

LABLIFE

the magazine for alumni, parents, and friends of the University of Chicago Laboratory Schools | FALL 2010

THE END OF THE ZERO-SUM GAME:

CLASS OF 1979 REUNION STORIES REFLECT WORK/LIFE SHIFT CHANGE

SHOW MAN: AFTER FIVE DECADES IN THE MUSIC BUSINESS, LOU ROBIN, X'46, IS STILL ROCKIN'

IN THE HALLS: SYLVIE ANGLIN, A NEW LEADER FOR THE LOWER SCHOOL

LAB NOTES: CLASS NOTES & ALUMNI NEWS

from the director

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

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Dear Friends,

Falling in love with my profession is a personal, and an annual, event prompted by the beginning of a new school year each September. It is all the easier since coming to Chicago just over seven years ago. To me, nothing is more important professionally than to maintain and improve upon the aspects of our Schools that define a Lab education.

We do this by hiring and retaining outstanding adults who influence the lives of our students daily; by building a student body that reflects the incredible diversity of our community; by celebrating the wonders of learning, creativity, and thoughtful debate beginning at age three and continuing until graduation from University High School.

You have heard much in recent years about the intense planning and community involvement that have gone into the Lab+ Campaign. Lab+ is the most ambitious campaign in the Schools' history, unprecedented in scope and size. Its success will bring new resources to every aspect of the Lab experience, enabling transformative investments in Lab's historic campus, addressing essential programmatic needs, and reinforcing the Schools' commitments to diversity and inspired teaching.

In June, the University of Chicago's Board of Trustees approved two key elements of the Lab+ Campaign:

> The Campus Planning and Facilities Committee approved the entire schematic design of the Laboratory Schools' renovation and expansion project.

> The Financial Planning Committee authorized funds to implement the first construction phase of the project, which will allow us to move forward on the Early Childhood Campus, as well as key renovations to our existing historic campus. (Maybe you've seen the scaffolding all over Blaine Hall or its new roof?)

The Campaign aims to raise at least \$40 million over five years. Already, alumni, parents, and friends have contributed nearly \$35 million in gifts and commitments toward this goal—an unprecedented level of generosity and support.

Soon, we will be able not only to celebrate more than a century of academic excellence, but also to look forward to the next 100 years with the strongest of expectations and promise. Lab is an institution that holds a revered place in American education. We will steward it with care.

David W. Magill, EdD
Director

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A year U-High truly got itself together

Maureen Campbell's Nursery School students have been taking regular field trips to study nature—without ever leaving Hyde Park. Eight times a year, Ms. Campbell and her three- and four-year-olds have been visiting Botany Pond on the University quadrangles to learn about the plants and animals that make the pond their home.

Campbell, they notice details of the changing seasons that grown-ups take for granted: "They just take it in with such enthusiasm that as an adult, you can't help but feel what it would be like to experience spring for the first time."

To answer their many questions (Why aren't there any frogs? Why doesn't ice cover the whole pond in winter? Where do the fish go when the snows come?) she brought in an expert: Lab parent and University of Chicago Professor of organismal biology Michael LaBarbera. The children's questions helped the teachers decide what direction to take the class next. For example, after the kids wondered why the pond had no frogs, Ms. Campbell brought in tadpoles for the class to raise, with the intention of releasing full-grown frogs into the pond. But none of the tadpoles survived to maturity. "It led to a discussion about how this is part of nature and why frogs lay so many eggs: because not all of them will live," she says.

Between fish, lily pads, and the occasional brood of ducklings, "there's something for everyone" at Botany Pond, she says. Best of all, from her perspective, is the way the children's interest in nature brings them together: "It's a great way to build community."



Why aren't there any frogs? Why doesn't ice cover the whole pond in winter? Where do the fish go when the snows come?

Most city children don't have a chance to visit a pond regularly, says Ms. Campbell, which makes the short walk to Botany Pond a special treat for her preschoolers. Visiting at different times of the year helps the students understand the differences between seasons. Because the children are so young, explains Ms.





School Awards For Service, Citizenship, Academic Achievement

Senior Service Award for outstanding contributions to school life over their entire high school career
Natalia Khosla, Kaia Tammen

U-High Service Award for contributions to school life during the current school year
Seniors
Amelia Acosta, Sherry Fu, Emily Kleeman, Gabby Lubin, Marissa Suchyta
Juniors
Maggie Carton, Aleksandra Karapetrova, Matthew Soble, Rose Traubert, Briana Watson
Sophomores
Joyce Harduval, Jolisha Johnson, JR Reed, Katelyn Suchyta
Freshman
Natalia Ginsburg

Citizenship Award for exemplary concern for the welfare of the school community and concern for other individuals
Seniors
Claire Brody, Claire Casey, Caitlin Finn, Ian Hundiak, Amy Solomon
Juniors
Henry Bergman, Anjali Gundeti, Rachel Sylora, Danny Traub
Sophomores
Alex Chang, Reem Khondakar, Jennifer Pan, Luis Saldana, Leslie Sibener
Freshmen
Ramona Chapman-Morris, Markus Hoeckner, Elana Skosey-LaLonde

Principal's Citations
Arts Fest
Caitlin Finn, Natalia Khosla
First Day Committee
Jeremy Archer, Maddie Lindsey
FlavaFest
Rebecca Alexander, Adrian Aldana, Mario Gage, Natalia Ginsburg, Sarah Lloyd, Briana Watson

President's Award for Educational Improvement
Audrey Alexander, James Grove, Katherine Holt, Page Redding

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
Oliver Eifenbaum, Jason Whitaker

Smart Love

Child rearing expert and alumna advocates a middle ground between permissiveness and discipline

Martha Heineman Pieper, '58, says that most of what parents are taught about child rearing is wrong. Ms. Pieper, who has a PhD in clinical social work from the University of Chicago, visited Lab in April to share an approach to parenting that she developed with her husband, Dr. William Pieper. She suggested, "You can manage children's behavior while remaining positive."

She recommended that parents start by listening more to their children—focusing less on control than on understanding why children behave as they do. "It's important to take our children seriously as people," she said.

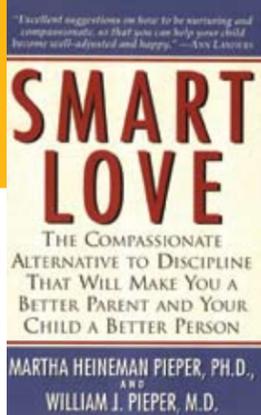
Her thinking, Ms. Pieper says, has been deeply influenced by the

"We have to remember that children are not miniature adults."

way she was educated at Lab. The importance placed on examining one's assumptions was especially formative. When she and her husband started out in psychology, they found that many of the field's conclusions about human nature were based on assumptions that weren't stated or defended. "We were inspired to examine those assumptions," she says, and Smart Love is built from the ground up intellectually.

During her return to Lab, Ms. Pieper spent most of the evening responding to questions from parents of preschool and elementary-school children.

One mother said that her two-year-old wouldn't share her toys.



Rather than force the child to share, Ms. Pieper said, it was better to realize that two-year-olds aren't ready to be generous. "Kindness and compassion are what we want for adults," she said. "How do we get there? We don't impose premature expectations on children, and we treat them as kindly and compassionately as possible, knowing they will imitate us."

"We have to remember that children are not miniature adults," she said in response to another question. "They have different minds than adults. By giving a child what he wants whenever possible, you instill in his mind that he is loved and loveable." She added, "It is a myth that too much love spoils children."

There are limits, however. When asked about a child who refused to go to bed on time, she said, "At some point you have to say, that's that." She doesn't believe in offering rewards or withholding privileges to win a child's cooperation. "When you give a reward, you devalue the activity or turn every parental request into a power struggle."

Ms. Pieper said that Smart Love is not "permissiveness." "Permissiveness is just another form of bad parenting. We have to manage children's immature behaviors so they don't hurt themselves or others. We just don't have to be negative about it."

What, a parent asked, could she do with her sassy or rude child? "Ignore the form of the communication and try to find out what's going on with them," Ms. Pieper suggested. "Why are they feeling angry?"

If that fails? "Hug them and ask what you can do to help them feel better."



Lauren Polite

Building community is key for parent-volunteer Lauren Polite

Chances are you've spotted **Lauren Polite**: setting up booths at Rites of May, dashing to a breakfast meeting, organizing the Book Swap. In 2009–2010, she added another role to her already-packed volunteer schedule: Parents' Association (PA) president. She now spends more than 25 hours a week on Lab-related activities.

Ms. Polite's energy has proven infectious—the PA especially flourished under her leadership. Every board

volunteers, classroom helpers, and mentors to new families.

Ms. Polite became a Lab parent in 2005 and first volunteered in the Blaine Bookstore. She joined the PA board in 2006 and became president-elect in 2008. She'll have a second term as president a year from now. Beyond that, she routinely chairs major events like Rites of May or Grandparents/Grandfriends Day.

Ms. Polite relies on the many invaluable parent volunteers. And the school needs them: the two biggest community events, Bizaarnival and Rites of May, require a whopping 75 and 200 parent volunteers, respectively.

Ms. Polite's commitment to the PA mission is extraordinary, says Director **David Magill**: "Over the years, Lab has had many outstanding volunteers who have contributed their love, time, and resources. Lauren's leadership, thoughtful involvement of others when making decisions, outreach to new parents, and support of our faculty, staff, and administration have set a new standard."

The PA is charged with building community among and educating parents, and advocating on their behalf to the administration. And Ms. Polite notes that PA initiatives are themselves community builders, whether designed to educate ("How to Help Your Kids Tackle Homework") or advocate (the recently formed committee to address parents' security concerns).

But encouraging others to get involved is her priority. "There are so many ways to get involved," she says. "I would never want a parent to feel that their talent cannot be used or that their limited time is not well spent. That's the goal—to give enough opportunity so that all parents can find their way to be connected to the school and to contribute where they can."



"That's the goal—to give enough opportunity so that all parents can find their way to be connected to the school."

position is filled for this school year—something that hasn't happened in recent memory—and more than ever parents are pitching in as event

PARENT VOLUNTEERS ARE THE BACKBONE OF MANY LAB EXPERIENCES AND ACTIVITIES. GET INVOLVED:

- Parents' Association:**
- > Attend the informative bi-monthly meetings, which are open to all parents
 - > Donate a few hours to one of the many parent-managed activities, from Picture Day and Blaine Paperback Bookstore to Giant Gym Night and teacher appreciation events
 - > Participate on a standing committee (communications, finance, community life, etc.)
 - > Run for a formal position on the PA board, including division-level councils
- Contact: the PA, parents@ucls.uchicago.edu**

- In the classroom:**
- > Volunteer to be one of three parents in each N/K/LS class who handle communications and collaborate with teachers
 - > Chaperone a field trip, help with a project, or share your skills at any grade level
 - > Host a workshop at U-High's ArtsFest
- Contact: your child's teacher**

- Big community events: Bizaarnival and Rites of May:**
- > Run a carnival game or tell a ghost story at Bizaarnival
 - > Contribute a cultural tradition, craft, or delicacy at Rites of May
 - > Donate books to or man the Bookfair
- Contact: the PA, parents@ucls.uchicago.edu**

- New parent mentoring program:**
- > Become a new parent "mentor" to an incoming family, answering questions and offering insight
 - > Help plan new parent orientations and receptions, which occur each fall
- Contact: the PA, parents@ucls.uchicago.edu**

- Connections:**
- > Donate a few hours to Lab's annual fundraising gala, which draws nearly 100 parent volunteers
 - > Take on a bigger role: manage online/silent auctions, plan event logistics, solicit underwriting, or help set up day-of
- Contact: Monica Wilczak, Alumni Relations and Development, mwilczak@ucls.uchicago.edu**

- Tour guides:**
- Take prospective parents on a campus tour
- Contact: Elaine Woerner, Admissions, ewoerner@ucls.uchicago.edu**

More information and a volunteer form are at <http://blogs.ucls.uchicago.edu/parents/>



“My first priority is the faculty and getting to know who they are as teachers.”



