

LABLIFE

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

spring 2015



Only Connect

FROM DIRECTOR ROBIN APPLEBY



From the very first day of school when I welcomed our newest N3 students to the day our seniors started May Project, this has been one of the most interesting, engaging, and rewarding years of my career.

Lab is at a point of great opportunity. I have found it exhilarating to help our teachers and administrators think through the many ways they can and will realize the potential of our new spaces and the growth of the Schools.

Evidence of the success of the Lab+ Campaign abounds here on campus as we gain much needed space and new facilities. But buildings are only the stage upon which a great education unfolds. I started the year by saying that I have always believed that *connecting* is the essence of our purpose

as educators. As I have personally worked to connect with this new community, it has become clear that an entirely new set of possibilities for Lab students is also in the making.

Our new spaces and the growth of our schools are inspiring faculty, parents, and students to find new ways of knitting our community together. We have had many “firsts” this spring, including big events like the new Lab Health Fair, small moments like the fifth grade musicians performing for their younger Lower School peers, and High Schoolers creating a groundbreaking Social Justice Week. These are all examples of how we are learning from one another. I do not believe these things would have happened without the catalyst of Lab+, which has inspired the creativity of the Lab community.

Our boundaries do not stop at our sidewalks. This year, Lab has built important new connections through the University, including partnerships with the Marine Biological Laboratories in Woods Hole, Massachusetts, and the Urban Education Institute right across the Midway. These, and all of our formal and informal connections to the University, bring unparalleled resources and opportunities to Lab students. And we continue to connect ourselves to the greater world in new ways.

Through our expanding exchange programs, technologically supported partnerships with classrooms abroad, and membership in the Council of International Schools and other consortiums of globally-minded independent schools, we are gaining tools and experiences which help us to prepare our students for lives and careers without national boundaries.

Only connect. When we do that, we unleash inquiry, problem-solving, and creativity. I am thrilled to be part of that process at this wonderful place. Thank you for welcoming me into this historic school. Together, we have only just begun.

Warm regards,

Robin Appleby

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Lessons from a Nobel Laureate



Lars Peter Hansen brings his thinking to fourth-graders

The only thing cooler than getting to hold a Nobel Prize? Getting a lesson from the man who actually won it.

In November Lars Peter Hansen, the UChicago David Rockefeller Distinguished Service Professor of economics and winner of the 2013 Nobel Memorial Prize in Economics, gave a mini-lecture to Rob Ley's fourth-grade class. "I was interested in getting them to think a little bit about probabilities," Mr. Hansen says, "and why they might want to care about them in terms of economic decisions."

Professor Hansen's visit was initiated by class parent Amy Boonstra, AB'91, who works in the Becker Friedman Institute for Research In Economics, which he chairs. The students, who had been studying economics, prepared for Professor Hansen's visit by generating a long list of questions to ask him, ranging from "How has the global economy changed?" to "Why do you think fourth-graders should learn about the economy?"

Professor Hansen typically teaches graduate students but has experience with grade schoolers, after visiting fifth-graders last year in Utah, where he grew up. "I was worried they might be bored," he says, but like at Lab, "the teachers got them interested ahead of time." Professor Hansen says the experience whet his appetite for speaking more with younger scholars.

His Lab talk led to a smaller group of students visiting Professor Hansen at the Becker Friedman Institute for a follow-up lesson. Ten students came for that trip, accompanied by Mr. Ley and about six parents.

To demonstrate ways of thinking about economic uncertainty, Professor Hansen conducted exercises with the class, including a game of chance in which students drew different-colored balls from a cup, and a discussion of the 17th-century painting "The Cheat with the Ace of Clubs" by Georges de La Tour. "The reason I show this painting is not just to teach them about cheating, but to be on guard about how one's calculations might not be right because they might have left something out," he says. "It shows how a model can be good but not perfect."

The students got involved and shared their guesses on probability. The parents, as Professor Hansen puts it, "had to keep quiet."

According to Mr. Ley, Professor Hansen's lessons were a success. "Having him here was great because it validated our studies," he says. "Economics is so applicable, and to have a visit from somebody as recognized as Professor Hansen gives more credibility to why we should care."

The students, who had been studying economics, prepared for Professor Hansen's visit by generating a long list of questions to ask him, ranging from "How has the global economy changed?" to "Why do you think fourth-graders should learn about the economy?"

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Next Order of Business

Lab's outgoing board chair looks back on 40 "magical" years—and forward to many more



John W. Rogers Jr., '76, forgets exactly how he came to join Lab's board of directors. After all, it's been more than two decades.

After he graduated from

Princeton he returned to Chicago where he started Ariel Investments, the first minority-owned money management firm in the nation. All of his closest friends lived in Chicago and all of them happened to be Labbies. "Probably I was around [Lab] so much," he says, "it was hard for them *not* to say, 'Come on, get involved, join the board.'" Then, Mr. Rogers notes in earnest, "Since I loved Lab, it was natural to get involved as an alumnus with the institution—not just to be involved with my friends there but with the school in general."

He formally joined the board in 1987 and served seven years. He won the Laboratory Schools Distinguished Alumni Award in 1994, and he returned to Lab's board in 1998. Also a trustee of the University of Chicago, Mr. Rogers was appointed by UChicago President Robert J. Zimmer to the role of Lab's chair in 2009. At the time, Mr. Rogers summed up his strongly positive feeling about Lab: "I think we are extraordinarily fortunate to be part of a community with such highly skilled, highly motivated teachers; with a highly motivated, highly skilled parent group; and with such highly motivated students," he said. "You plug all that into this world-class teaching and research institution, the University of Chicago, and I don't think there's anything else like that in the country."

Now, as he prepares to step off the board, having led it through the successful Lab+ Campaign, Mr. Rogers can reflect on a relationship that goes back more than 40 years, to the day he entered U-High as a freshman. If he had had his way, it would have gone back even further—he jokes that it took his parents until eighth grade to "get it right."

"To come to Lab and understand what it really meant to study and to have excellent teachers who challenged you—it was an enormous transition," he explains.

Lab, he often says, is a "magical" place. "You learn to trust people there. You trusted your teachers, they trusted you. You trusted your friends, they trusted you. In life in general, you're going to be so much more successful if you trust the people who you surround yourself with. If everyone trusts each other, you're free to make your own decisions and have confidence in your own judgment. I learned that at Lab."

The other key, Mr. Rogers says, is respect. "Being able to respect different points of view and not stereotype people allows you to be more successful in the diverse world we live in. There have been four elected African American US senators in modern times. Two, including the first African American president of this country, are from Hyde Park. I don't think that's a coincidence."

Protecting that magic, and enhancing it, is what drove Mr. Rogers during his time on the board. Early on, he worked to strengthen athletics—to take "the extraordinary experience [students] were getting on the academic side, and try to make sure they were getting a similar experience on the athletic side." Fittingly, in February 2012, at Alumni Pack the Gym night, the Upper Kovler basketball court was named in honor of Mr. Rogers' contributions to the building of Kovler Gymnasium that opened in 2000. In a surprise, congratulatory video to Mr. Rogers, Secretary of Education Arne Duncan, '82, thanked Mr. Rogers for mentoring him from the time he was ten

years old. Mr. Rogers' daughter, Victoria, herself a "Lab lifer" and 2008 graduate, joined the celebration. Like her father, Victoria shares an ongoing passion for Lab and is active as an alumni volunteer.

In his roles as chair and Lab+ Campaign co-chair, Mr. Rogers helped the Schools raise a transformative \$80 million.

"I loved working with John during a very exciting time in Lab's history. He is much more than a loyal alum and devoted parent," says David Magill, who retired in 2014 after 11 years as Lab's director. "I think that he would consider his many gifts to Lab to be among the most important investments he has ever made."

As chair, Mr. Rogers worked to attract other leaders to make the board "the best possible mix of alumni, parents, faculty, people in Chicago, people around the country"—ultimately adding a former Obama cabinet member, a Fortune 500 CEO, and former U-High principal (and his favorite math teacher) Hanna Goldschmidt. "Having an actual Golden Apple winner on the board was the right thing to do," he says. "It was a strong signal to the community how much we value our teachers. Academic excellence is at the forefront of everything we do."

To support that excellence, the board's committees were reorganized around four priorities: academics; alumni relations and development; University relations; and finance and budget. You can point to success in all four, Mr. Rogers says, from solid financial controls and "two wonderful new buildings" to a new partnership that will send Lab students to the University-affiliated Marine Biological Laboratory this summer. "No other school in the country—probably the world—can offer these types of opportunities to its students."

Even as he departs Lab's board, Mr. Rogers will continue advocating for his alma mater. In his role as a University trustee, he will now chair that board's external affairs committee. That position, he says, gives him "a formal opportunity to stay involved and stay in touch and make sure that the Laboratory Schools continue to be front and center within the University's agenda."

