their brain has time to figure out the likelihood of your having said a certain word. As you can tell, I’m on an educating crusade on this issue!”

Anne-Marie Ringler Nicol writes, “We are currently vacationing in the foothills of the Pyrenees Mountains north of Perpignan, France. We spent two weeks on the Costa Dorado in Cambrils, Spain, before we got here. From here we go to Limoges, then Le Mans, and finally Caen before we catch the ferry back to England in mid-July. We welcome any classmates who care to visit us in Perth, Scotland. I am hoping to get to our 50th reunion in 2016 and look forward to re-meeting all who can make it.”

1967 Class Representative
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1968 Class Representative
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James Steinbach writes, “Somewhat to my surprise, I will retire in July. I’m not surprised by the decision, which is sensible and good, but by the fact that I’ve arrived here. Anyhow, Christina and I are staying in Madison, WI, which is a nice place to stop if you’re traveling East to West, so please do. I’m on the Class of ‘68 Facebook page. Looking forward to hearing from and seeing you.”

1969 Class Representative
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Paula Fan writes, “I pulled the plug on full-time employment in May 2014 and am having a grand time. I retain an affiliation with an on-campus interdisciplinary institute and still perform with the Tucson Symphony Orchestra, but otherwise am free to do whatever interests me. I did a three-week recital tour of the United States in fall 2014 with the distinguished Welsh baritone, Jeremy Huw Williams, and ran into **Carolyn Wilkins Ritt**, ‘69, in Boston for a

Paula Fan, '69, on tour in China



reunion. I completed a four-and-a-half week teaching/performing tour of China in May. I plan on doing another U.S. tour with Jeremy; an Earthwatch expedition in Patagonia, Argentina, banding penguins; then possibly more music. I am down to 17.5 cats, the fraction being my latest rescue, Carmina Purrana, a tiny kitten that came to me after being hit by a car. Cheers to all.”

70s

45TH CLASS REUNION/1970
OCTOBER 16–17, 2015

1970 Class Representative

Jim Grodzins
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Daniel Starr writes, “I was very pleased to receive the Distinguished Service Award from the Art Libraries Society of North America in March, a big deal in a very small world. As I prepared my acceptance remarks I thought back to how I started in libraries by working with Mr. Poole at U-High and at the Art Institute of Chicago’s Ryerson and Burnham Libraries, where a group of dedicated women took me under their wings and trained me. It was a different world back then, not least in being able to travel downtown on my own and work one afternoon a week starting at the age of 14. I talked about moving to New York to work at the Museum of Modern Art and then moving uptown 14 years ago to work at the Metropolitan Museum of Art. I summed up my career as being fortunate to work in



Steven Tulskey, '70, at the San Francisco Regional Reception

three great libraries in three great museums with inspirational role models, generous colleagues, and good friends.”

1971 Class Representative

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Susan Marantz writes, “Many of you may remember my father, Dr. Marantz. He was that bearded sixth-grade art teacher who tossed around words like ‘aesthetics’ in his classroom and had more criticism than praise for the artwork of what he fondly referred to as ‘puling adolescents.’

“In 1971, he became the chairman of the Art Education Department at the Ohio State University and in that role helped train future art teachers, guided graduate students, wrote articles, and coauthored books with my mother, Sylvia Marantz, a high school librarian. The two of them have donated their enormous children’s picture book collection to the library at Kent State University, where it is now used for the study of the art of the picture book.

“My dad had a series of health issues during the past few years and passed away this January at the age of 87. He had mellowed greatly in the final years of his life, enjoying his grandchildren and gardening, but was still a man of intelligence and integrity.”

1972

Diane Weil Burkom writes, “After almost 30 years working in the field of public health as a survey operations program manager, I retired in May. Now I have more time to spend with my husband as we celebrate our 40th wedding anniversary in August and with my six grandchildren, ages two months to eight years, all of whom luckily live close to me in Baltimore.”