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

Alan Stern Award
in honor of the late alumnus to seniors in the creative arts
Nick Elitzik, Nicole Massad

Academic and Leadership Honors, Awards, Scholarships

National Merit Scholar
Michael Angone, Joseph Klonowski, Claire Milsted, James Phillips, Julien Reneau-Wedeon

National Merit Finalist
Brian Carlisle, Kaitlyn Chang, Jennifer Glick, Peter Hansen, Natalia Khosla, Danielle Kutasov, Matthew Luchins, Aoife MacMahon, Neil Mehta, Varsha Raghavan, Daniel Simmons-Marengo, Sydney Small, Julia Solomon-Strauss, Paul Weichselbaum, Andrew Zheng

National Merit Semi-finalist
Stephen Bardo, Rebecca Lucas, Warren Shepro

National Achievement Finalist
Sarah Lloyd

National Achievement Semi-finalist
Stephen Bardo

Illinois State Scholar Finalist
Elizabeth Abello, Amelia Acosta, Daniel Altkorn, Michael Angone, Simone Baggetto, Julia Baird, Aaronson Bell, Lucille Benoit, Jonah Breslau, John Brewer, Clare Brody, Brian Carlisle, Kaitlyn Chang, Calder Coalson, Oliver Elfenbaum, Nicholas Elitzik, Clara Freeman, Sherry Fu, Jennifer Glick, Julia Goldsmith-Pinkham, Nathaniel Grant, James Grove, Peter Hansen, Michael Holmes, Natalia Khosla, Jae Kim, Emily Kleeman, Joseph Klonowski, Yoko Koide, Loren Kole, Danielle Kutasov, Claire LaBarbera, Eugene Lee, Daniel Levine, Aaron Lichter, Rebecca Lucas, Matthew Luchins, Aoife MacMahon, Marissa Martinez, Nicole Massad, Neil Mehta,

Claire Milsted, James Phillips, Sara Posner, Varsha Raghavan, Julien Reneau-Wedeon, Bertram Rogers, Alma Schrage, Warren Shepro, Daniel Simmons-Marengo, Sydney Small, Amy Solomon, Julia Solomon-Strauss, Madeline Stecy, William Stueben, Andrew Sylora, Shufei Wang, Paul Weichselbaum, Bettina Wiesenthal, Lida Wu, Andrew Zheng, Giuseppe Zingales

Coca Cola National Scholars Award
Marissa Suchyta

National Hispanic Scholar
Amelia Acosta, Alexandra Fryer

Western Golf Association Evans Scholars Foundation—Chick Evans Caddie Scholarship
Annehellie Akuamoah

YoungArts Finalist
Rebecca Lucas

Departmental and Subject Area Awards

English

Unice Helkamp McGuire Award
in honor of the retired English teacher, a \$1,000 tuition grant to juniors for senior year
Hannah Constantine, Claudia Yang

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

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

A new leader for the Lower School

Third-grade teacher **Sylvie Anglin** became interim principal of the Lower School on July 1, following the retirement of **Beverly Biggs**. “Because Sylvie is keenly aware of Lab’s special culture and knows so many within it,” says Director David Magill, “she was the natural choice to serve in an interim capacity until a permanent replacement is identified.” Ms. Anglin recently spoke with *LabLife* about her passion and priorities for Lab.

You visited Lab for the first time in 1994, as a graduate student in education. What was your first impression?

I grew up going to public schools in Hattiesburg, Mississippi. I was not from the private school world. But the second I set foot in this place, I knew that I needed to be here. It was the energy; it was the way that it felt like it really belonged to the children. Everywhere kids were going in Blaine Hall, they were so purposeful and completely turned on by what they were doing. So I was excited.

What positions have you held at Lab?

I did my student teaching here and then worked for two years as a museum educator at the Adler Planetarium. In 1997, I lucked out and got hired to teach in the Lower School. I have a nice perspective now, because I’ve taught all the grades—first through fourth. And for the past two years I’ve served as Faculty II chair.

What will your focus be as interim principal?

My first priority is the faculty and getting to know who they are as teachers: learning about their strengths, understanding what is happening in the classroom, and figuring out how best to support them. My second priority is to be fully present for students and their families. Third, I want to understand the resources we have here: in the Schools themselves and in our parents, the University, and the community.

You have two children in the Lower School. How does being a Lab parent influence you?

I go through the same process that all families have to go through, every step of it, and that gives me a different perspective. Having my kids go through the Lower School has just deepened my connection to this place, and it makes me want to make it the best it can possibly be, for my kids, for all their friends, and for the future children who are coming.

Owls regurgitate it. Seventh graders reconstruct it.

Owl pellets sound disgusting: little balls of bones, fur, feathers, and other body parts that these predators cough up after eating their victims. But to seventh-grade scientists, dissecting owl pellets this spring was “really cool.”

The project doesn’t just explain the food web and the relationship of birds of prey to their ecosystems. Says Middle School science teacher **Sandy Bixby**, “Students go through the owl pellet until they have a complete skeleton, and then they have to reconstruct that skeleton. So it kicks off our study of human body systems, and that careful work really reinforces learning.”

Science teacher **Mark Wagner** first developed the project, in which

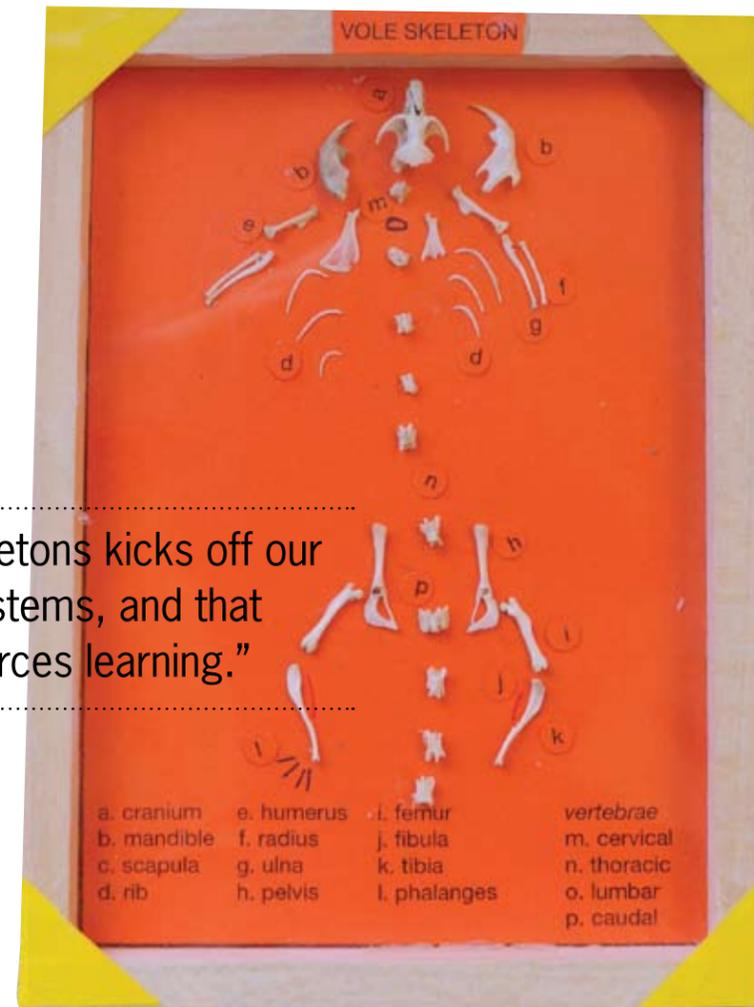


“Reconstructing the skeletons kicks off our study of human body systems, and that careful work really reinforces learning.”

students use probes and tweezers to pull apart barn owl pellets and then sort through the debris. Their task is to keep searching until they can reconstruct the skeleton of a vole, mouse, shrew, small bird, or rat. Next, they identify each tiny bone, glue the skeleton down on paper, label the parts, and frame it.

“They think it’s gross when they first hear about it, but in my experience they get totally caught up in the project,” says Ms. Bixby. “It’s very age-appropriate for 11- or 12-year olds,” who enjoy “picking away and then finding and sorting things.” When students can’t find a bone they need, they trade with classmates or visit the bone bank—a plastic tray with extra parts—to complete their skeletons. The work is “very tactile; it’s very social and conversational,” says Ms. Bixby.

“I’ve always liked the structure of animals and biology, so this was really fun,” says seventh-grader **Christine Obert-Hong**, who rebuilt a mouse skeleton. Sometimes dust and fur from the pellets made her sneeze, but otherwise she liked the work. Says classmate **Kevin Goldwater**, “We kind of learned about the skeleton in third grade, but I didn’t really remember that. After this, I think I can identify most body parts and bones.”



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

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
Sam Neal

Hal Hoffenkamp Award
to a junior for love of learning, especially through discussion
Anjali Gundati, Raintara Rajan

Fine Arts

Studio Awards
Beginning Photography
Nathan Eckstein
Advanced Photography
Kyra Sturgill
Mixed Media
Bettina Wiesenthal
Sculpture
Hadley Leasman
Studio Art
Audrey Hart, Max Lehman, Daniel Traub

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

Betty Debs Sobel Award
in honor of the 1938 graduate for achievements in the graphic arts
Loren Kole

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
Alma Schrage

Music

Harris Vail Award
in honor of the retired teacher, scholarships to Western Illinois University Jazz Camp and performing arts scholarships to Knox College
Aaronson Bell, Andrew Sandwick, Andy Zhang

Jazz Studies Book Award
for the most outstanding high school student participants
Aaronson Bell, Andrew Sandwick, Andy Zhang



Theater Arts

Theatre Arts
Kaitlyn Chang
Theatre Production
Nick Elitzik, Sara Posner
Technical Theatre
Aaron Lichter
Costuming
Kaitlyn Chang

Renaissance

Alex Fryer, Keira Kennedy,
Nicole Massad

Math

American Mathematics Competitions
School Winner for AMC 12
Charles Du
Certifications of Distinction for qualifying for American Invitational Mathematics Exam
Charles Du, Rafi Khan,
Joey Klonowski, Berislav Kristo, Varsha Raghavan, Peter Zhang

Illinois Math League School Winner
Charles Du
Certificates
Charlie Jiang, Jason Deng, Joey Klonowski, Claire Milsted

North Suburban Math League
All Conference
10th Grade: Charlie Jiang

Honorable Mention, All Conference
9th grade team
Jason Deng
11th grade team
Charles Du
12th grade team
Varsha Raghavan

Illinois Council of Teachers of Mathematics

Algebra I
Jason Deng, 10th
Geometry
Charles Jiang, 1st
Algebra II
Charles Du, 1st; Joe Turner, 3rd
Precalculus
Joey Klonowski, 3rd; Daniel Simmons, Marengo, 4th; Varsha Raghavan, 6th

Math and Science

Rensselaer Medal
to a junior who has shown a consistent interest in both math and science
Rafi Khan

Science

Bausch and Lomb Award to a Junior
Charles Du

App-titude

Want to use your iPhone to test math skills like multiplication and square roots? There's an app for that. Wouldn't your iPad be better if it worked like a chalkboard? There's an app for that. One's called TheMathMaster, the other iChalkboard, and freshmen **Sam Kaplan** and **Louie Harboe** developed both while they were still in Middle School.

The duo had been computer aficionados since fifth grade. Over the years, Sam has taught himself ten programming languages through books, online study, and some courses at Lab. (In addition to taking AP computer science, he has taken programming courses taught by Baker Franke during the summer.) And these days, Louie spends many hours a week working on web and design projects and offers downloadable icons at his website, graphicpeel.com.