"John's contributions to governance and leadership at Lab have been truly exceptional. His passion for the Schools, and his deep and abiding care for Lab's history and community, have made him not only an outstanding Board member and chair, but also a role model for philanthropy. John has positively impacted Lab's past, present, and future. He leaves a legacy of a great governance model which will serve Lab well in the years ahead."

—Director Robin Appleby

Ancient Ruins and Modern-day Castles

Spring break field trips hit different corners of the world

Accompanied by teachers and chaperones, dozens of High Schoolers packed their bags this March in anticipation of 2015 Spring Break school-run field trips. It seems fitting that while one group of U-High students toured the Roman Colosseum, home of ancient sports and other, less savory entertainment, that 5,000 miles to the west, another group had the more modern version of the experience: In Orlando, U-Highers competed in track and field and baseball events, met Mickey Mouse, and shook hands with Snow White.



Latin teacher **Frances Spaltro**, PhD'11, and history teacher **Charles DiSantis** led 13 U-High students to Rome in a first-ever spring partnership with the American Council for International Studies. To prepare for their visits to Sorrento, Pompeii, Naples, and Rome, students studied "the topography of Rome, the monuments, as well as the history of the city and its port in Ostia," Ms. Spaltro says. While Ms. Spaltro has led High School students to Greece with the UChicago summer program, she says this is "the very first year the World Language Department has a Rome trip."

At the same time, Athletics Director **David Ribbens** and several coaches were preparing to escort more than 50 U-High baseball players and runners to Orlando, Florida for spring training and competitions. The baseball team played eight games against schools from around



Coach Ribbens describes the trip as "mostly sports—and a little entertainment."

the country, and members of the track team participated in the Walt Disney Track & Field Open Meets, a two-day meet against runners from Florida and beyond. The meet also includes a college division, says Coach Ribbens, "so the students get to see some very good college athletes perform."

When the students weren't competing, they enjoyed visiting the Disney World parks. Coach Ribbens describes the trip as "mostly sports—and a little entertainment."



Lessons from the Links

Golf is more than a hobby for sixth-grade humanities teacher **Kelly Storm**

Kelly Storm dabbled with golf clubs while growing up in Cleveland, and after years of wondering how good she could get if she "put [her] mind to it," she started playing seriously about six years ago.

Now she plays competitively, making it twice to the national level of the Executive Women's Golf Association tournament, the largest amateur women's golf tournament in the country. Ms. Storm is also on the board of the EGWA's Chicago Metro chapter, which encourages women to play by producing tournaments and other area events.

Ms. Storm uses golf in her teaching as well, most directly when she leads her Diversity Day class. "We focused on the history of the Masters tournament and the racial and gender issues around golf at the elite level," she says. This lesson helped her students see golf not just as game but also as a social-justice issue.

Ms. Storm also finds that golf helps her empathize with her students' workload. "If I want to play the best I can, I have to practice a lot—but I also have to work," she says. "I have to make sure I use the time I have wisely, stay in decent shape, eat right, stretch." Similarly, her students "have a lot of things they are passionate about. They should work really hard at their 'job' at Lab, but they should work hard on doing stuff they love too."

First-Ever Lab Health Fair

On a Thursday evening in March, 650 students and parents came to learn about healthy living at the first all-schools Lab Health Fair. Like the seaweed salad samples that Hyde Park restaurants Yusho and A10 were handing out at their shared booth, the Upper Kovler Gymnasium smelled fresh and earthy. Chicago-area vendors offered everything from "sandwich sushi" to rides on an exercise bike. In addition to local vendors, Lab collaborated with six University units, with booths sponsored by the UChicago Athletics Department and the UChicago Police Department.

In Lower Kovler, events alternated between presentations and performances: the High School fencing team, tap dancing, talks from industry professionals about health and sports safety, and more. In the dance studio, instructors offered Pilates, yoga, and Zumba classes throughout the evening.

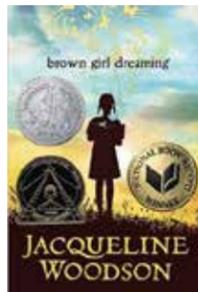
In planning the Health Fair, Physical Education teachers **Nancy King** and **Joan Vande Velde** were looking to replace and supplement Lab's annual gym show while attracting students from all grades. "The health-care field has exploded," Ms. Vande Velde says. "There are so many resources and so much information out there, we thought our Lab families would be very receptive to this type of family event."

Physical Education is one of the few departments that crosses the entire Laboratory Schools, and the teachers saw the fair as an opportunity to bring the Schools together and promote healthy living for the entire student body.



Chicago-area vendors offered everything from "sandwich sushi" to rides on an exercise bike.

Recommended Reading



Middle School Librarian Tad Andracki recommends Jacqueline Woodson's *Brown Girl Dreaming*

But on paper, things can live forever. On paper, a butterfly never dies.

Jacqueline Woodson's memoir in verse, *Brown Girl Dreaming*, has been all the rage since its publication, winning a National Book Award as well as several medals from the American Library Association.

It exceeds the hype. In this book, Woodson details her life growing up in both the South and the North in the 1960s and 1970s, experiencing both Jim Crow laws in South Carolina and less codified but no less blatant racism in New York, as well as the rise of Black Power and the Civil Rights Era. In poetry that is alternately gossamer—like a gasp of fresh air—or devastatingly concrete, she details what it was like to be an outsider in more ways than one: a girl with a “boy’s” name, a Jehovah’s Witness distrusted by her peers, the only kid on the block whose father isn’t around. Rendering deeply felt emotion into minute affecting episodes, Woodson provides a model for kids who are interested in the world around them and, especially, in words.

A love of words and language saturates this book: Woodson’s brown girl is dreaming of becoming a writer whose pen can move mountains...or at least people. This love

manifests in all kinds of ways: learning Spanish from a new Puerto Rican best friend, a brief flirtation with graffiti (“Just let me write—everywhere!”), building a book of butterfly poems. The thrill of composing is one that is readily evident throughout Lab, and Woodson’s book gives us both an earnest reflection of that electricity and innovative ways to think about the power of stories.

There is a campaign that has set the world of children’s literature abuzz in the past year called #WeNeedDiverseBooks. Its aim is to draw attention to the severe lack of diversity—as measured by any scale, be it race, gender, orientation, ability—that pervades publishing for young people and to the critical need for children to see themselves reflected in stories. Woodson shows how crucial this reflection is in a vignette about encountering John Steptoe’s groundbreaking picture book *Stevie* for the first time. One of the greatest things we can do is to give children—and ourselves—books that are both mirrors to one’s own experiences and windows unto others’. Do yourself a favor and read *Brown Girl Dreaming* as one hopeful step in that direction.



There’s no such thing as bad weather, only inappropriate clothing Alumna Matina Marks, '94, and her husband, Dean, donated 22 Oakiwear rain suits to their son’s Nursery classroom. “The gear allows us to extend our outdoor classroom experiences on rainy and muddy days,” says teacher Meredith Dodd.

Emeritus Retirements

Connie Barrett



Connie Barrett, a learning specialist, has been at Lab since 1984. In 1990 she received training in a program, Reading Recovery, designed around literacy and one-to-one tutoring for first graders. She proceeded to work with Lab first graders in a one-on-one manner for 20 years. She began her career teaching first grade in Iowa and then went on to work as a reading specialist in Kansas and Wyoming including living on the Indian reservation at the Fort Washakie School. Her future plans definitely include traveling to see her family and maybe even volunteering at a school near her home.

Wayne Brasler

(retired in December 2014)



Wayne Brasler could be considered one of Lab’s rare *double* emeritus faculty having spent more than 50 years teaching journalism and overseeing the award-winning *U-High Midway* and *U-Highlights*, and both of which are considered to be among the elite student publications in America. In 2007, Mr. Brasler joined the likes of Tom Brokaw, Gloria Steinem, and Gordon Parks as a recipient of the Missouri Honor Medal for Distinguished Service in

Journalism—one of the industry’s highest honors. In retirement, he will return to the professional sector, though he plans to remain part of the Lab community as a volunteer. Mr. Brasler will also continue to publish the *Alumni Normandy Courier* for his high school alma mater, Normandy High School in St. Louis.

Read more about Mr. Brasler at <http://bit.ly/1F4409Z>.

Lee Gustafson



After a 14-year stint teaching in Kankakee, music teacher Lee Gustafson made his way to Lab where he has taught from the past 31 years. In that time he has taught instrumental or academic music classes to students in most every Lower through High School grade. He has also been a member of the schedule committees for both the Middle and High Schools for the past 20 years. “The opportunity to now teach with people who had been my students at Lab and now have returned as teachers is certainly a highlight for me,” says Mr. Gustafson. “As has seeing the growth of the institution culminating in the completion of the Gordon Parks Arts Hall.” His future plans include more travel. And more time to read.