Dan Levin writes, “In summer 2013, I retired from teaching business law at Minnesota State University in Mankato, MN. Before that, I taught at the University of Colorado–Boulder. As a professor, one of my role models was Anthony Kennedy, then on the U.S. Court of Appeals, now on the U.S. Supreme Court, who taught my constitutional law class at the University of the Pacific, McGeorge School of Law. In July, I’m going to Europe for a month. I’ll be in England, Sweden, and Croatia. I’ll attend a graduation in England; visit Swedish friends in Stockholm and Linköping; and visit American friends in Zagreb, Croatia. In Sweden, I’m looking forward to brushing up

Hon. Consul of Lithuania John Prunskis, '73, presenting the “2015 Lithuanian Consulate in Aspen Man of the Year Award” to Sir Jackie Stewart



on my Swedish language skills after studying at Stockholm University during my junior year of college. In the ‘Where Are They Now?’ category, where are **Martin Booker, Aldo Pedroso, Aaron Macsai, and Colin Jack, '71?** And is **Andy Rosenheim, '74,** a novelist now?”

1973 Class Representative

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Hon. Consul of Lithuania **John Prunskis, MD,** presented the Aspen Lithuanian Consulate “2015 Man of the Year Award” to Sir Jackie Stewart at the Hotel de Paris in Monaco during the Grand Prix.

1974 Class Representative

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40TH CLASS REUNION/1975
OCTOBER 16–17, 2015

1975 Class Representative

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1976 Class Representative

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Thomas Goldwasser, '69, and Orna Resnekov, '76, at the San Francisco Regional Reception

John Vita writes, “I can’t believe the 40th anniversary is right around the corner. I am staying busy with family and work as I now have two sons in college and a junior daughter at New Trier High School. Still spending 60 percent of my time heading global public relations at Grant Thornton in London (still in Chicago, but traveling there on a quarterly basis) and the other 40 percent with my own PR clients.

1977 Class Representative

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1978 Class Representative

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1979 Class Representative

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80s

35TH CLASS REUNION/1975
OCTOBER 16–17, 2015

1980 Class Representative

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1981 Class Representative

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1982 Class Representative

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1983 Class Representative

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Edward Conger writes, “I’m still living in the Bay Area, where I’ve been working now for 15 years with Cisco. My daughters are headed off to college. Theresa is in her second year at the University of California–Santa Cruz, majoring in linguistics; Julia just accepted University of California–Davis’s invitation for 2015.

“My wife Joan and I are planning a summer month in Europe. As the theme is ‘The Great Chocolate Tour,’ we’ll be bringing the ‘kids’ too, then meeting up with my father for a week in London before he heads over to Copenhagen for the Nordic region’s summer (which I hear lasts approximately one week!).

“I haven’t made it back to Hyde Park this year, despite the Office of Alumni Relations and Development’s urgings! I am looking forward to seeing the results of the minor renovations to Belfield.”

Elizabeth Inglehart writes, “Since we are all turning 50 this year, some of us in the Class of ‘83 decided to organize a big ‘milestone’ birthday bash to be hosted here in Chicago this August. We hope you all can attend! Festivities will include several events from August 13–16. These will be listed (as confirmed) on our Facebook page at <https://www.facebook.com/groups/1553415188245837/>. The Facebook group is a closed group called ‘Milestone Birthday for Labbies Class of ‘83.’ Please join so you can get updates, help organize, offer ideas and suggestions, and make plans to be there. You can RSVP for the birthday bash directly on the site or you can email me at inglehart@aol.com. You can also email **Cheryl Sampson** (csamp2002@yahoo.com) or **John Wylie** (cache coyote@earthlink.net) for more information.

“The main event is going to be a BBQ cookout at **Maurice Sykes’** home (thank you, Maurice!) on Saturday, August 15, 2015. We are also asking that everyone plan to chip in for the party. Additional information on how to contribute is on the Facebook page. The money will go toward purchasing most of the food and beverages for the BBQ (although please feel free to bring money, side dishes, desserts and/or drinks to the event itself as well!).

“In addition, other events we are looking to organize include a visit to the Shedd Aquarium, attending a Cubs’ game on August 13 in the afternoon, cocktails after the Cubs game at a bar on the North Side, a tour of Lab’s new buildings, and a Sunday brunch. Please weigh in with your ideas and help us plan what is sure to be a really fun weekend.”