But they "caught iPhone fever," as Sam puts it, after watching a speech

that Apple CEO Steve Jobs gave over the Web when they were in seventh grade. They worked out TheMathMaster over the course of a month in 2009; Sam programmed, while Louie designed the interface. They submitted the program to Apple, which approved it for sale in the App Store soon after.



Following that success, the team decided to design an app for the then-unreleased iPad. Using an iPad simulator from Apple's Web site, they designed iChalkboard, a drawing program that takes advantage of the device's touchscreen interface to let users draw with their fingers. Not having an actual iPad to test the idea

meant the original release had more bugs than the boys would have liked, though a later revision corrected most of the problems.

And the two aren't finished yet. Sam wants to commercialize a project he made for his science teacher this year that tracks the locations of all earthquakes

worldwide during the previous week. Louie hints at a game in the works, as well as an improved version of iChalkboard and a proper website for the boys' business partnership, called TapWare.

"I believe that Sam and Louie could never have met anywhere else," says Sam's mother, **Carol Rubin**, about Lab. "They have thrived in this creative environment. I don't think [Sam] would have had such supportive, interesting friends if he had been anywhere else."

Louie says the best part of their endeavor isn't the money they've earned, but instead seeing something they created be approved for sale by Apple and used by customers around the world. But the financial rewards aren't trivial: TapWare has sold more than 800 copies of iChalkboard and 11,000 copies of TheMathMaster at 99 cents each. You do the math.



Bryan Swan AP Physics Award
Jono Matthews,
Joe Turner

AP Biology Award
Grant Hensel,
Jonathan Jou

Biology Award
Yaning Zhang

Chemistry C Award
Katherine Garvey

Conceptual Physics Award
Bianca Carter

Special Science Recognition Awards
Charles Du,
Marissa Suchyta

History

African American History Award
Danielle Verdirame

AP American History
Grant Hensel

AP Economics History Award
Daniel Simmons-
Marengo

AP Modern European History Award
Eugene Cochrane

Technology continues to re-shape college application process

More seniors in the U.S. are applying to colleges than at any time in our nation's history. It's a combination of demographic shifts (there are more college-age people) and social shifts (more families see college as an option and an economic necessity for future careers). And the Internet continues to transform the process, in particular the online Common Application, which allows students to enter personal information and standard essays just once (although many schools require the applicant to answer questions unique to that institution). College counselors, teachers, and seniors are all better

able to track applications online, adding a new level of transparency to the process.

But it is a misconception to think that technology alone is the reason students are applying to a larger number of colleges these days. The sheer size of the applicant pool means that selective schools (ones admitting only 7–12% of all applicants) are no longer as predictable. Says College Counselor **Patty Kovacs**, "The applicant pools at some of the elite institutions, like Brown and Harvard, reached 30,000 this year—and the size of the incoming classes is not increasing."

Explains College Counselor **Melissa Warehall**, "Even if you have perfect grades, perfect scores, loads of activities, you're just one of 14,000 kids with the

same profile." Ms. Warehall, who spent nearly 20 years working on the college side, says that the counselor's job is to "open a student's eyes to what schools are out there and what might be a good fit" and to ensure that each student applies to a range of schools (from likely to unpredictable), so that each ends up with choices.

"Our kids are well informed and well-prepared for the process," says Ms. Warehall. "The goal is to find the best fit for them." And that translates into students who are happier with their choices once they arrive on campus.

College choices for U-High class of 2010

American University
Bard College (3)
Bowdoin College
Brandeis University
Brown University
Bryn Mawr College (2)
University of California at Berkeley (2)
Carleton College (5)
Case Western Reserve University
University of Chicago (9)
Colby College
University of Colorado at Boulder
Columbia College
Columbia University
Cornell College
Dartmouth College
University of Denver
DePaul University

Emory University (2)
Georgetown University (2)
Harvard University (2)
Harvey Mudd College
Haverford College
University of Illinois at Chicago (2)
University of Illinois at Urbana-Champaign (5)
The University of Iowa
Lake Forest College
Lehigh University
University College London
Macalester College
Massachusetts Institute of Technology (3)
Miami University, Oxford (3)
University of Michigan (5)
University of Missouri-Columbia
New York University (3)

Northwestern University (3)
Oberlin College (3)
Ohio Wesleyan University
Oxford College of Emory University
University of Pennsylvania (3)
Pitzer College
Pomona College
Princeton University (3)
University of Puget Sound (2)
Purdue University
Reed College
Rochester Institute of Technology
Rutgers, The State University of New Jersey at New Brunswick
Sarah Lawrence College
Scripps College
University of Southern California (2)

University of Southern California
School of Music
Southern Illinois University, Carbondale
University of St. Thomas
Stanford University
The University of Texas, Austin
Tufts University
Vanderbilt University
Vassar College
University of Vermont
Washington University in St. Louis (3)
Wellesley College (2)
Wesleyan University
Whittier College
Williams College
The College of Wooster
Yale University (3)

As of June 25, 2010



AP World History Award
Molly Petchenik

Early World History Award
Emily Altkorn

Elective Study in History Award
Chelsey Saterlee

Modern World History Award
Saisha Nanduri

U.S. History Award
Lia Sanfelippo

World Languages

Chinese Book Awards to honor students' work and ability in studying Mandarin Chinese
Chinese 1
Natalia Ginsburg,
Jenny Huey
Chinese 2
Grace Brody
Chinese 3
Adrian Aldana,
Michelle Ng
Chinese 4
Page Redding

Bovee-Spink Award in memory of Arthur Gibbon Bovee and Josette Eugénie Spink, Lab French teachers as well as authors and editors of many French textbooks. The award honors seniors who have shown a love of and interest in the French language throughout their studies at Lab
Keira Kennedy, Natalie Khosla, Nicole Massad, Claire Milstead, Julia Solomon-Straus

Eliade Scholarship for study in France
Eugene Cochrane,
Taylor Crowl

National French Contest Awards
Level 2A

Amartya Das, Daniel Klonowski, Shira Fishbach, Katherine Ragsdale, Katie Rosengarten, Ana Rosic, Angira Shirahatti, Gloria Zingales

Level 3A
Alexandra Chang, Emma Davis, Daniil Ilyin, Charles Rafkin

Level 4A
Charles Du, Layla Ehsan, Brienne Ellis

Level 5A
Claire Milstead,
Bettina Weisenthal

Gardner Endowment Scholarship
For study in Germany
Rosie Cuneo Grant



Trash to treasure

Packing peanuts, yogurt tubs, and itty-bitty cardboard boxes. Throw them away and they're trash, but clean, collect, and organize them and they're treasure—especially for imaginative kids and teachers.

"Teachers never throw anything out and find uses for everything," says nursery school teacher **Carrie Collin**. A few years ago, she and colleagues **Amy Poynton** and **Maureen Ellis** started the Nursery/Kindergarten Reusables Center in Blaine Hall to collect materials for hands-on classroom projects. Parents donated everything from wrapping paper rolls to fabric samples to wood scraps, and kids turned them into rain sticks, self-portraits, and miniature buildings. At first, delighted teachers stored reusable items in lockers, but with time it was hard to manage the growing supply.

That changed last spring, when the Reusables Center moved to a new space adjoining a basement teachers' lounge. Lab parent **Mary Kohrman Hayes** volunteered to organize the materials in recycled plastic bins donated by Ikea;

tidy containers and shelves hold egg cartons, seashells, shoeboxes, and more. Students can easily pick out items to use for their projects. Now Ms. Hayes is working with U-High students to create a photo catalog of available items, so pre-readers can "shop" online before visiting the center.

Nursery and kindergarten students have made rockets, robots, jewelry, mosaics, animals, sculptures, and musical instruments with reusable materials. "Our idea was to not only supply them with things they could use for creative craft or science projects," says Ms. Collin, "but to increase their environmental awareness and keep these things out of landfills."

Donations to the Reusables Center can be left in a cabinet outside Blaine 108, where there is also a bulletin board with a wish list of items.



Mary Kohrman Hayes



Students' decision-making called for collaboration and consensus—in the end, something very much like a democratic process.

Developing nations in the third and fourth grades

If you could found your own country, what would it be like? In *Weslandia*, a 2002 book by Paul Fleischman, a boy named Wesley concocts his own society in his backyard. Weslandia is organized according to Wesley's wishes and sustained by the fruit of a mighty plant he calls the swist.

After reading the book, **Lisa Sukenic's** third-grade class and **Stephanie Mitzenmacher's** fourth-graders set out to create imaginary nations of their own—with all the laws, beliefs, languages, economic systems, and lore that a thriving community needs. Working in small groups, students wrote songs, imagined stories, invented dances, and designed flags for their new societies.

Jessica Palumbo's third-graders started their version of this "civilizations" unit by studying

geography and exploring ancient civilizations. "My class studied the Sumerians and their system of cuneiform writing," says Ms. Palumbo, "[we] visited the Oriental Institute and the Field Museum and took a class on archeology prior to actually beginning the project."

Inspired by *Weslandia*, each group also invented a plant to provide resources their society would need. Fourth-grader **Nora Greene's** group, for instance, had a flower named Stella: "Without it, we would have nothing," she says. The students' decision-making called for collaboration and consensus—in the end, something very much like a democratic process.

Working through the unit, teachers challenged kids to answer some large life questions: How would their society interact with others?

What role would it play in a global community? What resources could it contribute to the larger good? What needs would it share with other societies, and what alliances would it form to meet them?

By February, the newly chartered societies were ready for a "cultural exchange." The classes invited parents and faculty to a presentation, during which they shared the ins and outs of their societies, performed national songs and dances, and displayed hand-sewn flags and three-dimensional models of their plants.

And who can argue with some of these "beilifes"?

**we dont Beilive in war
we Beilive in peace
we never Bother our animals**

Recommended reading

Science teacher **Gerold Hanck** recommends online alternatives to **Nicholas Carr's *The Shallows: What the Internet is Doing to Our Brains***.

Nicholas Carr's *The Shallows: What the Internet is Doing to Our Brains* builds on his essay first published in *The Atlantic*, "Is Google Making Us Stupid?"

Reviewing a variety of evidence, Mr. Carr concludes that the Internet may be reshaping our society and our brains in ways that make it more difficult for us to concentrate, to remember, and to think deeply and critically.

As a teacher and an Internet user, I am sympathetic to many of Mr. Carr's concerns. I do value deep reading and the unique experience of losing oneself in a challenging book; I agree that the Internet's numerous distractions (links, ads, emails, social network updates, etc.) make it harder to concentrate and easier to get sidetracked when you

read online; and I agree that the Internet has tremendous potential for reshaping society in unforeseeable ways, both good and ill.

But I find myself in the ironic position of not recommending this book because most of the ground it covers has already been covered more thoroughly and in much more detail on the Internet! The Edge Foundation and Encyclopedia Britannica both have dozens of articles that discuss all of the points Mr. Carr raises. (See "How Is the Internet Changing How You Think?" at www.edge.org and "Your Brain Online," on the blog at www.britannica.com.)

Mr. Carr makes it clear that all of us, children and adults alike, need to be aware of how a heavy Internet diet can potentially benefit or harm our minds. Like our bodies, strong minds are built through the right combination of exercise and good nutrition. Such nourishment and exercise often begin with puzzlement

or the recognition of dramatically new experiences or problems.