Bud James



During his 27 years at Lab, physical education teacher Bud James has taught almost every grade level and has coached cross-country and track for 25 of those years, as well. Recently Mr. James was inducted

into the Illinois Track and Cross Country Coaches Association Hall of Fame. He will be moving to Tucson, Arizona where he plans to coach or teacher kids part-time while continuing to coach and advise adult distance runners, as he has in the past. “I’m looking forward to 12 months a year being able to be outside and not freeze while walking, riding, running, and making a baseball comeback when I am old enough to play in the old guys league!” he says.

Michel Lacocque, AB'73, MST'79



Counselor Michel Lacocque’s connection to Lab and the University go well beyond his 28-year career at Lab. He arrived in Hyde Park with his parents from Belgium just in time to start college at the University. His sister, **Elisabeth Anne-France Brunner, '74, MST'83**, enrolled at Lab where his mother, **Clair Lacocque, MST'75**, would teach French for many years. All three of his children (**David E. Lacocque, '90**, **Rebecca Clair Margaret Lacocque, '94, AB'98**, and **Jeremy A. Lacocque, '07**) would go on to graduate from U-High as well. Mr. Lacocque describes his roles as a freshman advisor and a Lower School counselor as being a privilege: “Working at Lab has been extraordinary,” he says, describing the trust of the younger children who come to him with “touching and sometimes difficult dilemmas” and the colleagues who “are motivated, hard-working, and real.” In his next chapter, he will continue a private practice and enjoy the time life will afford him and his wife at their Lakeside, MI orchard and another home in Mexico.

Also retiring this year was long-time fifth grade teacher **Bob Kass, AB'62**.



A Sound Investment in a New Student Club



By spring break, sophomore **Alec Kaplan** and junior **Schuler Small** had already raised a significant amount toward their goal of \$100,000 for a new student investment club. After approaching two investors, they secured \$15,000 to further the

club's mission of learning about finance and investing, as well as giving back philanthropically.

Alec and Schuler both have stock portfolios with their parents and are interested in investing. Over the summer they revisited an idea brought up by another friend last year: "What if we could create a club for Lab to teach other kids to invest?"

The venture has non-financial backers as well. History Chair **Chris Janus** serves as the club's adviser and Lab Director **Robin Appleby** helped to connect the students to the right University people. The University of Chicago's investment office helped set up a stock account. And Lab's development office shared advice about how to approach potential investors: financial-sector Lab alumni and parents interested in both teaching students and supporting the Schools. In addition to funds, the students are asking investors and advisers to speak to the club or to serve on an advisory board, which will sign off on the club's stock picks.

Hoping to meet their \$100,000 goal by the start of the next school year, the students plan to start investing in September. "Our focus is going to be on value stocks: stocks we think are undervalued and going to go up," says Alec. At the end of each year, the club will donate five percent of its assets back to Lab.

From a Day to a Lifetime of Service

The sophomore retreat could have reasonably begun and ended at Kalahari Water Park in the Wisconsin Dells. A night of wave pools, tube slides, a lazy river, then home.

But early the next morning, instead of returning to Chicago, Lab's sophomore class was divided into groups and headed to sites throughout central and southern Wisconsin to volunteer for the day. They picked cabbages and potatoes for a food pantry, organized activities for senior citizens, and groomed horses for a stable catering to veterans and children with disabilities.

Hannah Evans, Lab's service learning coordinator, said that the Veterans Equine Trail Services is one of her favorite partner organizations. "The people who run it are very dedicated," she says. "The students walked away seeing just how much people are giving."

Later that afternoon at Camp Chi in Lake Delton, Wisconsin, the students reflected on their day, discussing the



challenges they faced and whether they felt they'd made a difference. The September retreat leads into the sophomore year of service, in which each student partners with an organization in the Chicago area. By the end of the year, students must volunteer for 30 hours with that organization and an additional 10 as they wish.

Ms. Evans hopes the retreat demonstrates that volunteering is fun. "When service is a graduation requirement it can feel like just another mandated piece of the high school experience," she says. "The retreat shows that it can be enjoyable and that there are a lot of creative ways to do it."

Sophomores picked cabbages and potatoes for a food pantry, organized activities for senior citizens, and groomed horses for a stable catering to veterans and children with disabilities.

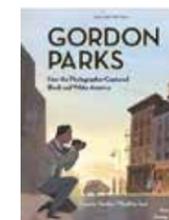


From the Syllabi



Rain Reign
Ann Martin

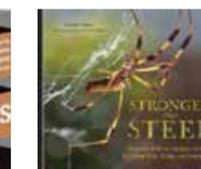
Every month, Lab's librarians add hundreds of new titles (and copies of old favorites) to the Schools' collections. They scour reviews from an array of journals ranging from *Booklist* and *Horn Book* to the *New York Review of Books* and *School Library Journal*. Librarians also collaborate with teachers to ensure that Lab's holdings support curricular needs, and take suggestions from students, authors, parents, and others.



Gordon Parks: How the Photographer Captured Black and White America
Carole Weatherford



The Innovators: How a Group of Hackers, Geniuses, and Geeks Created the Digital Revolution
Walter Isaacson



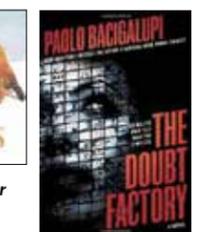
Stronger than Steel: Spider Silk DNA and the Quest for Better Bulletproof Vests, Sutures, and Parachute Rope
Bridget Heos



Gracefully Grayson
Ami Polonsky



Winter Bees & Other Poems of the Cold
Joyce Sidman



The Doubt Factory
Paolo Bacigalupi



Pure Grit: How American World War II Nurses Survived Battle and Prison Camp in the Pacific
Mary Cronk Farrell and Diane Carlson Evans



Fortunately, the Milk
Neil Gaiman



Euphoria
Lily King



Physics Moves Mountains. Kids Move Atoms

Students use iPads to work an IBM microscope (in California!) that magnifies molecules 10⁸x

Micyelia Sanders's fourth-grade science class sat in a room in Chicago and moved individual atoms across a surface more than 2,000 miles away in San Jose, California, with only the swipe of a finger.

The students had been learning about matter in their science class: "atoms, subatomic particles, the elements of the periodic table, and how molecules change speed when matter changes phase" between gas, liquid, and solid, says Ms. Sanders. Thanks to advanced technology, scientists—and students—can not only see but actually manipulate individual atoms.

Dirk Morr, physics professor at UIC and father of one of Ms. Sanders's students, happens to be an expert in this topic, conducting research on theoretical condensed matter physics. Mr. Morr visited his daughter's class twice this past fall—once to talk about how his work, like studying properties of superconducting materials, relates to their lessons and, on the second visit, to lead a hands-on experiment.

During his talk, Mr. Morr showed a short movie made by his colleague, physicist Andreas Heinrich, who leads a research team at IBM's Almaden Research Center, exploring the limits

of computation and data storage by investigating matter on the smallest scales. A Boy And His Atom: The World's Smallest Movie is a stop-motion animation of a boy dancing and playing with a ball. The boy's body and the ball are composed of dots, and each dot is a single carbon monoxide (two-atom) molecule—magnified more than 100 million times—positioned on a copper surface using two scanning tunneling microscopes.

To move these atoms or molecules, the sample is kept at an extremely cold temperature to hold the atoms still. The scanning tunneling microscope uses a sharp tip that ends in a single atom. By bringing the tip very close to the atom on the surface and applying a small voltage, the sample atom is attracted to the tip and can be dragged to a designated location on the surface.

For a science communication tool, IBM's San Jose team created an application that allows a user to move the microscope tip, and hence atoms on the surface, remotely, and Ms. Sanders's students had the opportunity to operate the microscope using iPads. Mr. Morr set up a Skype session with Mr. Heinrich, who explained the equipment, gave them a virtual tour of his lab, showed the students how to use the app, and then gave them about 45 minutes to play.

The students, who were all eager to try, took to the program easily. "They use the iPad so often. If you look at this

Every student took a turn and, collectively, they rearranged carbon monoxide molecules on the surface to draw the letters PZ, which stood for Power Zone.

app like a game, there was almost no barrier for the students to overcome," says Mr. Morr. Every student took a turn and, collectively, they rearranged carbon monoxide molecules on the surface to draw the letters PZ, which stood for Power Zone. (The children are in Nicole Power's homeroom, where the "moving atoms" event was held.)

The students are comfortable with hands-on lessons. Ms. Sanders took a teacher-training course at the Museum of Science and Industry, which focused on inquiry-based labs, and incorporates them in her teaching. In a previous class, the students explored engineering by building bridges designed to hold marbles. Mr. Morr says such hands-on experiences keep students engaged—as they were with the moving atoms project—exceptionally well when they connect back to what they've already learned in class. Ms. Sanders's class could physically see and move the atoms they had learned about but could previously only imagine.

Shared Identities

Adoptive Parents Group supports families, educates community

For the past eight years, Lab clinical social worker Linda Wax, AM'82, has led the Adoptive Parents Group, which meets monthly and offers support and guidance to adoptive parents. Ms. Wax, who adopted two children, wanted to "create a safe place for parents to discuss any aspect of adoption."