Anne Le Bourgeois

Slotwiner writes, “Tragically, I just attended a memorial service for our dear classmate **Christina Browning**. It was a celebration of the beautiful and happy memories of her life. Over the years, Christina and I stayed in touch in that random way old friends do—

five years or five weeks—it made no difference in our communication, we picked up exactly where we left off. What never changed, however, was the fact that almost every time we spoke, Christina would say, ‘I suffer so.’ Sadly, I never fully comprehended the depth and pain in that statement. While Christina was lucky to have close family and friends who loved her and provided a network of support to try and keep her alcoholism under control, it was a constant, relentless, and up-hill battle.

“These past few years, owing to her illness, Christina was unable work; she went in and out of various treatment centers and she was simply unable to stop drinking. Alcoholism is a terrible disease. It is a lifelong struggle. She would have given anything to stop. It severely limited her ability to see her girls, Maggie and Emily, and to participate in their lives.

“Although I never fully understood how difficult her life was, having now spoken with her family, I know it was horrendous. And, as a result, theirs were incredibly difficult as well. Now with great sadness, we must all grieve and struggle to make sense of this senseless and painful loss. I hope none of us have to ever experience such a tedious illness.

“Christina did not attend her 50th birthday party, and she died two days later. I’m offering this kind of detail because it was incredibly important to Christina that alcoholism be discussed openly and with candor. In sharing, I hope to honor Christina’s memory, which is a task I am deeply saddened to have to do, but one that I do with love and admiration for a wonderful friend whom I lost too soon and miss so much.”

Maria Henry Vance writes, “After 15 years living in Florida and Michigan, I am happy to say I am back in Chicago! I am really thrilled to be back in town and looking forward to connecting with old friends from Lab. I’m training to become a volunteer at the Anti-Cruelty Society and I have just adopted an adorable puppy named Toby. Best of all, however: I am going to be a grandma! My daughter Chelsea is expecting my first grandchild, a little boy, who will be named Hudson Hays Gessner.”

1984 Class Representative

Susan Mack Taple
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Sarah Allen McQuaid writes, “I’m very excited about the U.S. release in August of my fourth solo album, *Walking Into White*, which came out in Europe in February and has been getting some great reviews: *The Musician* called it ‘A work that grows with

each listen,’ while Folker hailed it as ‘Ein mutiges Album mit einem potenziellen Pophit (A courageous album that includes a potential pop hit).’ I’ll be touring in the United States in September and October, including a live broadcast concert on Chicago’s WFMT on September 12—see sarahmcquaid.com for more tour dates. Also, a reminder that any fellow Labbies who find themselves over in England are always welcome to look me up when they’re here!”

30TH CLASS REUNION/1985
OCTOBER 16–17, 2015

1985 Class Representatives

Matt Hamada
1243 West Victoria Street
Chicago, IL 60660
mhamada@chicagobooth.edu
773-334-9966

Paul Tiao
paul.tiao@ic.fbi.gov

1986 Class Representative

Sam Perlman
P.O. Box 652
Baileys Harbor, WI 54202
sam@doorcountybusiness.com

1987 Class Representative

Barbara Harris
harriswoodard@gmail.com

1988 Class Representative

Myrtle Jones
Apartment 2N, 1330 5th Avenue
New York, NY 10026
mjones1997@juno.com
212-831-3792

David Wang writes, “I recently joined Medtronic in the position of VP, Strategy, Business Development & Licensing, Minimally Invasive Therapies Group after the combination of Medtronic & Covidien came to a close. I continue to be actively involved in the UChicago Boston alumni community and am happily married with a wife, two boys, and a dog. Reach out anytime via LinkedIn.”

1989 Class Representative

Mekeda Johnson-Brooks
7425 South Rhodes Avenue
Chicago, IL 60619
mailto:mekedaj@sbcglobal.net
773-874-1927

90s

25TH CLASS REUNION/1990
OCTOBER 16–17, 2015

1990 Class Representative

Dan Kirschner
606 Forest
River Forest, IL 60306
dsk@corboydemetrio.com
312-346-3191

Diane Scarpa, Maude Baggetto, '03, Zach Levin, '03, and David Solow, '97



Tara P. Shochet
1182 East Court Street
Iowa City, IA 52240
tshochet@gmail.com
319-354-0893