As John Dewey and other educators have long recognized, these puzzling experiences become mental challenges, big and small, and are like weights we lift to make our minds strong and supple. We all need repeated mental exercises and meaty challenges to strengthen our

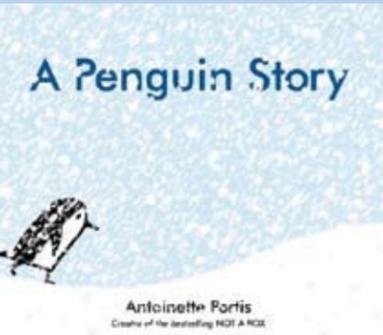
"We are what we eat...and what we email, text, tweet, and game."

minds and nurture their growth. To the extent that a regimen of heavily-linked web pages, emailing, gaming, and other Internet bells and whistles lead us to avoid such heavy lifting, they may leave our minds flabbier, weaker, and less well developed.



FROM THE SYLLABI SUTHERLAND CELEBRATES

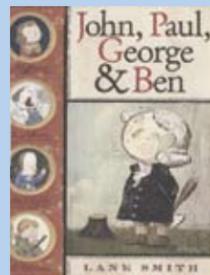
15 years of outstanding kid lit



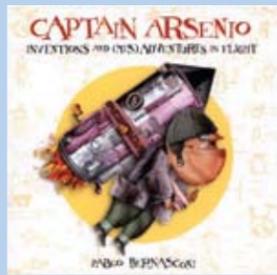
2010 | **A Penguin Story**
by Antoinette Portis



2009 | **A Couple of Boys Have the Best Week Ever**
by Marla Frazee



2007 | **John, Paul, George & Ben**
by Lane Smith

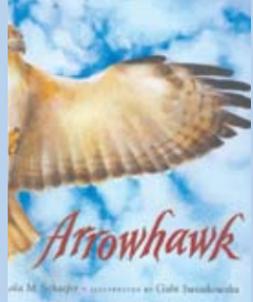


2006 | **Captain Arsenio: Inventions and (Mis)adventures in Flight**
by Pablo Bernasconi

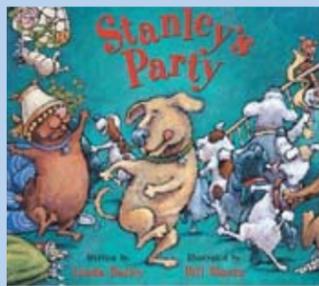
Created and funded in honor of Zena Sutherland (a former University of Chicago faculty member still considered among the world's most influential scholars of young people's literature), the Zena Sutherland Award for Children's Literature is one of the only kid-selected book awards in the United States.

Each year, Lab librarians review new children's books and narrow the group to 20. Sixth graders work from November to March negotiating the finalist; they then promote each book, writing and making persuasive presentations in support of their "candidate." Third, fourth, and fifth graders vote on best illustration, best text, and best overall.

For a complete list of winners, visit http://library.ucls.uchicago.edu/Sutherland_Awards/Previous_Winners.html



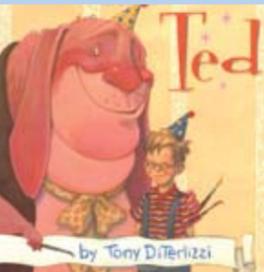
2005 | **Arrowhawk**
by Lola M. Schaefer and Gabi Swiatkowska



2004 | **Stanley's Party**
by Linda Bailey and Bill Slavin



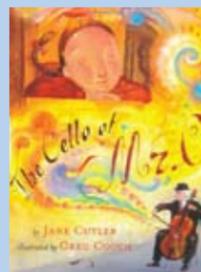
2003 | **The Spider and the Fly**
by Mary Howitt and Tony DiTerlizzi



2002 | **Ted**
by Tony DiTerlizzi



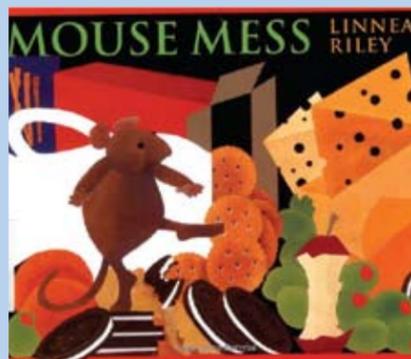
2001 | **Gershon's Monster: a story for the Jewish New Year**
by Eric Kimmel and Jon J. Muth



2000 | **The Cello of Mr. O**
by Jane Cutler and Greg Couch



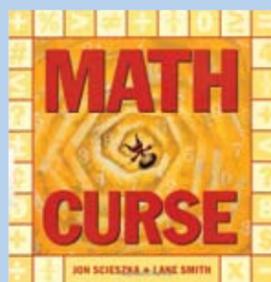
1999 | **Ouch!**
by Natalie Babbitt and Fred Marcellino



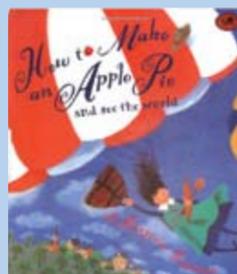
1998 | **Mouse Mess**
by Linnea Riley



1997 | **The Leaf Men and the Brave Good Bugs**
by William Joyce



1996 | **Math Curse**
by Jon Scieszka and Lane Smith



1995 | **How to Make an Apple Pie and See the World**
by Marjorie Priceman

Best overall winners

Lower School artists build 2110 Chicago in miniature

Based in Winnetka, the Do Your P'Art foundation brings together children from public and private schools throughout greater Chicago to collaborate on art projects. Last spring, students in the Lower School did their p'art. Although their project was titled "Art in the Box," art teacher Gina Alicea wanted her students to think outside the metaphoric cardboard enclosure.

Working with **Lisa Sukenic's** and **Stephanie Mitzenmacher's** fourth-grade classrooms and fifth-graders from Skokie's Middleton School, Ms. Alicea asked the youngsters to become architects of the future and envision what Chicago might look like in 100 years.

The children's first assignment when they paired off at the Middleton School was to draw their imagined city, using Daniel Burnham's Plan of Chicago as a template and architect R. Buckminster Fuller's visionary ideas for inspiration.

A few weeks later in Kovler Gym, after learning about artist Louise Nevelson's three-dimensional paintings made with found objects, the students transformed their cityscapes into abstract, miniature dioramas. A line of plastic Easter eggs became a row of houses. An empty Coke can turned into a portable restaurant that flew through the air.



Like Nevelson's assemblages, which were monochromatic and set in rectangular cartons, the youngsters' crated creations, constructed from recycled materials, were spray-painted bright green. In April the installations, along with some 400 boxes from other schools, were exhibited at the Merchandise Mart's annual Artropolis show.

Do Your P'Art's mission is to use art to foster communication among kids from different backgrounds. "It's wonderful to see," says Ms. Alicea. "Watching them make art together, it's just cool."



Pretzel Scholarships for study in Germany
Jeremy Biskind, Jeff Brehm, Christian Castaneda, Henry Harboe, Alex Nirenberg, Isaac Burgess-von Hallberg, Jonathan Worcester, Catherine Yunis

National German Contest Awards to students who scored above the 90th percentile
Level II
Christian Cataneda, Meryl Charleston, Rosie Cuneo Grant, Hannah Greenblatt, Hannah Herbst, Matthew Jungert, Deborah Krull, Caroline Montag, Alex Ortel, Lili Steffen, Kristina Wald, Duncan Weinstein, Catherine Yunis, Danny Zhang
Level III
Henry Harboe, Alex Nirenberg, Ben Postone, Isaac Burgess-von Hallberg
Level IV
Julia Baird

Certificates of Merit to students who scored above the 80th percentile
Level III
Jeff Brehm, Grant Hensel
Level IV
Eugene Lee

German Book Awards for students who show outstanding improvement in their understanding of the German language or demonstrate exceptional motivation and interest in the study of German and its culture
German 3
Meryl Charleston
German 4
Kristina Wald
German 5
Isaac Burgess-von Hallberg
AP
Julia Baird, Eugene Lee

Latin Book Awards
Latin 1
Lane Gunderman, Dominic Wordlaw
Latin 2
Elizabeth McNally
Latin 3/4
Erik Gustafson

Latin Contest Awards
Latin 1
Silver Medal, Maxima Cum Laude
Lane Gunderman, Nick Msall, Molly Rosenzweig
Magna Cum Laude
Catherine Adams, Beverly Lau, Joseph Martin, Adam Picker, Louis van Craen
Cum Laude
Rebecca Alexander, Cat Ben-Nhahar, Woojin Chung, Ben Meyer, Jaime Toepp
Latin 2
Gold Medal, Summa Cum Laude
Jim Torpy, Andrew Xu

Sports Highlights

Girls Soccer
The Maroons won the ISL and Regional championships for the fourth consecutive year and made it to the 2A Sectional championship game for the fifth straight year, concluding their season with a 15-8-2 record. Senior **Gabbie Clark** was named to the IHSSCA All-State team; she scored a school record of 45 goals this season.

Boys Tennis
Seniors **Bill Stueben** and **Evan Levin** were sectional champions. Five players qualified for state level competition, including **Tyler Anderson**.

Boys Track & Field
Five runners qualified for State, and junior **Robert Meyer** was sectional champion in the 1600 and 3200 meter races.

Girls Track & Field
Five runners qualified for State, and senior **Sherry Fu** was sectional champion in the 3200 meter race.

Baseball
Senior **Mark Woerner** pitched a no-hitter against Morgan Park Academy, and the team placed second in the Regional Championship.





Magna Cum Laude
Elizabeth McNally, Mara Weisbach
Cum Laude
Lucy Cheng, Annette Cochrane, Jessica Cohen, Alex Ortel
Latin 3
Magna Cum Laude
Emily Ehrmann
Cum Laude
Erik Gustafson, Joyce Harduvel, Mike Holmes, Isaac Nicholas, Anna Rosenzweig
Latin 4—Poetry
Gold Medal, Summa
Cum Laude
Grace Brody, Alma Schrage
Magna Cum Laude
Amanda Yuan
Cum Laude:
Claire LaBarbera

Spanish Book Award to students who have demonstrated superior performances during their years of Spanish study
Freshman
Emma Polson, Aleeze Qadir
Sophomores
Katherine Garvey, Terry Kirk, Ana Rosic
Juniors
Alex Nesbitt, Michael Shapiro, Jan Ullig
Seniors
Andy Harris, Daniel Levine, Zack Reneau-Wedeen

National Spanish Exam Awards
Level 2
Excelente
Lauren Blacker, Erica Frank
Notable
Patricia Perozo
Level 4
Primer Premio
Maya Fishbach

Community Learning

Continuing Service Book Awards
for seniors who have continued their commitment to service since sophomore year, funded by Mr. and Mrs. Charles Schwartz
Elizabeth Abello, Michael Angone, Monica Chapman, Alexandra Fryer, Sherry Fu, Sarah Lloyd, Marissa Martinez, Alma Schrage, Marissa Suchyta, Kaia Tammen

Debate
Senior Award
Jennifer Glick

Journalism

Quill and Scroll Journalism Honor Society
Photojournalism
Lucille Benoit, Taylor

Authors illuminate and inspire

Throughout the year, Lab's library programs bring authors and illustrators of fiction, nonfiction, and poetry to Lab. Some are brought in to support curriculum; others conduct workshops on writing or illustrating technique. All inspire a wave of creativity and, sometimes, follow-up activities in the classroom:

Peter Catalanotto, illustrator of *An Angel for Solomon Singer*, gave group presentations to students in K-4 and conducted writing workshops for kids in grades 1-4.

Rebecca Stead, recipient of the 2010 Newberry Award for *When You Reach Me*, addressed grades 4-7 speaking about the creative process and how her book sprang from real-life experience.



Frank Beddor spoke to grades 7-8 about his *Alice in Wonderland*-based trilogy that begins with *The Looking Glass Wars*. He showed trailers from the upcoming film and held faux auditions.

Susan Fine, the author of *Initiation*, addressed the High School Writers Group about getting her first novel published. She read and commented on students' writing during a follow-up workshop.