The Adoptive Parents Group is one of many Lab affinity groups, some for adults and children, others for students, which "come together around a common identity," says Acting Diversity Coordinator Lauren Collins. Other affinity groups include Middle and High School Black Students Associations, Spectrum, a U-High LGBTQ group, religious affinity groups, and Banana Splits (for children of separated or divorced parents).



Lab staffer Kay Kirkpatrick helped start the Adoptive Parents Group when her children, Easton and Carly (shown above, both X'09), were young.

Affinity groups support and celebrate diversity. Adoption has unique challenges, says Ms. Wax, and many adoptive families at Lab cross cultures and ethnicities. The group addresses issues like how to maintain cultural and linguistic knowledge or how a multicultural family "affects and influences

the child's identity in the larger world outside the home."

Education is also part of the Adoptive Parents Group's mission. Ms. Wax invites speakers like adoption agents and adult adoptees to help Lab faculty understand adopted children's experiences. For instance, they may celebrate adoption days instead of birthdays.

Affinity groups emphasize that while parents and children may share a common identity, they might not share the same experiences. The parent-driven groups offer the opportunity to share concerns and resources, says Ms. Collins, and the groups focused on students of all grades offer a community where they can recognize, "I'm not the only one."

Rookie Season

Nothing minor league about the Middle School's first year in Science Olympiad

Last year U-High Science Olympiad co-captain Leah Umanskiy approached Lab's Science Department with a request: to start a Middle School Science Olympiad team to feed into—and to strengthen—the U-High team. (What's Science Olympiad? Think track team, but swap the hurdles, the high jump, and the relay for chemical analysis, rocketry, slam-dunking robots, and 20 other science-themed events.)

Science teacher Debbie Kogelman volunteered to get the team up and running, opening her classroom for activity periods and after-school practice sessions, and the U-High team members jumped right into the role of mentors of the new squad. The Middle School team also got a boost from a Parents' Association grant that, along with support from the Schools and donated materials, helped



Think track team, but swap the hurdles, high jump, and relay for chemical analysis, rocketry, slam-dunking robots, and 20 other science-themed events.

them assemble necessary supplies, including rubber bands, glue, lab coats, pegboard, PVC pipe, wire, goggles, sheet metal, two-liter bottles, fossils, balsa wood—"a lot of balsa wood," Ms. Kogelman says—bugs, chemicals, and an \$800 robotics kit.

The team hit their first competition in January at an invitational in Rockford, where they earned six medals, including a first place in anatomy and physiology. Their next meet, a regionals event in March, came with an added bonus: a bus out to Naperville with the U-High team, also competing that day. And while the Middle School's ninth-place showing in Naperville put a cap on their first year, they were able to cheer on their mentors to second place. Plus, Ms. Kogelman says, just making regionals is pretty impressive for a group whose start-up goals, less than a year ago, were "having fun and learning science." Future plans: state and beyond.

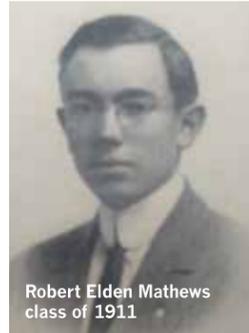
Junior Knocks Oldest U-High Swim Record Off the Board

It's safe to say that many U-High alumni who return to campus are amused to see which classmates' names are still up on the swim and track record boards in Upper Kovler. This winter, junior **Kelvin Xie** broke Lab's longest standing record, set in 1969 by (current Lab uncle) **Peter Schloerb, '69**, when Kelvin swam the 100-yard breaststroke in 1:03.19.

In total, the boys swim team topped nine of the 11 U-High school records this season. Kelvin and sophomore **Eamonn Keenan** qualified for the IHSA State Championship, marking the first time since 1995 that the Maroons qualified more than one swimmer.

HIGH SCHOOL SWIMMING RECORDS				
BOYS RECORDS		EVENTS	GIRLS RECORDS	
F. GUYOT-SIONNEST		200 MEDLEY RELAY	M. BOUSSY	
E. KEENAN	1:38.49	2015	A. HUO	1:56.08
K. XIE			A. PORTER	1:58.23
N. VAN HA			E. VAN HA	2:17.55
E. KEENAN	1:49.84	2015	A. SCHLEUSENER	2:54.00
E. KEENAN	1:58.58	2015	K. TAMMEN	2:54.00
K. XIE	2:17.76	2015	A. COCHRAN	1:03.01
D. TONG	52:06	2013	A. SCHLEUSENER	55.82
K. XIE	48.24	2015	A. SCHLEUSENER	5:28.73
E. KEENAN	4:59.48	2015	J. DUTTON	
E. KEENAN			A. PORTER	1:44.28
E. LEVMORE	1:29.10	2014	Z. REBOLLO-BALM	
N. VAN HA			A. THOMPSON	
K. XIE			M. BOUSSY	1:01.59
E. KEENAN	55.05	2015	C. CANTWELL	1:11.63
K. XIE	1:03.19	2015	A. HUO	
E. KEENAN			A. THOMPSON	3:48.63
F. GUYOT-SIONNEST	3:15.34	2015	A. PORTER	
N. VAN HA			Z. REBOLLO-BALM	
K. XIE				

Longest Record for Longest Record?



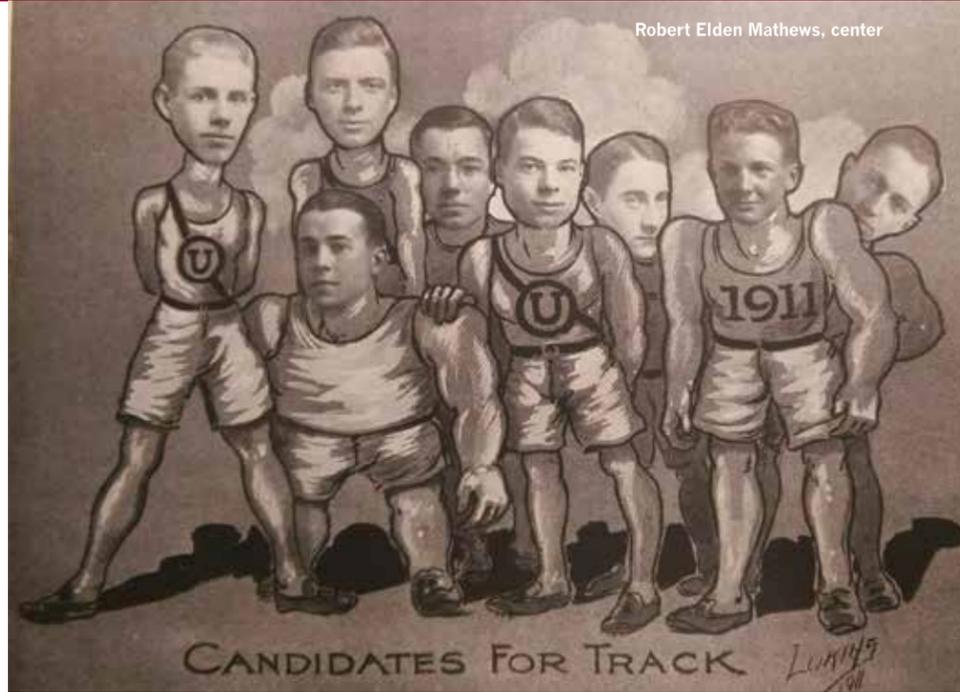
Robert Elden Mathews class of 1911

While the boys swim team swept most of the records off the Upper Kovler board this year and the oldest girls swimming records date only to 2004, alumni track

and fielders continue to hold their own.

Current Lab teacher **Marty Billingsley, '77**, is twice Lab's longest-standing female record holder for her performance in the 1,600m and 3,200m races. And a half dozen women from the early 1980s still hold many of the remaining track records.

Astoundingly, the boys long-jump record has stood for more than a century. **Robert Elden Mathews**, who graduated in 1911, jumped 23'6" in 1910.



A half dozen women from the early 1980s still hold many of the remaining track records.

HIGH SCHOOL TRACK & FIELD RECORDS				
BOYS RECORDS		EVENTS	GIRLS RECORDS	
C. BROWNING	44.5	400 METER RELAY	N. PARDO	12.36
A. RICHMAN	1:31.16	800 METER RELAY	N. PARDO	24.66
J. KIMBALL		800 METER RELAY	N. HACKEL	27.76
B. JOHNSON		800 METER RELAY	H. HOMANS	2:14.44
J. MEYER	8:14.50	1600 METER RELAY	M. HICKLEVER	3:01.78
M. VOLCHENBOUM		3200 METER RELAY	N. PERISKY	10:43.78
F. WACHNER			N. PERISKY	36.56
			N. PERISKY	48.36
			C. DiMAIO	16.6
			H. STRAUS/A. BRADY	5'4" 79/97
			A. ARTHUR	35.6"
			R. DIAMONDO	3:14.5"
			N. MARKOVITZ	96.9"
			J. BOODELL	
			N. PARDO	49.46
			H. HACKEL	
			H. HOMANS	
			H. HOMANS	1:48.76
			C. VALD	
			H. CLILLINS	
			B. BOODELL	
			N. PARDO	1:49.46
			H. HACKEL	
			H. HOMANS	
			B. BOODELL	
			D. THOMAS	4:01.26
			H. HOMANS	
			H. HACKEL	
			F. HAMBLEN	
			S. JACOBSON	10:02.36
			L. SCHARBACH	
			R. WALTER	



Track record holders, Darcine Thomas, '81, and Heidi Hackel Schlageter, '81, reconnected with record-holding running mates a few years ago at their 25th U-High reunion.