1992 Class Representative

Cheryl Cortez
cheryl.cortez@gmail.com

1993 Class Representative
Alan Heymann
2703 Dennis Avenue
Silver Springs, MD 20902
alanheyman@gmail.com
202-468-9554

1994 Class Representative

Michelle Maffia Tarkowski
PSC 2 Box 6427
APO, AE, 09012
mamaffia@hotmail.com

20TH CLASS REUNION/1995
OCTOBER 16–17, 2015

1995 Class Representative

Dan Hartley
danielaaronhartley@gmail.com

1996 Class Representatives

Shira Katz
1068 Ashbury Street
San Francisco, CA 94117-4411
shikatz@hotmail.com

Elena Arensman McPeak
elena.mcpeak@gmail.com

1997 Class Representative

Win Boon
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Ann Arbor, MI
win.boon@gmail.com
734-786-1301

1998 Class Representative

Emile Cambry, Jr.
1318 South Plymouth Court
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ecambry@gmail.com
312-922-2936

1999 Class Representatives

Darrell Goodwin
goodwind@seattleu.edu
Stephanie Preshon-Baker
preshonsj@hotmail.com

00s

15TH CLASS REUNION/2000
OCTOBER 16–17, 2015

2000 Class Representative

Darlyn Pirakitikur Heckman
Willkie Farr & Gallagher LLP
787 Seventh Avenue
New York, NY 10019
darlyn.heckman@gmail.com

Tai Duncan accepted a position in June as executive director of the Chicago office of Positive Coaching Alliance (PCA), a national youth sports nonprofit organization. PCA's mission is to develop "Better Athletes, Better People" by working to provide all youth and high school athletes with a positive, character-building youth sports experience. Additionally, after serving five seasons as the head varsity girls' basketball coach at U-High, Tai is in her second year as an Amateur Athletic Union (AAU) girls' basketball coach and basketball skills trainer at Flow Basketball Academy. As a coach at Flow, Tai has had the great opportunity to work with a number of talented coaches, including **Alexis Jenkins, '09**. Tai is excited about seeing many of her classmates at their 15th reunion on October 16!

2001 Class Representative

Greg Kohlhagen
greg@blueprint606.com

2003 Class Representative

Maude Baggetto
mbaggetto@gmail.com

2004 Class Representative

Nisha Chhabra
Unit 203, 285 Columbus Avenue
Boston, MA 02116
nishabc@gmail.com
219-864-2442

10TH CLASS REUNION/2005
OCTOBER 16–17, 2015

2005 Class Representatives

Mark Berberian
Apartment 2405, 2500 North Lakeview Avenue
Chicago, IL 60614
mark3@uchicago.edu
773-620-6064

Anthony Oliveira
8900 Tara Hill Road
Darien, IL 60561

2006 Class Representative

Mackey Craven
jmlcraven@gmail.com

2007 Class Representative

Molly Schloss
molly.j.schloss@gmail.com

Daniel Wheaton "WWOOFed" (World Wide Opportunities on Organic Farms) for three weeks in

Alumni at the Los Angeles Regional Reception



May in southern France, where in exchange for room and board he worked on a farm. He also spent three weeks traveling around Spain and Italy.

2008 Class Representative

Victoria Rogers
victoriamrogers@gmail.com

2009 Class Representative

Jaya Sah
jaya.t.sah@gmail.com

Melita Aquino writes, "I moved to Honolulu, HI, in April to start a new job. If anyone wants to visit I'll be at the airport with a lei!"

5TH CLASS REUNION/2010
OCTOBER 16–17, 2015

2010 Class Representatives

Sherry Fu
fusnowflower@gmail.com

Loren Kole
loren.kole@gmail.com

Amy Solomon
amybethsol@gmail.com

2011 Class Representatives

Rachel Sylora
rsylora@ucls.uchicago.edu

Rose Traubert
rtraubert@gmail.com

2012 Class Representative

Ary Hansen
ary.hansen@gmail.com
773-324-4012

2013 Class Representatives

Sarah Curci
sarahcurci@gmail.com

Amartya Das
amartya.das78@gmail.com



Elisabeth Grace Morant, '09, and Leah Sibener, '09, at the San Francisco Regional Reception

Obituaries

1940s

Ruth Duskin Feldman, '48,

died in May 2014 in the Chicago suburbs. Ruth began her career at age seven as a contestant on *Quiz Kid* on radio and later on television. She appeared regularly on the program for nine years in the 1940s before "graduating" at 16 and, in her early teens, was quizmistress of the *Chicago Sun-Times Quizdown*. She authored her first book, *Chemi the Magician*, at 13.