James Kennedy, author of *The Order of Odd-Fish*, took a break from his day job as a University of Chicago IT programmer to meet with the Middle and High School book clubs. He detailed the inspiration and ideas behind the fantastical world in his colorful novel.

Marla Frazee, last year's Sutherland Award winner for *A Couple of Boys Have the Best Week Ever*, attended this year's ceremony and explained how she conceives stories by weaving imagined events with her own experiences.

Coast to coast: alumni celebrate in DC and LA

This spring, two sisters helped Lab alumni and friends gather at the classic Washington, DC, Cosmos Club and in a Bel Air home overlooking Los Angeles to mingle and rekindle old friendships. Director **David Magill** spoke at both events, providing an update on campus life and the Lab+ Campaign.

The DC gathering hosted in May by **Peter Kovler, '69, AB'74**, and his wife, **Judy Lansing Kovler, X'67**, attracted 85 guests to the French Renaissance venue, including members of the Obama administration: Secretary of Education **Arne Duncan, '82**; Senior Advisor to the President **Valerie Jarrett, X'73**; Staff Director and Chief Economist on the President's Economic Recovery Advisory Board (and former Lab Board member) **Austan Goolsbee**; Chief of Staff to the First Lady (and former Lab Board chair) **Susan Sher**; and a slew

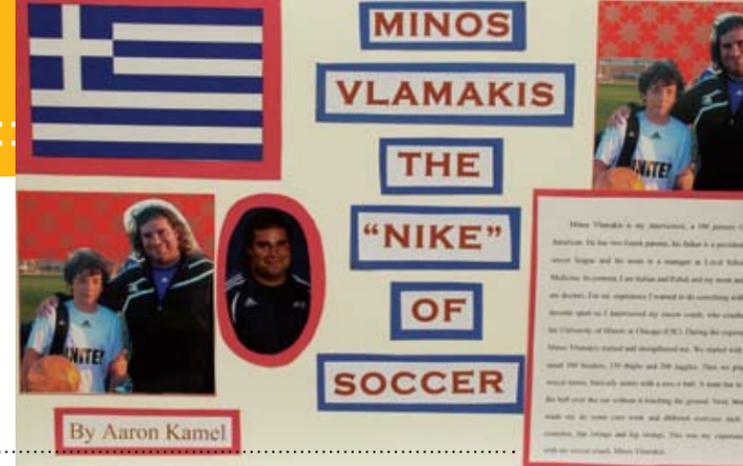
of recent graduates heard remarks from current Board Chair **John W. Rogers, Jr., '76**, as well as **Marilee Shapiro Asher, '29**, who shared her 20s-era memories of Lab.

Eighteen days later and on the opposite coast, **Sherry Lansing, '62**, former CEO of Paramount Pictures, and her husband, director Bill Friedkin, welcomed alumni and friends to their cliffside Spanish colonial home. With 100 guests, the brunch was Lab's biggest out-of-town alumni event ever. The gathering was scheduled to end at 2 p.m., but guests lingered for another hour swapping stories and taking in the view.

"I'm always so impressed by how many alumni come out to reconnect with each other and the timeless stories they share about Lab," says Mr. Magill. "It gives me a new appreciation for the future of our Schools."



top: David Magill and Sherry Lansing, '62
bottom: Peter Kovler, '69, AB'74, and Judy Lansing Kovler, X'67



The teachers present students with a variety of potential scenarios, demonstrating how to follow up on curt responses, draw out explanations from vague answers, and control a conversation that has gotten off-topic.

Walking in another's shoes: seventh-graders interview and experience

"How do we learn about different people, not just here at Lab but in the larger world?" This is the question **Sam Nekrosius** and his fellow seventh-grade teachers posed to their students last winter as part of the annual Interview and Experience Project, an assignment in the cultural identity unit of the seventh-grade humanities curriculum. For the project, students seek out and interview an individual whose life experiences are different from their own.

This year, one student assisted Jerry Kleiner, owner of the Hyde Park restaurant Park 52, with a dinner service. Another pair of students interviewed Lab security guard **Mike Sevis**. And one student chose to question a girl her own age who had recently arrived in the United States—an ambitious undertaking that involved directing questions to both the subject and the subject's mother and then integrating their answers.

The project begins in early February and lasts six weeks. Students prepare a proposal, conduct an interview, write a three- to five-page reflection, and design

a poster about their experience. The posters are presented at an evening reception held the week before spring break, which is attended by students, families, and interview subjects. Before the students conduct their interviews, Mr. Nekrosius and fellow teachers **Charlotte Jacobs** and **Peggy Doyle** engage them in mock interviews. In these practice sessions, the teachers present students with a variety of potential scenarios, demonstrating how to follow up on curt responses, draw out explanations from vague answers, and control a conversation that has gotten off-topic—all useful skills to know going into the actual interviews.

The pedagogical goals of the project are tailor-made for adolescents. "Seventh-graders are very inward-focused," says Mr. Nekrosius, "and when they talk in class discussions, it is from a self-referential perspective." The Interview and Experience Project encourages students "to look past themselves and to recontextualize their role in the larger world"—a valuable lesson at any age.



Crowl, Adam Gelman, Sarah Husain, Lauren Kole, Sarah Lloyd, Cathy Ludwig, Veronica Ramirez, Jackie Robertson, Anisha Sisodia, Kyra Sturgill, Tina Umansky

Midway
Liz Abello, Adrian Aldana, Christian Castaneda, Nick Chaskin, Gene Cochrane, Charlie Jiang, Rafi Kahn, Matt Luchins, Nick Phalen, Akila Raoul, Bill Stueben, Sydney Scarlata, Andrew Sylora, Rachel Sylora, Jay Upadhyay, Andy Zheng, Gloria Zingales

U-Highlights
Simone Baggetto, Meryl Charleston, Lucy Cheng, Jessica Cohen, David Chung, Ary Hansen, Maya Hansen, Sarah Husain, Elizabeth McNally, Adam Picker, Isabella Prenta, Molly Rotmensch, Isadora Ruyter-Harcourt

National Gold Key Awards
Sydney Scarlata, news story; Nick Chaskin, feature story; Rafi Khan, editorial page
Midway: Gene Cochrane, Charlie Jiang
U-Highlights: David Chung, Molly Rotmensch

Columbia Scholastic Press Association Silver Crown Award for Excellence
2009 *U-High Midway* Gold Circle Award
Best Sports News Story
Matt Luchins, 1st
Best Advertisement
Lucille Benoit, 3rd;
Charlie Jiang, 3rd

Eastern Illinois School Press Association 2010 Midway All State Team honors
Nick Chaskin
First place
Rafi Khan, news story, feature story; Jay Upadhyay, sports story; Matt Luchins, editorial; Akila Raoul, column; Nicholas Phalen, review; Gene Cochrane, graphic; Lucille Benoit, advertisement; Charlie Jiang, advertisement; Nick Chaskin, front page design; **Midway Staff** (Nick Chaskin, Charlie Jiang, Rafi Khan, Matt Luchins, Nicholas Phalen, Sydney Scarlata, Mitchell Stern, Bill Stueben, Andrew Sylora, Rachel Sylora, Andrew Zheng), overall design.

Second place
Nick Chaskin, feature story; Taylor Crowell, photograph; Liz Abello, advertisement; Veronica Ramirez, advertisement

Third place
Nick Chaskin, editorial, front page design; Sydney Scarlata, editorial; Mitchell Stern, review; Gene Cochrane, graphic, cartoon

Illinois Woman's Press Association High School Journalism Content 2010 U-High Midway
Second place
Gabe Bump, '09, in-depth coverage
Third place
Sydney Scarlata, news story
Honorable mention
Rafi Khan, feature story; Jay Upadhyay, sports story; Rachel Sylora, fashion page

National Scholastic Press Association 2009 U-Highlights
First Class rating

2009 *U-High Midway*
All American rating

Robert F. Kennedy Center for Justice and Human Rights
High school journalism:
Isaac Stanley-Becker

Model United Nations
Rookie of the Year
Jordan Einhorn, Natalia Ginsburg
Most Improved
Ary Hansen
Competitive Excellence
Julia Solomon-Strauss
Club Service
Sydney Small
Best Teacher
Jonah Breslau
MUN Superstar
Danielle Kutasov

Athletics

Athletic Director's Award
Gabby Clark, Jordan Gipson, Evan Levin, Kaia Tammen

James Wherry Willis '87 Award
Mark Woerner

Physical Education Department Outstanding Achievement Award
Michael Angone, Lucas Bradley, Mario Gage, Kaia Tammen

William "Doc" Monilaw Medalists
in honor of the School's first athletic director, Dr. William Monilaw, recognizing athletic ability, sportsmanship, and scholarship
Julia Baird, Sherry Fu, Daniel Levine, Bill Stueben

ALUMNI WEEKEND 2010



Tovah Hicks, '93, and Tesha Poe, '90.



Joan Irwin Walker, '45, Bud Gibbs, '45, Susie Friedman Stein, '45, and Muriel Klein Weinberg, '45.



University of Chicago Professor Emeritus David Bevington and Emeritus Lab teachers Peggy Bevington and Hanna Goldschmidt.

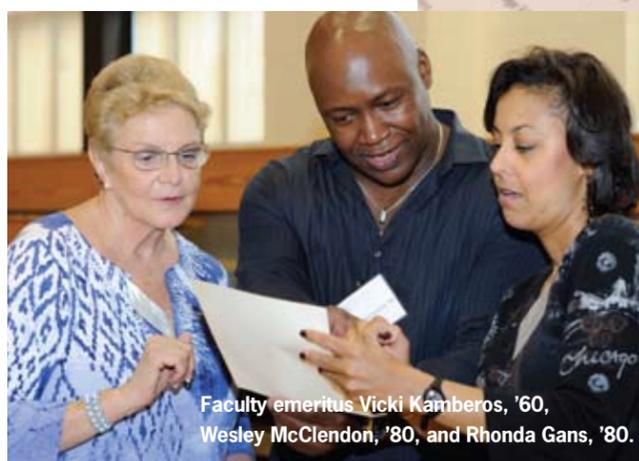
With the historic art fair up the street and the University campus bedecked for reunions for dozens of undergraduate and graduate classes, Lab's 2010 Alumni Weekend had a festive back-drop as more than 500 guests returned to campus from as far away as Australia and as close as 58th Street.

"We have dramatically increased opportunities to get alumni to reconnect with each other and the Schools," says Elizabeth Evans, '81. "And it's paying off. Alums are having a great time with each other." In her role as co-chair of the Alumni Leadership Committee (Matthew Shapiro, '84, is her fellow co-chair), Ms. Evans made the reunion rounds, welcoming guests to the All-Alumni Dinner and checking in at a number of class dinners. The Class of 1960 stayed close to home with a catered affair in Judd 126. Others ventured farther afield, from Ukrainian Village to Lincoln Park to the West Loop.

And Scammon Garden looked gorgeous in the rain even as alums decamped to Kovler Gym for the Saturday brunch.



Alison Tothy, '90, and children.



Faculty emeritus Vicki Kamberos, '60, Wesley McClendon, '80, and Rhonda Gans, '80.



Betty Arch Clark, '60.



Director David Magill, Jaqueline Pardo, '78, Miguel de la Cerna, '78, and retiring teacher Dom Piane.



Julie Jones, '80, and Shari Runner, '75.



Susan de Camp Davidson, '70.



Tai Duncan, '00.



Erica Castle Davidovic, '85, Marissa Kalman, '85, Lara Slotwiner-Nie, '85, and Paul Tiao, '85.