Sports Highlights

Girls Basketball

The team finished with an 8-10 season record under first-year coach **John Moran**. Four-year varsity starter **Kendall Rallins** was named Independent School League MVP for her outstanding play. Junior **Autumn Espinosa** and freshman **Roxanne Nesbitt** were named All-Conference.

Fencing

Led by senior **Jennifer Chien** and juniors **Athena Chien, Nora Lin, and Daphne Schneewind**, the women's foil team

finished second in the Great Lakes Fencing Conference Championships. Jennifer and Athena were medalists finishing second and third, respectively, in the 12-team GLFC Championships at Deerfield High School.

Boys Basketball

The Maroons finished with an outstanding 23-6 record, winning the ISL Championship with an 11-1 record. Four-year varsity senior **Jordan Moran** was named ISL MVP. Joining him on the All-

Conference team were seniors **Mikal Muhammad** and **Ben Rhind** and sophomore **Jameel Alausa**. First-year varsity coach **Rob Ley** was named ISL Coach-of-the-Year. The Maroons advanced to the IHSA 3A Regional Championship game before bowing out to Bogan High School to a packed house in Upper Kovler.



Jason Lin, Nigel Van Ha, Eamonn Keenan, and Kelvin Xie



How Far That Little Candle Throws His Beams!

Actors and local religious leaders help seventh-graders grapple with *The Merchant of Venice*

In February the seventh-graders saw the Elements Theatre Company of Cape Cod, Massachusetts, perform scenes from Shakespeare's *The Merchant of Venice*. After the performance, held just across the Midway at the Chicago Theological Seminary, the students took part in a discussion about the historical context of the play, anti-Semitism, and what it means to be the "other."

Middle School drama teacher **Audre Budrys Nakas** organized the field trip, which was intended to build on Lab's Diversity Day, held a few weeks earlier. Ms. Nakas was familiar with the Elements Theatre Company because her husband, a theater professor at

Roosevelt University, taught master classes for the group.

"*The Merchant of Venice* is an uncomfortable and confrontational play in practically every scene," Sister Danielle Dwyer, artistic director of Elements, wrote in the program. Sister Danielle also played Shylock.

"There is no denying the hate, the prejudice, and the blatant superiority that seeps through most every character."

After the performance, Sister Danielle, Rabbi Fred Reeves of KAM Isaiah Israel, Rev. Lillian Daniel of First Congregational Church in Glen Ellyn, and Christopher Kanaga, who played Antonio, led the discussion.

"I have to say, this particular play always gives me a certain amount of internal tension," said Rabbi Reeves. "On the one hand, I love Shakespeare. But the portrayal of the Jewish characters—it's not the Jews that I know. I don't see any Jews in this play when I watch it."

"Like the rabbi, I feel embarrassed when I see this play," said Rev. Daniel. "I'm embarrassed about how the Christian people act. Spitting on Shylock. Treating him like not even a real person. That's a way we create the Other, I think. We think of them as almost not human beings."

"Why do the play?" asked Ms. Nakas. "There are beautiful speeches—Portia's speech on the quality of mercy, for example. But would we do it if it weren't Shakespeare?"

"As an actor, it takes a lot of courage to be this ugly and this unpleasant," said Sister Danielle. "The way I see it, it's a cautionary tale. It needs to be this in your face, not because we think that's right, but because the play demands it."

"I think Shakespeare is pretty hard on everybody in this play, especially the men," added Rev. Daniel. "There's another Other in the play, which is the women. They have to dress up like guys in order to speak about important things. Everyone in the play is kicking somebody else."



The students took part in a discussion about the historical context of the play, anti-Semitism, and what it means to be the "other."



Jesse White Tumblers wowed the audience in a fully packed Kovler Gym performance during this year's U-High Arts Fest. The team has been in existence since 1959 and now consists of 325 members who give nearly 1,500 performances a year around the world. Secretary of State Jesse White, himself, attended the event and shared a message of determination and focus with the Lab students.



By Jeanie Chung

Common Ground

Lim family gift supports a Lab partnership with UChicago Charter

The students in the University of Chicago Law School's Charles Evans Hughes Seminar Room this Monday night might be any law class: chatting as they settle into seats, pulling out reading packets, finishing bags of chips. In fact, it takes a few minutes to distinguish the Law School students, serving as TAs, from the dozen or so high school students in Professor Emily Buss's Juvenile Justice Seminar. The seminar is a version of the one she teaches law students, adapted for students from U-High and UChicago Charter's Woodlawn Campus.

Tonight's topic is "Disproportionate Minority Contact: Race and the role it plays in the system." Professor Buss's lecture hits the highlights from the reading assignment, including the fact that from 2002 to 2004, while African Americans represented 16 percent of minors in the United States, they accounted for 28 percent of juvenile arrests, 37 percent of detained youth, and 58 percent of juveniles incarcerated in adult prisons.

These statistics raise questions: Why the discrepancy? What, if anything, can society do to change it? When does it start?

What role do different types of schools play in this system—not just in terms of the opportunities they provide, but in terms of disciplinary procedures and even police presence?

Before dismissing the students to discuss in three groups facilitated by the TAs, Professor Buss tells them, "It's a problem, and we haven't figured out how to solve it. So it's up to you all."

Having students from the two schools working together was exactly what Professor Buss, the Mark and Barbara Fried Professor of Law, envisioned when she proposed the class. Of the 15 students enrolled, eight are from U-High and seven from UChicago Charter School's Woodlawn Campus, its high school. The two schools hope collaborations like this will happen more often as a result of a new partnership between Lab and UChicago Charter, and funding by the Lim family, who have connections to both schools.

Along with supporting joint classes like Professor Buss's, the partnership will fund cooperative internship programs, expanding U-High's Summer Link program to pair students from both schools on projects within the same organization. Ten

U-High students will spend this summer at the UChicago-affiliated Marine Biological Laboratory in Woods Hole, Massachusetts, and next year ten UChicago Charter students will also make the trip.

The partnership will help to bring together two schools that in many ways are farther apart than the one mile of geographic distance between them. Lab is a storied independent school; the Woodlawn campus is a relatively new public charter. Many Lab families live quite comfortably; UChicago Charter serves many students from underserved neighborhoods. Most Lab parents have college degrees, and many are on the University of Chicago faculty; many UChicago Charter students are striving to become the first members of their families to graduate college.

In some ways, though, they're not so different. "Students at both schools share a desire to learn," says Lab Director Robin Appleby. "And their schools share a commitment to provide their students with meaningful, broad, and powerful learning experiences that enable them to succeed in college and in life."

The two schools also share a connection to the University of Chicago. Lab was

founded by UChicago's John Dewey in 1896. More than a century later, in 1998, as an outgrowth of its work in education research through the UChicago Consortium on Chicago School Research, the University founded the North Kenwood/Oakland Campus of the charter school, serving grades N-8. The Woodlawn Campus, serving grades 6-12, opened in 2006. Today the charter school, which serves 1,900 students total, is part of the University's Urban Education Institute (UEI), the mission of which is to create knowledge to produce reliably excellent urban schooling.

The UChicago connection, along with a gift from Lab parents Peggy and Yung Bong Lim, made the partnership possible. The gift will fund internships and stipends for University faculty teaching classes. It will also support a director of partnerships at UChicago Charter, who will work with Alexandra Wallace, Lab's manager for special projects and school outreach, to develop additional collaborative programming between the schools.

A member of both Lab's board of directors and the UEI Partners Committee, which supports UChicago Charter, Peggy Lim sees the partnership as an opportunity to let Lab students step outside their own worlds: "to truly have a deep and meaningful relationship, and truly be a laboratory school."

"There is a wealth of opportunities within our very own community for students of these two schools to learn from each other," she says.

The idea particularly resonates with the Lims as their sons—Jake and Justin, Lab Middle Schoolers—grow older and become more aware of social justice issues. Ms. Lim had been interested in developing a closer relationship between the two schools since first getting involved with UEI in 2010. Others had the same idea, and Lab and UChicago Charter began to collaborate informally.

For the past two years, the schools have cohosted a Day with the Deans, during which deans of admissions from highly selective universities and colleges across the country visit to meet with U-High and UChicago Charter juniors and seniors. Students, parents, faculty, and staff at both schools have joined forces for community service activities, including a book drive, tutoring programs, and an outdoor cleanup project.