While a student at Northwestern University, she was a panelist on three radio and television shows: *College Quiz Bowl*, *Superghost*, and *It's About Time*. A James Alton James scholar, she was elected to Phi Beta Kappa and earned a bachelor of science degree with highest distinction from Northwestern in 1954.

Ruth began a midlife career as an award-winning reporter and feature writer for Lerner Newspapers and went on to become a freelance writer, editor, photographer, and lecturer. Her second book, *Whatever Happened to the Quiz Kids? Perils and Profits of Growing Up Gifted*, had major coverage in *The New York Times*, *People*, *Chicago Tribune Sunday Magazine*, and other publications. She was interviewed on national and local television and radio shows across the United States, including *Good Morning America*, *Today*, *Donahue*, *CBS Sunday Morning*, and the Studs Terkel and Milton Rosenberg programs.

A nationally recognized authority on parenting, education, and gifted children, Ruth lectured at universities, parents' groups, and school districts throughout the country. She was listed in *Who's Who in America*, *Who's Who of American Women*, and other biographical directories and was a member of many professional organizations. Ruth coauthored four college textbooks and contributed frequently to national and local magazines and newspapers. She won the

Benjamin Fine Award of the National Association of Secondary School Principals for outstanding education reporting, was a runner-up for a Lowell Thomas Travel Journalism Award, and was a finalist for an American Society of Journalists and Authors Outstanding Article Award. Ruth was also the keynote speaker at a Writers and Editors/One on One conference sponsored by the University of Chicago.

She is survived by her husband, Gil Feldman; her children Laurie, Heidi, and Steven; and many grandchildren.

Helen Aronson Frenzen,

'47, died in November 2013 in Washington State. A native Hyde Parker, she lived in the Chicago area for six decades (except for two sojourns in Australia) before settling in Port Townsend, WA. She worked at various times for the University of Chicago Press, the Scuda Corporation, and Crate and Barrel, and was also an enthusiastic equestrian and collector of tribal art. She is survived by four sons (each of whom attended schools and programs of The University of Chicago at some point) and four grandchildren. Her husband, Paul, who held several degrees from UChicago and its schools, died in 2008.

1960s

Andrew Breczewski, '66, died in May in Pennsylvania. He was born in Hann. Munden, Germany, and was married to Mary Pulc Breczewski for 42 years.

He graduated from University of Chicago High School in 1966 and continued his studies at Loyola University. He enlisted in the U.S. Army Special Forces as a Senior Medic on a Green Beret A team during the Vietnam War. He was top graduate of his medical class, was an expert marksman, and received a Bronze Star. After serving in the military, his entire working career was in the printing industry, where he worked for Flint Printing,

Inc., as a senior technical support person. He retired after 32 years of service.

He was parishioner at St. John Neumann Catholic Church in Lancaster and was a member of the Disabled Veterans Association, Special Forces Association, and East Petersburg Sportsman's Club. Andy cherished his granddaughters and enjoyed fishing and smoking meats and fishes.

In addition to his wife, he is survived by his daughter Nicole and three granddaughters.

Lorraine "Rainey" Fox Kellogg,

'66, died in May. A lifelong illustrator, painter, and coach, she taught "Dancing with Paint" workshops. She had her first solo art shows as a student at Lab. After leaving U-High, Rainey studied at the School of the Art Institute of Chicago and the Illinois Institute of Technology's School of Design. Rainey's award-winning paintings have been exhibited throughout Illinois and hang in several private collections. She is survived by her husband, James Kellogg; her sister, **Geri Fox, '71**; and her children and grandchildren.

Daniel Meltzer, '68, died in May in Cambridge, MA. A renowned legal scholar and expert on federal courts and criminal procedure, Daniel was the Story Professor at Harvard Law School, where he served on the faculty since 1982. He served as Principal Deputy Counsel to President Obama from 2009–2010, and later served as a member of the President's Intelligence Advisory Board and as chairman of the Intelligence Oversight Board.