WITH UNIVERSITY OF CHICAGO BOARD APPROVAL,
LAB+ PHASE ONE MOVES FORWARD

“THE DESIGN HAS A TRANSPARENCY THAT SYMBOLIZES THE FUTURE AND IS PURPOSEFULLY SCULPTURAL IN A WAY THAT SUGGESTS THE INTENSITY AND INTELLECTUAL QUALITY OF TEACHING AT LAB.” —Architect Joe Valerio

Early Childhood inspires



These renderings illustrate the proposed design for Lab’s new Early Childhood Campus (ECC), which will be built on the site of the long-vacant Doctors’ Hospital on Stony Island Avenue. The ECC is part of the first phase of Lab+, which received University of Chicago Board of Trustees approval this past June. The University approved not only the entire schematic design of the Laboratory Schools’ renovation and expansion project but also authorized the funds to move forward on the ECC and other low-glamour but high-impact renovations to our historic campus. (The new roof over Blaine Hall—which students likely do not even realize they are enjoying—was also part of Phase One.)

The new ECC building, a primarily glass structure, will be punctuated with Indiana limestone (the material that makes the University’s gothic buildings seem . . . well, gothic). Says lead architect Joe Valerio, “The design has a transparency that symbolizes the future and is purposefully sculptural in a way that suggests the intensity and intellectual quality of teaching at Lab. We wanted to create a structure that captures the imagination but for which each form has a distinct purpose.”

When talking about the new building (which will house all classrooms for grades N–2, as well as related administrative offices, a gym, a kitchen, and music and art rooms), Mr. Valerio highlights several aspects of the new space:

entrance hall will allow children a gentle transition from home (as they take leave of parents or guardians) into their school day. The littlest children won’t have far to go, as all N/K classrooms will surround the entry hall. Grades 1–2 will be just up a central stairway on the second floor.

The library is the ECC’s symbol of knowledge transfer and discovery
For the first time ever, Lab’s youngest learners will have library space right-sized to increase their independence, even as they explore new media and learn to read. This signature space, a visually powerful one from both inside and outside the building, sits like a “treehouse” overlooking the park, the Museum of Science and Industry, and Lake Michigan.

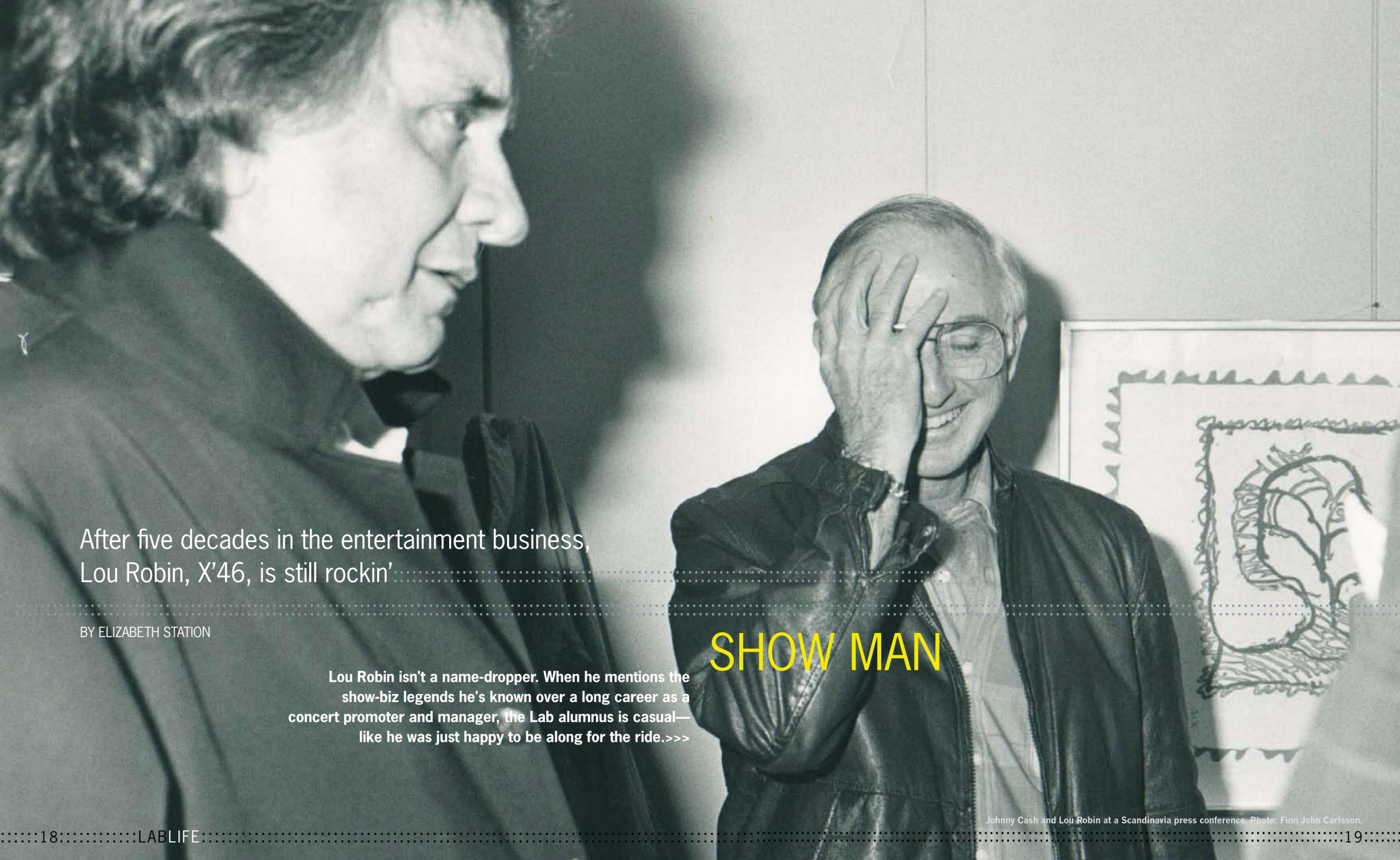
Generally in education, and specifically at Lab, there is a strong desire to connect the youngest learners to the outdoors
Achieving this goal requires a lower profile building that is more spread out. The Stony Island site will allow this to happen beautifully. It is a large space offering Lab a full one-and-a-half acres of land. (For comparison, the historic campus is four acres.) And, with playground space, courtyards, and even roof-top gardens, the new ECC will match every two-and-a-half square feet of indoor space with one of outdoor space.

“Learning Labs”—unassigned space that will allow child-directed learning to unfold unfettered
Such spaces exist nowhere else on the Lab campus and are afforded by the unique opportunities of this site and structure. Each hallway will be punctuated by courtyards, which bring in daylight and the outdoors. Between these courtyards, six Learning Labs the size of regular classrooms will offer flexible space to meet teachers’ programmatic needs, even as these needs unfold.

The entry hall will honor the connection between home and school so valued by John Dewey
With both an off-the-street car drop-off entry and a pedestrian entrance on Stony Island, the sunny, wide-open, 2,000-square-foot

Interested in learning more about the origins and evolution of the Lab+ project?
Visit <http://www.ucls.uchicago.edu/support-lab/the-lab-plus-campaign/>.





After five decades in the entertainment business,
Lou Robin, X'46, is still rockin'

BY ELIZABETH STATION

Lou Robin isn't a name-dropper. When he mentions the show-biz legends he's known over a long career as a concert promoter and manager, the Lab alumnus is casual—like he was just happy to be along for the ride.>>>

SHOW MAN

Johnny Cash and Lou Robin at a Scandinavia press conference. Photo: Finn John Carlsson.

Lou Robin isn't a name-dropper. When he mentions the show-biz legends he's known over a long career as a concert promoter and manager, the Lab alumnus is casual—like he was just happy to be along for the ride.

Since the 1950s, Mr. Robin has promoted some 5,000 jazz, folk, rock, country, and comedy shows with his company, Artist Consultants. He's worked and traveled with a Who's Who of talent from the Beatles to Benny Goodman to Bill Cosby. Most notably, he managed the country music stars Johnny Cash and June Carter Cash from 1973 to 2003.

Contributing to performers' professional success was financially and intellectually rewarding, says Mr. Robin, but "the most fun to me personally was always to stand on the side of the stage at the Hollywood Bowl, just before the show we were presenting. There would be 17,000 people sitting in the audience and I would think, 'Well, I guess I'm not the only one who likes this music.'"

One memorable evening in 1963, Mr. Robin put together a triple-bill at the Hollywood Bowl featuring jazzman Dave

Brubeck, entertainer Sammy Davis, Jr., and an unknown 21-year-old nightclub singer named Barbra Streisand. "It was her first concert," he says, "and it became an incredible night."

Now 80, Mr. Robin works five days a week from his office in Westlake Village, California. "No two days are ever the same," he says. "In school they teach you how to think, but in the entertainment business, you live by thinking fast on your feet." To survive, promoters must learn to make crucial decisions, from choosing whether to risk money on a show to arranging tours in faraway cities to resolving security, production, and legal issues. The pressure was constant, but Mr. Robin stayed cool. "So few people really do what they want for a living," he reflects. "I feel blessed to be able to do what I love."

FROM CHICAGO TO LA

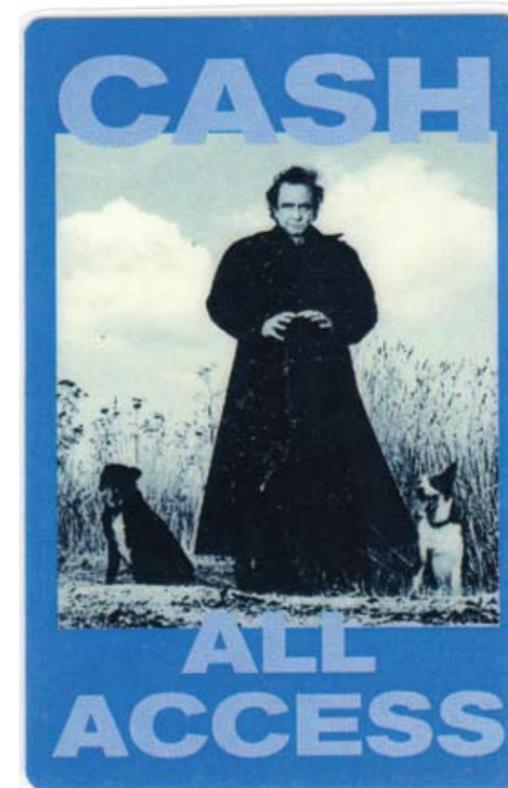
Growing up in Hyde Park in the 1930s and 40s, Mr. Robin attended Lab from second to ninth grade. He was close to his older sister, Jeanne Robin Rousso, '39, and

Back then, ticket prices ranged from \$1.95 to \$4.95. Concert venues were multiplying, but the big bucks didn't always roll in. Mr. Robin recalls taking a chance on a new folk group called the Limelights in the early 1960s. "Our first concert was at a small college in central California. After the show, we sat down at a table in the gymnasium where the concert had occurred, and I think we cut up about \$85. Those were the total ticket sales receipts for the night," he laughs. "The musicians got their 85 percent, and we got our 15 percent, and we were happy to be financially alive."

Following new tastes and markets, Mr. Robin moved on to rock and roll and found profitable ways to innovate. In 1964, when the Beatles gave their first North American concert in Washington, DC, he says, "We filmed it and showed it via closed-circuit television in movie theaters three weeks later. It was the first opportunity for many fans to see a Beatles concert." A year later, Mr. Robin promoted an outdoor Beatles gig at a San Diego football stadium, handling everything from advertising to ticket sales to



Steve, Karen, Lou, and Mike Robin



IN 1963, MR. ROBIN PUT TOGETHER A TRIPLE-BILL AT THE HOLLYWOOD BOWL FEATURING JAZZMAN DAVE BRUBECK, ENTERTAINER SAMMY DAVIS, JR., AND AN UNKNOWN 21-YEAR-OLD NIGHTCLUB SINGER NAMED BARBARA STREISAND.

brother Melvin, AB'37, who turned him on to jazz records and took him to his first concert—Duke Ellington at the Civic Opera House—in 1944. After the family moved to California in 1945, Mr. Robin enrolled at Claremont Men's College. "I decided it would be fun to be a disk jockey and got a job working nights, playing jazz at a small station near the college," he recalls. He and his school chums began organizing jazz shows on campus in 1952 with an auspicious—and sold-out—debut: Duke Ellington.