"Students at both schools share a desire to learn," says Lab Director Robin Appleby. "And their schools share a commitment to provide their students with meaningful, broad, and powerful learning experiences that enable them to succeed in college and in life."

Last year the schools began an exchange program, with a ninth-grader from U-High spending a quarter of the 2013-14 academic year at UChicago Charter, and a charter school ninth-grader spending the first quarter of 2014-15 at U-High. This year Lab service learning coordinator Hannah Evans is planning a joint field day for middle school students.

With all these other programs, the Lims are reluctant to take credit for the partnership. "We're honored to be part of this exciting effort," Ms. Lim says, "and we hope others will join us."

The two schools appreciate the Lims' willingness to take the lead. "Peggy and Yung's generosity allows young people with vastly different journeys but related educational support to work, learn, and eventually lead together," says Shayne Evans, director of UChicago Charter and managing director of UEI.

Independent of the Lims, Professor Buss approached Lab in fall 2014 about teaching her course. Her interest was partly professional, having worked in juvenile advocacy and having researched young people's experience with law enforcement and how it affects their social identity development. It was also personal, as a ten-year member of Lab's Board of Directors and mother to Lucy Doss, '12, and sixth-grader Eliza Doss.

Back in the seminar room, the high school students, some still munching on Subway sandwiches, cookies, and chips provided by Professor Buss, break into their groups, each facilitated by two TAs. The students have clearly done the reading, and the discussions, centered on their personal experiences and opinions, are impassioned.

One group contrasts at length the disciplinary philosophies at Lab and UChicago Charter. An African American student from UChicago Charter says her school's strict rules serve a purpose: "We're always going to have a more severe punishment. So why not just teach us now?"

The conversation continues when the full group convenes at the end of class, segueing into a comparison of the vastly different penalties for drug use

and possession at the two schools that the students have observed. The students become so engrossed in the discussion that several ask to stay past the 8 p.m. end time.

The discussions are Professor Buss's favorite part of the class, and in certain ways she thinks they are better than those in her Law School classes, "because they're less guarded."

"By the time we're in law school, we learn what's OK to say and what's not OK to say—and that's important, but sometimes it gets in the way."

When the juvenile justice seminar ends in March, Professor Buss is pleased with the level of engagement and understanding all 15 students displayed. Despite the extra time the course takes, she would do it again and is considering ideas for future courses.

The Lims hope the partnership continues to grow—and not just between



the two schools. They share Lab and UEI's hope that it may eventually serve as a model for schools in other cities.

The students don't solve the problem of disproportionate minority contact that night. But all 15 course evaluations say the students learned a lot, enjoyed meeting peers from the other school, and were glad they took the course.



Mario Gage, '10, AB '14, Sidney Dillard, Darrell Hackett, Ralonda Rogers, and Larry Rogers, Jr.



Michael Swinger and Colleen Sheehan



Floral arrangements by Breathe Floral and Chelsea Smith



Ashley Keller, JD'07, MBA'07, Jennifer Keller, Robin Appleby, Deanna Quan, '89, and Nabil Moubayed



Morgan Manufacturing



U-High Jazz Band

On Saturday, March 7, more than 750 people celebrated Lab at an all-new Connections. Held for the first time at Morgan Manufacturing, Lab's annual gala raised more than \$400,000 for student financial aid.

The new venue, a multi-level industrial-chic space, allowed room for food stations, cocktail-style seating, a photo booth, an ice carving station, and multiple student performances.

Chaired this year by Ashley Keller, JD'07, MBA'07; Jennifer Keller; Nabil Moubayed; and Deanna Quan, '89, the event drew upon the time and skill of members of the host committee, Development Committee, and the many parents, faculty, staff, and student volunteers who helped make the event a success.



Bonnie Fong, Brian Boonstra, and Amy Boonstra



Thomas Rudbeck III, Cheryl Rudbeck, Leslee Patras, and Ted Patras



Ken Ebie, '97, Josh Levin, '97, and Zach Levin, '03



Mike Levine at the Donut Vault Truck



Robert Earles, '97, JD'12, and Dana Earles



By Brooke E. O'Neill, AM'04

A Brave New Move

Amelia Rudolph, '82, turns dance on its side to revitalize the art form

This summer, a small group of dancers will cross the Sierra Nevada range from east to west. Armed with backpacks, tents, and more than 3,000 feet of climbing rope, the troupe will cover about 80 miles in two weeks, stopping at remote sites along the way to leap, move, and create art in the mountains. They will then transform the high-altitude wilderness performances into a multimedia film for audiences far from Yosemite's peaks.

"We're a very weird dance company," says Bandaloop founder and artistic director **Amelia Rudolph, '82**, a Chicago native whose group has performed its pioneering form of vertical dance on more than 100 natural and public spaces over the past two decades. Their venues have included the tower of Seattle's Space Needle; the walls of the Mountain of Hope Water Tower in Soweto, South Africa; and the New York Stock Exchange Building.

"Our mission is to bring dance to new audiences," says Ms. Rudolph, who stages free performances on city spaces around the world, captivating as many as 30,000 people at a time. Think of it as mountain climbing meets dance meets transformation of gravity. "When we perform in the streets, whether in Oakland or New Delhi, what ends up happening is people come out in crowds," she says. "We joke about being the gateway drug to dance. People who've never seen dance see Bandaloop and think, 'Hey, dance is cool.'"

First Steps

For Ms. Rudolph, dance has been a lifelong passion. She started her training at age five in a small, now defunct studio in Harper Court and later added gymnastics to her repertoire. (She cites the double gymnastics routines she used to perform for Middle School assemblies with fellow Lab alumna, and current Lab parent,



Amelia Rudolph, '82

Jennifer Fleming, '82, as her "early start to physical performance.")

Throughout her U-High years, Ms. Rudolph studied with Chicago's Hubbard Street Dance Company as a scholarship apprentice. "I remember getting to leave school at noon to go take classes as part of my senior year project," she says. "I was taking 10 classes a week and got very focused."

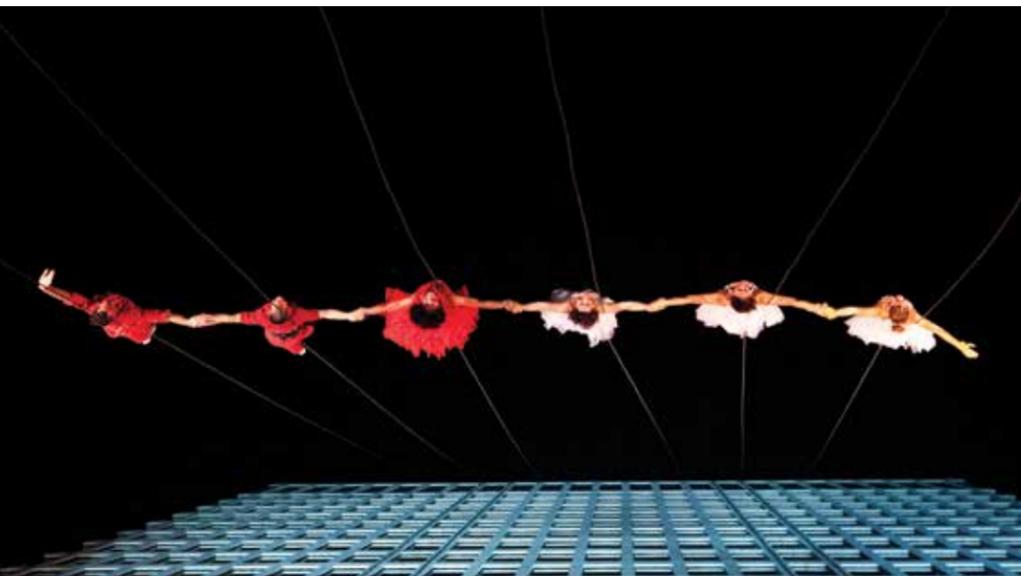
As an undergraduate at Swarthmore College, Ms. Rudolph continued to dance while majoring in comparative religion and honing her craft with a host of New York City choreographers and performers who visited as guest faculty. Further studies took her to California's Graduate Theological Union, where she completed a master's degree in comparative religion and the arts. The program, where she studied how movement relates to ethical behavior and also the idea of community, was the only one in the country in which she could "have one foot in academia and one foot in the arts."

Into the Wild

It was here, amid Northern California's hills and mountains, that she discovered another love: rock climbing. "I fell head over heels," says Ms. Rudolph, who spent hours exploring the Sierra and began climbing competitively.

"As a dancer, climbing enabled me to engage nature directly, physically, and mentally in an intense and heightened way," she says. "I had a moment one day when I looked around at the whole vista and wondered, 'Could you create dance here? What would the choreography look like? Would it matter as an art form?'"