The middle child among three siblings, Daniel was born and grew up in Chicago. His father, Bernard Meltzer, was a well-respected lawyer who served as a prosecutor in the Nuremberg trials following World War II and was a member of the faculty at the University of Chicago Law School. **Edward Levi, '28**, Daniel's uncle, was formerly president of the University of Chicago.

Graduating from Harvard with an undergraduate degree in 1972, he met his wife, Ellen Semonoff, at Harvard Law School while they were both students. They graduated from law school in 1975 and married in 1981. In between, he served two clerkships, the latter for U.S. Supreme Court Associate Justice Potter Stewart. Daniel, subsequently, was a special assistant to Joseph A. Califano, Jr., the U.S. Health, Education, and Welfare secretary, and was an associate at the prominent Washington firm

Williams & Connolly before returning in 1982 to teach at Harvard Law School. In his early years as a professor, he also was an associate counsel to Lawrence E. Walsh during the Iran-Contra prosecution.

The influential American Law Institute, made up of top lawyers, judges, and professors across the country, announced in 2013 that Daniel would become the sixth director in its 90-year history. Illness prevented him from taking the post, however.

In the Harvard Law Bulletin interview, Daniel said he "never got to the point where it didn't feel a little bit special to be walking into the West Wing every morning," but Ellen said the pull of academia had been strong ever since his childhood as the son of a University of Chicago law professor. "He loved students and he loved being a teacher," his wife said. "He was really committed to his students."

Daniel is survived by his wife; his sisters **Joan Meltzer FitzGibbon, '65**, and **Susan Meltzer Yost, '71**; two sons, Josh and Jonathan; and several grandchildren.

1970s

Glen Berry, '77, died in May 2014 in Chicago. He worked as a claims examiner at the Illinois Department of Insurance. A memorial was held in Hyde Park at Jimmy's Woodlawn Tap in July, and everyone enjoyed celebrating Glen's life.

Richard Kravets, '71, died in December 2014 in New Orleans. He is survived by two daughters.

1980s

Christina Browning McLaughlin, '83, died in May in Charlotte, NC. After attending Lab, Christina attended Smith College, graduating with a bachelor of science in history. In 2002, she moved her family to Charlotte, NC, to be closer to the rest of her family and find warmer weather. As a sSenior vVice pPresident at Bank of America, Christina excelled (as she did in everything) and moved quickly up the ranks. As the oldest in the family, she always remembered and retold told the best stories about her siblings. All loved her dearly and ache terribly in her absence.

As a struggling alcoholic, Christina both relied on and

helped many people in the recovery community. She was always giving of her time and was lovingly candid with an incredible smile that brought a bright light to many people. The great irony is that she was unable to help herself. Christina would not want her family to hide her struggle with this awful disease. Instead she would want us to celebrate her giving and loving personality and would want broader recognition and acceptance of addiction as a serious disease.

Christina is survived by her husband, Dave McLaughlin; two daughters; and her siblings Jennifer Browning, '87, and Christopher Pardo, '84.

Faculty

Philip W. Jackson

The David Lee Shillinglaw Distinguished Service Professor Emeritus in Education, Psychology and the College, died July 21 due to complications from cancer. In addition to a storied career in teaching and research, Mr. Jackson served as principal of the Nursery School during the 1960s and as Lab's director, 1970-75. He was an internationally recognized expert on John Dewey, wrote two widely praised books on Dewey's philosophy, and served as president of the Dewey Society.

As a leader in the field of education, he was deeply concerned with the role of schools in the moral development of children.

"He believed in creating school experiences that provided children access to wonderful lives," said U-High English teacher **Catie Bell, PhD'07**, Mr. Jackson's former doctoral student and friend.

He joined the University in 1955, serving as dean of the Graduate School of Education and chairman of the Department of Education from 1973-78. He was president of the American Educational Research Association, a member of the National Academy of Education, and edited the *American Journal of Education*.

Mr. Jackson is survived by his wife, Josephine Jackson, children **David Jackson, '76**, **Nancy Rudolph, '73**, and **Steven Jackson '79**, and a granddaughter.