After graduation Mr. Robin and his friends got day jobs, but they kept promoting concerts on the weekends and after hours. By 1959 they were successful enough to do it full-time. Adding folk music concerts to the mix—which already included big names like Ella Fitzgerald and Nat King Cole—they organized shows and tours for the Kingston Trio and Peter, Paul, and Mary.

sound checks. "I barely even met the Beatles, because we were so busy staging the show, watching over security, and paying the bills afterward," he admits. Shows and tours with the Rolling Stones, Simon and Garfunkel, the Mamas and the Papas, Creedence Clearwater Revival, and many others followed—with the company handling close to 200 shows in a single year.

THE JOHNNY CASH YEARS

By the 1970s, Mr. Robin's promotion of performers such as the Tijuana Brass, Steve Martin, and Stevie Wonder had gone global. "We would take an artist to Europe, Australia, New Zealand, and all over North America—anywhere they wanted to perform or we thought they should," he says. Shifting to country and western music, Mr. Robin did his first tour with Johnny Cash in 1969, including a famous concert filmed inside San Quentin State Prison. "That was quite an event," he chuckles, "and a little nerve-racking. Johnny played a lot of prison concerts, but I never got used to hearing that second steel door slam behind my back as I entered the facility."

Although he kept promoting concerts, Mr. Robin made the leap to managing Cash and his wife, June, in 1973. "A manager's duties are basically to watch over the career development of the artist and keep that artist in the forefront of what's happening in their part of the music world," he explains. The job involves dealing with record companies, music publishers, and booking agents and figuring out "a general philosophy of career that allows a performer to earn enough money to pay his own operating expenses and live comfortably."

Over the years, Mr. Robin traveled all over the globe with Cash. "He was one of the few artists who was popular worldwide, and either an associate or I was with Johnny wherever he went." Of course, there are stories from the road. On a concert tour in Northern Ireland during the years of political violence, Mr. Robin made an unusual deal with a Belfast promoter. Catholic and Protestant faction leaders were promised tickets to Cash's two shows, "and in return, it was agreed that they wouldn't blow up any buildings while we were there." In the 1990s, Mr. Robin booked and accompanied the Highwaymen—a foursome of Cash,

Willie Nelson, Waylon Jennings, and Kris Kristofferson—on a tour through Asia. From a packed convention center in Singapore to a private party in the Hong Kong hills, he says, "everyone seemed to know and enjoy the music."

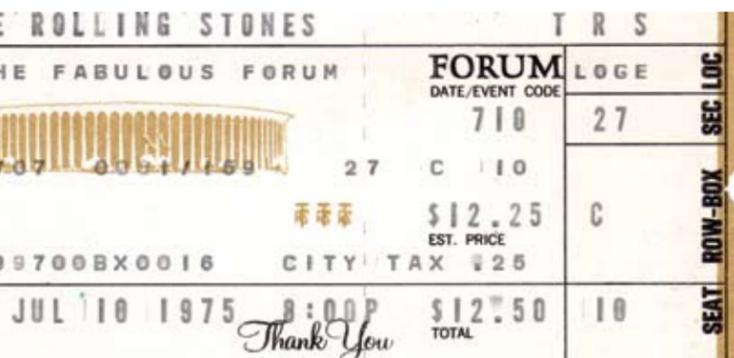
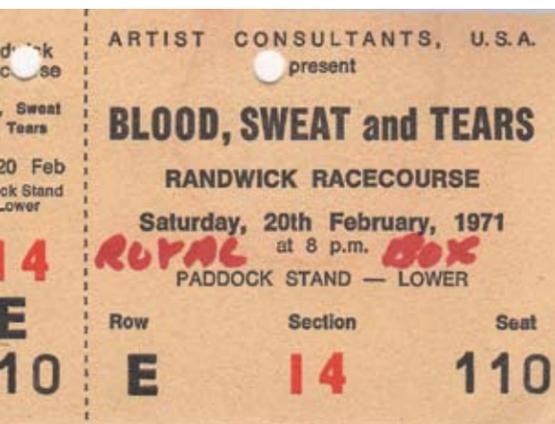
Working for "the Man in Black" had its artistic and financial ups and downs. "When you're manager, you're very close to the family," says Mr. Robin. "You deal with the problems when they come up; you deal with the good times and the difficult ones." Remarkably, Mr. Robin never had a written contract with Cash in his three decades as manager. "The philosophy was, if we became unhappy or he did," either side could move on—but the relationship remained strong until Cash died in 2003.

After years on the road, Mr. Robin appreciates spending time with his own family. He and his wife, Karen, have been married for 38 years. He has two sons, Steve and Mike, who are television producers in Los Angeles. Each son has a family that includes a set of identical twin daughters. "We have a fun time with all those grandchildren," he says.

Today, Mr. Robin handles business affairs for the Cash estate in conjunction with the trustees and the family. There is a tremendous amount of ongoing interest in Cash's music, he says, but Internet sales have eroded demand for CDs. As a result, "one has to be a little more creative than just sitting back and enjoying all the benefits of record sales." For Mr. Robin, that means negotiating the business and artistic use of Cash's music, image, and likeness in the licensing of merchandise, television, and feature films, like the 2005 biopic *Walk the Line*.

In his free hours, Mr. Robin enjoys listening to jazz, especially Tony Bennett and the older big bands. He's sized up new musical talent on *American Idol* and planned to catch *Million Dollar Quartet* in New York over the summer. His massive record collection now resides at the University of North Texas Music Library.

Not surprisingly, he has no plans to quit working. "I get restless on the weekends when I'm just sitting around," he admits. "After you've been on the move, as I have, for 40-some years, you don't suddenly stop."





BY PENNY PENNISTON

ON THE ROAD

Middle School travels add authenticity to classroom curriculum

Lab Middle School students are on an educational expedition. It's a journey that usually takes place in the classroom, but once a year it sweeps most of them out of Chicago for an extraordinary adventure.

Middle School trips have been part of the Lab experience for decades—getting out into the world is a fundamental aspect of a Deweyian education. And working in an unfamiliar setting can bring a new kind of authenticity to the learning experience as kids strengthen friendships, develop leadership skills, and make appropriate connections to their curriculum in new and unexpected ways.

SIXTH GRADE—WISCONSIN

Sixty-six miles north of Chicago, sixth-grade students hit Burlington, Wisconsin's Camp MacLean. The experience is a world away from their metropolitan lives and one to which generations of alumni can relate. "The first sixth-grade trip was 70 years ago," says science teacher and organizer Debbie Kogelman. "Every year, I have a parent who went to Lab who now has a child going on this trip. They are always so excited about this opportunity for their kids, because when the kids come back, the parents can share it with them."

With swamps, prairie grass, fields, and a lake, the camp sprawls across hundreds of acres. Students bunk in cabins. They entertain themselves with skits. And they stalk each other across the campground in the game of "Predator and Prey."

SEVENTH GRADE—MICHIGAN

Seventh-graders have a substantially more rugged experience—more so this year as they arrived at Pretty Lake in Mattawan, Michigan, amidst a torrential downpour and 40-degree temperatures. Kids had to cook meals over a fire and sleep in (leaky) tents. But even as another nighttime thunderstorm brought lightning strikes to the campground, "the kids made the best of a tough situation," says Mr. Nekrosius. Near the end of the week, the storm had passed, making it a bit easier to work on leadership and cooperative exercises like figuring out how to bring an entire team over or through different obstacles, supporting one another while scaling a climbing wall, and

EIGHTH GRADE—WASHINGTON, D.C.

Students spend much of their Middle School humanities course exploring the concept of identity and what it means to be an American. Then, as they near graduation, their capstone trip to Washington, DC, gives eighth-graders a chance to examine through firsthand experience their ties to the nation in which they live.

At Arlington National Cemetery, this year's eighth-graders laid a wreath at the Tomb of the Unknown Soldier and visited graves of Iraq War veterans. There, they saw tombstones of young men and women only a few years older than themselves. In addition

WORKING IN AN UNFAMILIAR SETTING CAN BRING A NEW KIND OF AUTHENTICITY TO THE LEARNING EXPERIENCE.

navigating a high ropes course.

"I am a huge believer in getting kids out into the woods," explains Mr. Nekrosius. "At Lab, we demand so much of these kids academically, but when you get them away from here and give them a week with no homework, a week without their coaches and tutors and technology . . . you see them take on roles that they've never taken on before. They come away with a different idea of who they are and what they're capable of."

And with a newfound respect for a hot shower.

to trips to the major monuments, the Library of Congress, the Lincoln Memorial, and the Smithsonian Museums, students journeyed to Mount Vernon and Monticello, where walking through former slave quarters added a powerful depth to what they learned in the classroom.

The Washington trip marks the end of the academic year and celebrates the end of middle school. But for the students, it is also a beginning: their first step toward high school. For many, it also means the beginning of new friendships. And for each student, it lays the foundation for a new level of awareness of their country's place in history—and their own.





Jessica DeGroot—shown with her husband, Jeffrey Lutzner, and their two children—is the founder of the ThirdPath Institute, a nonprofit dedicated to helping individuals and organizations redesign work to make time for other priorities.

THE END OF THE ZERO-SUM GAME

Class of 1979 reunion stories reflect work/life shift change:

BY CARRIE GOLUS, AB'91, AM'93

When Jessica DeGroot, '79, was a U-High senior, “moms stayed home,” she says, “and computers were the size of refrigerators.”

Ms. DeGroot’s family was typical. Her father was a successful professor of endocrinology; her mother raised five children. A few of her school friends’ mothers worked part-time or did volunteer work.

But work-life balance—and the liberating/enslaving role of technology—had not yet become an issue.

Thirty years later, Ms. DeGroot volunteered to collect the life stories of her classmates to share at their reunion in 2009, just as she had done for their 20th reunion. When the updates came rolling in, Ms. DeGroot couldn’t help herself: she had to analyze the data. “Our class represents a major turning point on these issues,” says Ms. DeGroot. “Very different from what our parents did, and probably very different again from what the current Lab children will do.”

FOLLOWING THE THIRD PATH

A nationally known expert on work-life balance, Ms. DeGroot is the founder of the ThirdPath Institute, a nonprofit dedicated to helping individuals and organizations redesign work to make time for other priorities.

ThirdPath’s long-term goal, according to its literature, is to “influence larger systemic change—both within organizations and at the public policy level.” The change they seek is a future in which “no person is required to choose between work and children, work and an aging parent, or work and some other life interest. Instead they can follow a ‘third path,’ one that allows everyone to integrate work with other life priorities.”

It’s a topic that has intrigued Ms. DeGroot from the time she graduated from Lab. At Hampshire College in the mid-1980s, she wrote her senior thesis on professional women who had returned to the workplace and the pressure this caused in their families. Ms. DeGroot began her career as a child-care referral specialist, then took a position as a work-life manager at a bank.

In the early 1990s she enrolled at the University of Pennsylvania’s Wharton School, where she created an independent major, Organizational Change and Workforce Diversity. After graduating in 1994, she continued to work with Stewart Friedman, a Wharton professor, on a project showing how organizations could benefit from more flexible work arrangements. Their research eventually led to the article “Work and Life: The End of the Zero-Sum Game,” published in the November–December 1998 issue of the *Harvard Business Review* (HBR).