Those questions, paired with her master's thesis—the project included a written piece and a choreographed performance that explored how contact improvisation, dancers balancing their weight against each other while moving, parallels the way people spontaneously negotiate the ethics of a situation as it occurs—laid the groundwork for Bandaloop. "I gathered a group of people to perform my thesis, and the next year that same group became the founding



members of the company," she says. Their first performance, "Off the Ground," took place in a climbing gym, with performers dancing in harnesses on rock walls.

"People loved it," Ms. Rudolph recalls. "They loved it more than it was good. And that's when I realized I had found something that really touches peoples' imagination." The beauty she saw in the movements of fellow climbers, paired with music and choreography to accentuate their grace, translated to a broader audience.

Beyond the Expected

While Bandaloop's original mission—to celebrate the power and vulnerability of natural spaces—has since evolved to include built environments, its upcoming Sierra trek, "Crossing," marks a return to its roots at the intersection of wilderness and dance. The group first performed the show in 2001 and is now restaging it as a masterwork funded by the National Endowment for the Arts. "We're excited to be doing it," Ms. Rudolph says. "It's the heart of the company, to some degree." Beyond mountain ranges, the troupe tackles all sorts of boundary-less venues. One touring show, *Harboring*, is an interactive indoor-outdoor work that leads the audience through

stacked shipping containers with dance exploring ocean rhythms and maritime travel. Performers use harnesses and rope, working closely with professional riggers to make sure they stay safe as they move. A full-length Bandaloop performance typically takes one-

those contributions into a large-scale work designed to "highlight your dreams, challenges, and desires for this vibrant and challenging heart of San Francisco." Its stage: the facade of University of California's Hastings College of the Law.

Think of it as mountain climbing meets dance meets transformation of gravity.

and-a-half to two years from conceptualization to premiere. A short three-to-five-minute piece to christen a building could take as little as a month to pull together.

A New Stage

Building on its vision of bringing dance to as many people as possible, Bandaloop frequently practices in public. This past April the company held four nights of open rehearsals for its upcoming 2016 show, "#SFPublicCanvas," a collaborative social media project inviting San Francisco locals to share their writing, photos, videos, and other ponderings about the city's Mid-Market district. Bandaloop plans to weave

"I'm a person who believes in the power of movement, in the beauty and inspiration it can offer people," says Ms. Rudolph, who sees her work as provocative rather than daredevil—a word she scorns. "The average audience doesn't go to experimental dance, but we can draw you in by doing something that's intriguing," she says. "You mean they're going to dance on that building? Oh my God, I have to see that."

By Susie Allen, AB'09

The Other Hours

Lab's Extended Day program helps kids—hundreds of them—make the most of every minute



It's a sunny day in early spring, and after-school programming has taken over Earl Shapiro Hall.

In one classroom, a teacher leads a spirited performance of the old summer-camp tune "Down by the Bay." Another group of students is in the thick of a scavenger hunt around the building; still another is working on Play-Doh masterpieces. Several first- and second-grade students are learning the fundamentals of chess. Two girls are energetically playing make-believe. ("She's my cat," one explains.) Just a few doors away, children are setting out placemats before diving into a snack of whole-wheat pita bread and apple slices.

Happy commotion is the norm in Lab's Extended Day. The program serves 600 students at both Earl Shapiro Hall and the Historic

Campus, according to Extended Day Director Colleen Coyle. While serving a practical function for many Lab families with working parents, Ms. Coyle says, it also yields important social and educational benefits for students.

In addition to providing classrooms with Lab-style learning and play for students in the morning and afternoon hours, she says, "some of the deepest, richest connections that children make with other children are the result of the time they spend together in the Extended Day program."

The program's name is no accident, according to Emma Wellman, '02, the assistant director of Extended Day. "We are thinking deeply and being really intentional and reflective about our work with kids in the afternoon hours," she says, "and helping it to be literally an extension of their regular day experiences."

To best serve Lab families, Extended Day offers several daily program options: Early Day, which begins at 7:30 a.m.; Bridge, for nursery and kindergarten students who need a later dismissal time, often to coordinate with siblings' schedules; Late Day and Study Skills, which run until 5:30 p.m.; and Extension, which runs until 6 p.m. In addition to these daily programs, students also have the option to enroll in enrichment classes such as karate, chess, Arabic, and more, which are led by outside providers that Lab carefully selects. Families can pick any combination of these offerings.

The backbone of the daily program is the teaching internship. During Extended Day, students are divided by grade into small groups of 20 or fewer students—attendance fluctuates by day—and assigned a teaching intern who works with them throughout the

year. One of the interns' primary responsibilities is to create a sense of community within their groups. Because many students don't know one another at the beginning of the school year, teaching interns incorporate team-building activities and collaborative projects throughout the fall. Engaging with literature and exploring narratives is also an important focus: in addition to having stories read aloud to them, students might act out or create their own stories.

The interns come from a variety of backgrounds but all are focused on a formal profession in education: some have a bachelor's degree in education and plan to enroll in a master's program, others are already working toward their master's, and some are contemplating a new career in education. Through Extended Day, they fine-tune

their classroom management skills, practice curriculum development, and focus on building strong relationships with students.

In contrast to graduate teaching programs, "teachers here have the freedom to not worry about academic content and make their way into relationships with a group of kids," says Ms. Coyle. "They move on from here with a set of skills that have been practiced and refined, which I think makes them better teachers down the road."

Teaching interns are encouraged to honor the personality of each group and plan their activities accordingly. They offer a mix of structured projects and activities and free play for students who may need to get the wiggles out after a full day of school. Whenever the weather allows, students play outside. In the winter, teaching interns get creative; this year younger students learned bachata (a salsa-like style of social dance), made obstacle courses in the gym, and did yoga in the library.

Extended Day builds on Lab's tradition of child-centered learning; teaching interns push students to follow their curiosity wherever it leads. "It's really about play and learning and moving through student-driven interest," Ms.

Coyle says. "We have this lovely opportunity to work on John Dewey's philosophy of learning by doing. We get to be a little messy."

Without specific academic content to cover, teaching interns can focus more on students' social and emotional development. Extended Day's abundance of free play, Ms. Coyle says, offers many opportunities for kids to try out their social skills and express their personalities.

"Sometimes they're going to run into problems, and it's about allowing kids to figure out the solutions to their problems on their own as much as we can, while observing and supporting that process."

Later in the school year, when Extended Day groups have developed strong bonds with their teaching interns and one another, students undertake larger collaborative projects. One group this year is considering making a cookbook featuring recipes contributed by each student. Another will create its own *Where's Waldo?* book with a different student portraying Waldo on each page.

When problems arise between students, teaching interns draw support from across the school. They work with Lab's librarians to

find books that address the challenge. Read-aloud time becomes an occasion for discussion and problem-solving. They also turn to Lab's counselors, who help them connect the students' school day and Extended Day experiences.

As Lab has expanded, Extended Day has grown alongside it. The program has gone from six to 13 teaching interns since 2008. Ms. Coyle continues to look for ways to improve the program. Lab faculty



offer advice on how to effectively engage students and set up inclusive classroom cultures. That support and input "really makes a difference for kids," Ms. Coyle says.

Extended Day incorporates Lab values in other ways as well. This year, for instance, Ms. Wellman overhauled the snack program. Instead of packaged snacks like pretzels and Goldfish crackers, students eat fresh produce and whole-grain breads provided by Hyde Park Produce. Students eat from reusable cups and bowls rather than disposable items. They also use a homemade vinegar-based cleaner to wipe down tables after snack.

These changes are not only healthier but also introduce students to the idea of sustainability, Ms. Wellman says. "It's good modeling for the kids." Students have adjusted to the new treats. Homemade pita chips have been a hit. Next year Ms. Wellman hopes Extended Day can produce its own kale and beet chips.