Read the University's full obituary online: <http://news.uchicago.edu/article/2015/07/31/philip-w-jackson-education-scholar-committed-children-s-flourishing-1928-2015>

A foundation for filmmaking

Muffie Meyer, '63



Documentary filmmaker and producer Muffie Meyer, '63, has many stand-out memories from her time at Lab: deconstructing how to "lie with statistics" in sixth grade, investigating Woodrow Wilson and the League of Nations in high school, and learning how to create a cogently argued paper by parsing *The Fall of The House of Usher*.

Ms. Meyer, who won an Emmy Award in 1988 and another in 2003, sees a clear connection between her Lab education and her ability to delve into a variety of topics in a way that informs *and* engages. "This is what many of the great teachers at Lab were able to do," she says. "Maybe some of what they knew seeped in."

"...practice the skill of shaping raw facts into a story."

Though she was accepted to a joint master's and doctoral program in medieval studies at the University of Chicago, she realized she didn't want a career in academia. A film-buff friend of hers filled her mind

with ideas of New York. On a lark she applied to NYU's film school, where she received her MFA in 1967. "After less than two weeks at NYU," she says, "I knew what I wanted to do with my life."

After a summer job mimeographing scripts, Ms. Meyer's professional career began as a film editor, working on a documentary, *Woodstock*, and films like *The Lords of the Flatbush* with Sylvester Stallone and Henry Winkler. One of her big breaks came when she edited and directed, with the Maysles brothers and Ellen Hovde, the documentary *Grey Gardens*. Sesame Workshop, creator of the children's show *Sesame Street*, then offered Ms. Meyer and Hovde a job producing and directing short documentaries, which required them to form a company. In 1978 they cofounded Middlemarch Films, which has since produced more than 100 films and videos distributed nationally and internationally via theater, television, home video, and educational markets.

Her advice to young people who want to enter the profession: "Films are *about* something. Use your time in school and your curiosity to look at a large variety of subjects, and practice the skill of shaping raw facts into a story." Ms. Meyer's profession has led her from Morocco to Lithuania and to collaborations with Lorne Michaels, Mike Nichols, Walter Cronkite, and Penn and Teller. "I never knew where what I got from Lab would lead me. All I can say it prepared me for a great journey."

Lawfully minded

Leo Katz, '74, AB'79, AM'82, JD'82



University of Pennsylvania Law School scholar Leo Katz, '74, AB'79, AM'82, JD'82, has made a career out of solving puzzles: teasing out hidden patterns in the tangle of rules that make up the law and the logical mysteries of foundational concepts such as consent, coercion, causation, and complicity. These paradoxes goad him into asking, "So what is going on?"

Yet this question has been threading itself through his life since long before he took his first constitutional history class in college. The son of an Austrian academic who grew up in East Germany, he admits he was "remarkably slow to figure things out" when at age 13 he came to the United States. The cultural differences and his imperfect grasp of English led to "ludicrous moments of confusion," says Professor Katz, who eventually clerked for now-Supreme Court Justice Anthony M. Kennedy.

His first year in Austin, Texas, introduced him to "a totally bizarre spectacle": a pep rally. "We would watch a group of scantily clad girls perform what struck me as rather provocative gyrations, while everybody else was screaming some incomprehensible slogans at the top of their voices, like, 'Kill Lamar! Kill Lamar!'" Then we went back to our classrooms."

He moved to Chicago for high school, and found

the educational environment in Hyde Park so remarkable that he stayed for 12 years. He judged his fellow Lab students to be dauntingly intellectual, artistic, and adventuresome. The teachers were open-minded, friendly, and antiauthoritarian. He remembers his history teacher, Earl Bell, whose insistence on research papers and elaborately prepared debates made the class "electrifying," he says. "The enthusiasm and the personal encouragement he provided were enormous

The teachers were open-minded, friendly, and antiauthoritarian.

boosts to me." From his physics teacher Richard Kimmel, who helped him attempt to understand Gödel's theorem, he learned "the not inconsiderable benefits of trying for something beyond one's reach."

Author of several books, including his Guggenheim-supported *Why the Law Is So Perverse* (2011), Professor Katz's latest effort focuses on the mysteries that torture all lawyers. One paradox he tackles in the tentatively titled *What Perplexes Lawyers and Why* is indeterminacy. "Cases tend not to come before a judge unless they are intractable, which means there is no good answer that one could confidently predict a court would give to them," he says. "But courts certainly don't think of themselves as just picking the answer out of a hat. So what is going on?"