Sarah Nicholson (right), partner Lila Nation, and their Westie, Duncan.



Benson Yachnin, wife Melinda, and their children.



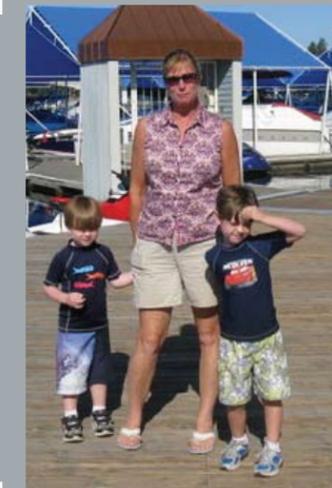
Chicago Alderman Leslie Hairston with her nephews.



Jacqueline Pardo-Hornung, '78, MD'86, (who graduated early but very much sees herself as a class of 79er), husband Mark Hornung, '78, AM'84, and sons Max Hornung, '13, and Daniel Hornung, '08.



Kirsten Engel, her daughter (then two, now five), and husband Scott Saleska. The white dog is Zoey and the black dog is Zorba.



Sally (Newcomb) Field and her two younger sons. She also has a 19-year-old son.

A LAB FAMILY ALBUM

Ms. DeGroot hoped that the *HBR* article would bring about immediate changes in the workplace but discovered she was wrong. “Organizations are set up to develop and promote employees in specific ways, according to outdated norms,” she says. “There’s still the notion today that workers have to be physically present, working long hours, in order to prove their commitment.”

FINDING HER OWN SENSE OF BALANCE

Meanwhile, Ms. DeGroot had met Jeffrey Lutzner; they married in 1990. She knew it was a good match, she says, when he told her he had dropped out of medical school because he wanted more time for a family and his life outside of work. Mr. Lutzner eventually settled on a career with a Guatemalan company that manufactures doors and windows, which he now co-owns. “He works from our home office and with a partner who has always been very family-focused as well,” says Ms. DeGroot, who also works from home. “That makes him very happy.” The couple has two children, Joceylyn, 19, and Julian, 13.

What is clear from her classmates’ stories, Ms. DeGroot says, is that there has been a “megashift” in how people approach work and

family—unlike 30 years ago, marriage and family are choices, not requirements—“but we’re only halfway through this shift,” she says. “Because of outdated assumptions about who gets promoted at work, I’m guessing many of my classmates felt like they were forced to choose. Some chose to focus on their careers, and didn’t have as much time for family or didn’t have a family at all. Others chose to drop out of work to focus on family.” Thirty years from now, Ms. DeGroot predicts, workers will not have to face such stark choices.

Ms. DeGroot’s work with ThirdPath—and her marriage and family life—have been written about in numerous publications, including the *New York Times* (2008), *Parenting* (2004), *Working Mother* (2002), and *Fast Company* (2000). In her own story she shared with other ’79 alumni, Ms. DeGroot describes her family as a “slacker family”: “Neither of our kids have been much involved with that many organized sports or activities after school,” she writes. “Instead we spend a lot of time just ‘hanging out.’” The family epitomizes what ThirdPath calls a “shared care” arrangement, a 50–50 split between them: “Jeff’s in charge two days a week, I’m in charge two days a week, and we improvise on Wednesdays.”

DIVERSE CHOICES

Of the 62 stories Ms. DeGroot collected from fellow Labbies, the largest number of respondents (24) followed the traditional family arrangement: the mother stayed home or worked part-time in order to focus on the children. “Although I’m sure some of this ‘traditional approach’ reflects personal preference, I’m guessing some of it also reflects the pressures my classmates experienced trying to balance careers with family time,” Ms. DeGroot says. But almost two-thirds of the Class of 1979 have chosen other options. “Lab is a progressive school, and the teachers really try to get students to think outside the box. So perhaps it’s not surprising that people have taken advantage of shifts in our culture and decided to do things differently.”

One common arrangement was the dual-career family (ten respondents), with two full-time jobs and full-time childcare. Equally common (ten respondents) was to be single—either divorced or never married—and without children. Others were divorced with children (five respondents), or in a relationship without children (four respondents). “It was fun to see how many of my classmates had chosen different paths from the ones our parents had modeled,” she says, “including a growing number of families where fathers play an active role in the everyday care of their children.” (seven respondents, including Ms. DeGroot herself).

Below are a few brief excerpts from the stories of the Class of 1979, illustrating the diverse choices alumni have made.

Dick Burks, electrician

In 1990 I came to St. John, Virgin Islands, for a two-week vacation, and I ended up staying for the past 18 years. I live on my sailboat in Coral Bay Harbor on the east end of the island. Coral Bay is a small community of about 300 people—mostly West Indians, ex-hippies, and boaters. It was a wonderful place to raise my two daughters. My kids call Coral Harbor “the trailer park of lost hopes and dreams” and Coral Bay town “the land of grey ponytails.” I am now happily remarried to my second wife, Mary.

Derrick Ford, lawyer

I’ve been married for six years (we dated for 13 years and had our first date at Jimmy’s). We have twin 19-month-old daughters, Natalia and Yasmeen, and realize now that it is not easy being older parents. :)

Edward Gilpin, financial manager

In 2006, on a whim, I decided to leave behind the high maintenance and self-absorbed clientele of Hollywood, selected a handful of clients to keep, and moved back to the Midwest to try to relax. I sold my house in LA (just ahead

of the housing market crash) and purchased a new home in this great small town, Douglas, on Lake Michigan. Three months later, I packed up Angus (the dog) and am happily settling into the life of living in a small town.

Harry Gray, musician and teacher

We adopted a baby girl, Asia, from China in 2004, and gave birth to Vienna in 2006. We moved our family of four to northern California in 2005, to a beautiful neighborhood in the semirural community of El Sobrante, about 10 miles north of Berkeley. The girls can walk around our block and visit our friends, their adoptive aunts, uncles, and siblings, who are musicians, teachers, carpenters, and other craftspeople, along with a diverse blue-collar and retiree mix. Four retired racehorses are pastured at the end of the block. I am proud to be an equal partner in raising my two little darlings.

Juli (Hamp) Love, human resource manager

My parents moved in with us about two and a half years ago, and to accommodate them we built on an “in-law” addition, replete with bedroom and library for Dad’s vast collection of books. Mother is now in an assisted living facility near us. Dad, on the other hand, seems to have no plans of giving up his mental acuity. There are times I call him our 88-year-old child. :)

Allan Hurst, IT professional

My husband, Randy Hensley, and I became legally married in Vancouver, BC, over Thanksgiving weekend 2003. We have no kids, preferring to raise a couple of tortoises and be godparents to our best friends’ four children.

Randee Kallish-Saturno, former development director

I am no June Cleaver, but I have to say it has been so much fun being the chauffeur, the cook, and the problem-solver: listening to the happenings at school, getting to know all the friends, and managing a home where all are welcome and good food is usually available.

Hans Massaquoi, lawyer

It seems that I went to work in January of 1991 and never left. I’m sure that if you look close enough you’ll notice the fluorescent light burns on my skin. Thirty years after high school I remain unmarried and childless. I’ve been fortunate to have had a few wonderful relationships, and marriage and “a” child are still not out of the question. (Who am I kidding?) My parents are very understanding, and never a week goes by that they don’t remind me of the “gaping hole” that I’ve left in their lives.

WHAT IS CLEAR FROM HER CLASSMATES’ STORIES, MS. DEGROOT SAYS, IS THAT THERE HAS BEEN A “MEGASHIFT” IN HOW PEOPLE APPROACH WORK AND FAMILY—UNLIKE 30 YEARS AGO, MARRIAGE AND FAMILY ARE CHOICES, NOT REQUIREMENTS—“BUT WE’RE ONLY HALFWAY THROUGH THIS SHIFT,” SHE SAYS.



Edward Gilpin and Angus.



Gretchen Antelman, her husband, Rob Cunnane, and their two children.



Allan Hurst (right) and husband Randy Hensley.



Sheila Igoe, husband Brian Grant, and their three children.



Class of 79ers at their U-High graduation—Front row: Juliana Veeck-Brosnan (deceased), David Trosman, Diana Hruban, Sheila Igoe, Dick Burks, Bruce Wilkerson, Joe Quinn, Philip Tedeschi. Back row: David Rosenbacher, Christian (Kiki) Kirsten, Benson Yachnin.

A year U-High truly got itself together



An editorial from the Midway

It's not often that students, parents, faculty members and administrators unite to achieve a common goal as frequently as they did this year.

Even before classes started, when three Lab Schools security guards had to choose between lower salaries or losing their jobs, students, parents, faculty members and administrators came together in sending letters to save the guards' contracts.

Then in October, Student Council President Jack Brewer demanded that students have a say in reviewing Commencement performances, and with administrators, designed an ad-hoc student-faculty committee to do just that.

Student Council members stepped up again in January when many freshmen felt the new Computer Science requirement unhelpful and detrimental.

Freshmen Class Officers petitioned administrators and

Computer Science teachers, attempting to remove the requirement for the future.

They didn't succeed, but they changed Student Council's longtime reputation as passive bystanders.

That same initiative stretched beyond U-High's campus. When an earthquake devastated Haiti, also in January, a dozen school groups organized drives and gathered donations within a week, and continued for that and other causes.

But the school pulled together most when Senior Faith Dremmer, an 11-year Lab Schools student, died after a bicycle accident during Spring Break.

Teachers and administrators cut their breaks short to devote to communicating with press, contacting families, and comforting one other.

Almost everyone called or sent letters, posters and gifts to Seniors Kaia Tammen and Julia Baird, who were severely injured in the accident, and their families.

Faith's friends crafted an all-school Celebration of Faith, orchestrated with sincerity and bittersweet emotion only a week after the accident on the third day of Spring Quarter.

U-Highers also organized a scholarship in Faith's honor, designed memorial wristbands, constructed paper cranes for good luck, and perhaps most importantly, supported each other, their parents, their teachers and their administrators.

Many felt closer to their classmates, teachers and counselors, or motivated to revive stagnant friendships. Even those who didn't know Faith personally felt pain through their peers.

As the school united, it seemed to many that U-High was, indeed, one, inseparable family. But it wasn't hugs and kisses all the time.

In January, several students were expelled after they stole iCart laptops, leading to stricter computer policies.

Not to mention less severe incidents, including graffiti insulting a retiring teacher painted on the school roof during the Senior Prank.

Regardless, from behind the missteps of several students, what U-Highers achieved when they came together—not for themselves, but for the entire Lab Schools—shone through.

And not just once or twice.



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WHY ALUMNI MATTER

YOU TIE US TO OUR TRADITIONS.

YOU ARE OUR EMISSARY, OUR EXAMPLE OF WHAT
DEFINES A LAB GRADUATE.

YOU HELP MAKE THE POWERFUL EDUCATION
YOU EXPERIENCED POSSIBLE FOR CURRENT AND
FUTURE GENERATIONS OF STUDENTS.

In only a few years, with the partnership of volunteer alumni leaders, the number of Lab and U-High alumni who are giving back to the Schools has increased by nearly 40 percent.

Your gift to the annual fund gives Lab the greatest flexibility to put your donation where it will matter most, whether recruiting talented faculty, providing much-needed financial aid, or purchasing new equipment for athletics or the arts.

GIVE ONLINE NOW:

www.ucls.uchicago.edu/support-Lab

.....save the date.....

Connections 2011

Saturday, March 5, 2011

Alumni on the Field

Sunday, October 3, 2010

Join other Lab alumni as they take on a team of Parker alums in our first-ever alumni soccer match.

Chicago Alumni Reception

Monday, October 18, 2010

Details to come. Check your mail and our website soon!

Alumni on the Road—New York

Thursday, October 21, 2010

Hosted by Felix Baker, '87, and Julian Baker, '84