From byline to headline

James Reginato, '79

As writer-at-large for *Vanity Fair*, James Reginato, '79, explores the personalities behind household names. Past interviewees include Brad Pitt, Joni Mitchell, David Beckham, Joan Didion, and Prince Charles, to name just a few—plus a broad range of equally fascinating non-celebrities around the world.

"The writing is actually the easy part," says Mr. Reginato, who produces several long, in-depth stories each year. "My job is to come up with ideas for interesting subjects, and then get access to them."

Mr. Reginato specializes in landing hard-to-get interviews. He's the only journalist ever to enter the 27-story, \$1 billion Mumbai mansion of the Ambanis, India's richest family. He also met with the reclusive heiress Bunny Mellon, whose previous interview was in 1961.

"It's all about capturing the subjects' voices and who they are," Mr. Reginato says. "I like to just set the stage, let

people talk, and, in a way, let them write the story as much as I do."

His journalism career began at U-High, where he served as editor of the yearbook. "Being a yearbook editor really was like putting a magazine together," he says. "Covering the story of that given year and all the personalities that were around the school."

Mr. Reginato credits journalism teacher Wayne Brasler—who retired in January after 50 years at Lab—for providing encouragement and guidance that continues to inform his career at *Vanity Fair*. "So much of journalism is about capturing personalities, and Mr. Brasler always was attuned to that—he had a big personality himself," Mr. Reginato says. "I certainly value the real lesson he taught about writing, which was to be clear but also to be lively."

He remembers working long into the night to lay out the yearbook by hand. "This was long before computers—we used pica rulers," he says. "The process itself was more time consuming than it is today, but the object was the same."

After graduating from Lab, Reginato studied English literature at Columbia University, then stayed in New York City. His first job out of college was an editorial assistantship at *Vanity Fair* during the early days of the magazine's revival. Mr. Reginato went on to serve as features director at *W* magazine before returning to *Vanity Fair* in his current role.



Tasting success

Missy Corey, '02



Ten years before she gained national prominence as the winner of a cooking show, Missy Corey, '02, and a classmate made a show of their own for their U-High May Project. Every week they filmed themselves preparing three or four recipes of their own design, with then Dean of Students Larry McFarlane appearing as taster.

Although the show itself is lost to time, Ms. Corey learned from it. "We did a lot of research about cooking shows and recipes," she says. "I tried out techniques and flavors, but I was just passionate about cooking. I didn't think I was going to make a career out of it."

Yet she did. Ms. Corey went on to cook at Ambria in Chicago and Duckfat in Portland, Maine, before winning on *Chopped* in 2012. After spending a few months traveling and staging in several restaurants around Chicago, she became head butcher and then chef de cuisine at Publican Quality Meats, where she ran lunch service, planned menus, butchered, worked with purveyors, and trained staff. She worked 12-hour days, longer if the restaurant was hosting an event.

Lab, in addition to providing her first reality-TV experience, gave Ms. Corey a valuable broad education. "It's about being a well-rounded individual and thinking

creatively," necessary qualities in a profession that demands constant problem solving and adjusting on the fly.

Her four years of varsity soccer at U-High also played a role in her future caereer. Ms. Corey, who majored in art at Bowdoin College and had planned to play soccer there before an ankle injury derailed those plans, was drawn to cooking initially because of what she calls "the intersection of the creative and the athletic." And she says, cooking is athletic, "especially cutting beef or working in the butcher shop. Everything is really heavy. You're on your feet. It's tough work."

Ms. Corey is preparing for her next cooking/tough work combination. This summer she and boyfriend Ryan Beck, '00, moved to Fennville, Michigan's

"It's about being a well-rounded individual and thinking creatively..."

Virtue Cider, where founder and former Goose Island brewmaster Greg Hall promotes heritage and sustainably grown apples. Ms. Corey and Mr. Beck are helping Mr. Hall launch a broader Virtue Farms, starting up "a full-fledged organic farm operation over the next two years," says Ms. Corey. As culinary director, her charge includes "harvesting, processing, pickling, canning, preserving, and curing all of the plants and animals." Culinary athleticism, indeed.



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