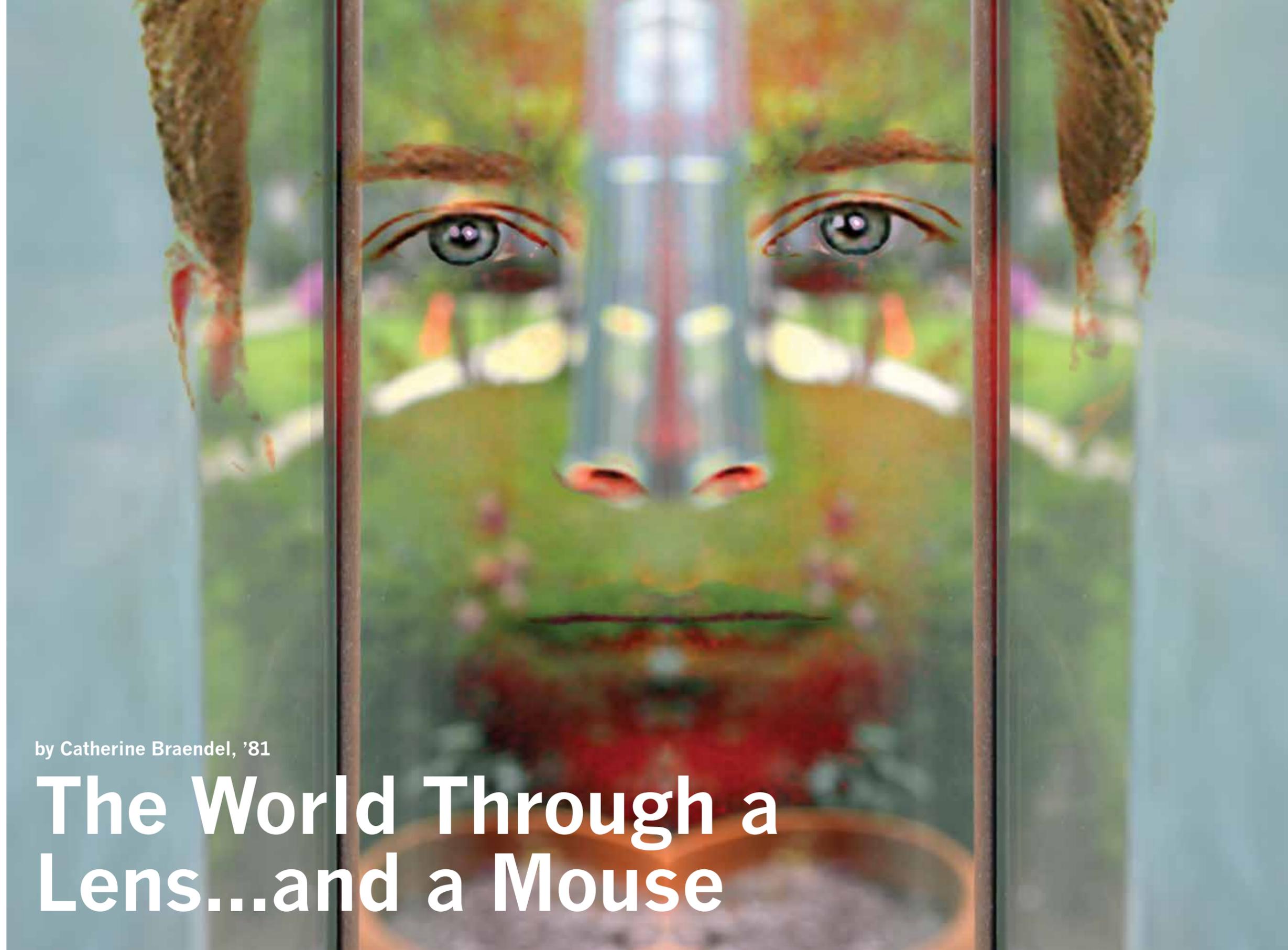
Above all, Ms. Coyle and Ms. Wellman hope students enjoy every aspect of their time in Extended Day. "We want kids to make connections with one another and be excited about their time with one another."

It seems to be working: "OK, we're all going to Late Day," Ms. Coyle tells three girls whose parents are running late to pick them up. Without hesitation, all three have the same response: they cheer.



Extended Day builds on Lab's tradition of child-centered learning: teaching interns push students to follow their curiosity wherever it leads.





by Catherine Braendel, '81

The World Through a Lens...and a Mouse

Every art form is made with some kind of tool. And based on recent examples of Lab student photography, those tools are taking ever more modern forms.

“The real start of photography was the invention of the lens, which gave rise to the Renaissance,” says teacher Benjamin Jaffe. “And the computer is just another tool. We are looking at new inventions on top of old techniques, and we are only seeing the tip of the iceberg on what these new technologies can do.”

Mr. Jaffe joined Lab this year not only to teach photography and photojournalism, but to ready Lab's first-ever film course, which will start in the fall with the opening of Gordon Parks Arts Hall. The new space will have a traditional darkroom and be equipped to support digital



photography and film work. It will be outfitted with a computer lab, sound recording studio, professional mixing and editing tools (including complete Adobe software for film, sound, music, motionography, and special effects), and a studio space with lights, strobes, jibs, cranes, dollies, backdrops, and tripods.

Mr. Jaffe's main question to each student is: *What are you trying to say?* “I want to help each student voice his or her own ideas. My job is as a facilitator. I show techniques, teach art history, and demonstrate how to explore ideas and concepts,” he says. The hallways outside his classroom are lined with display boards where students post work and share in critique sessions. Using what he describes as “studio style” teaching (“I was raised old school, pre-digital”), Mr. Jaffe hopes to help his young artists tap into and reflect upon who they are and express something through their art.

above: Emilie Portugal, Advanced Photo; right: Anna Funk, Advanced Photo



top left: Mimi Lipman, Beginning Photo; top right: Ciara O'Muircheartaigh, Advanced Photo; bottom left: Wanqi Zhu, Advanced Photo
bottom right: Wyatt Dandy, Advanced Photo

Lab Notes

Keep in Touch

The Lab Notes section of this magazine is where alumni come to connect with the Schools and fellow classmates. Please contact your class representative or the Office of Alumni Relations and Development with any updates about yourself or friends who attended Lab. If your graduation year is without a representative, please consider volunteering to serve in this fun and important role. Email notes, information, or questions to labnotes@ucls.uchicago.edu.

'30s

1930 Class Representative
Geraldine Smithwick Alvarez
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630-323-2250

1938 Class Representative
John E. Thompson
14004 Chicarita Creek Road
San Diego, CA 92128-3625
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858-487-7757

1939 Class Representative
Jeanne Robin Rousso
19407 Shenango Drive
Tarzana, CA 91356
818-342-7464

'40s

Save the date: the reunion celebrations for the classes of the 1940s is **October 16–17, 2015**

1940 Class Representative
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1944 Class Representative
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1945 Class Representative
Bud Gibbs
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1946 Class Representatives
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Laurence I. Guthmann
13770 Parc Drive
Palm Beach Gardens, FL 33410-1200
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1947 Class Representative
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1948 Class Representative
Dorothy Drucker Nesbitt
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1949 Class Representative
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4 Tetilla Road
Santa Fe, NM 87508
santafe@moonrise.com
505-466-4346

'50s

Save the date: the reunion celebrations for the classes of the 1950s is **October 16–17, 2015**

1951 Class Representative
Lynn Manaster Alperin
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Galveston, TX 77551
lalperin@wt.net

Your class representative and her husband, Jack, sailed to the Western Caribbean to celebrate their 55th Valentine's Day wedding anniversary.

From **Gabriella Cohen**: "I'm retired now, doing some work at UChicago, riding my horse, and other stuff." Gaby also sent the link to an article by her granddaughter at Princeton: <http://dailyprincetonian.com/opinion/2015/02/to-flee-or-not-to-flee/>

Lou Dean writes, "I have been appointed to the Board of the Metropolitan Convention and Visitors Bureau, the organization that makes Richmond, Virginia a desirable location for tourists and a great place to hold conventions. In my 47 years on the radio, I was a cheerleader for the Richmond area."

Marilyn Feitler Greenberg reports that she is now a retired psychiatric social worker, living with her cardiologist husband Burt in Palm Beach Gardens, just north of Palm Beach, Florida. They have good times with three kids, three stepchildren, and nine grandchildren.

Art Koff receives increasing traffic to his RetiredBrains website. Most recently, he mentions articles in *USA Today* and the *New York Times*: <http://www.usatoday.com/story/money/2015/01/21/retirement-retiredbrains-job-sites/22005521/>

Charles (Alfred) Knight and his wife Carol took off in February for the Galapagos to enjoy snorkeling.

Ruth Necheles Jansyn returned to West Texas to continue with her photography.

From the other side of the world, **Marilyn Vickman Lichtman** writes, "I have just left Saigon after traveling to Singapore and Cambodia. Our two other stops on the cruise take us to China and Hong Kong. Some fast impressions: Singapore is booming. I was there more than 20 years ago when my son married his wife, who was born there; it looks like Chicago, with incredible skyscrapers. On the other hand, Cambodia is still suffering the devastation of the Khmer Rouge. There is a small upper class and most others have nothing. Saigon, however, is now a city of some 10 million people, almost all of whom ride motor bikes."

Michael Padnos is a relieved and proud papa. His journalist son, Theo, who was held hostage in Syria until last October, is now free and living in Paris, just a few minutes away from Michael's houseboat. Theo's story of his two-year captivity, published in the *New York Times Magazine* early last November, has already garnered several awards for Best American Essay of 2014.

Ben Ravid and Jane have been toughing out the winter storms in Boston. He says it can take 10 minutes just to get out of their driveway.

Jim Rosenblum and Barbara are enjoying their two-year-old granddaughter, Chloe.

1952 Class Representative
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512-868-1915

1953 Class Representative
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benedictcd@hotmail.com
815-677-0093

1954 Class Representative
Richard Heller
421 Ellendale Drive
Nashville, TN 37205
richard.heller@vanderbilt.edu
615-298-4744

1957 Class Representative
Elizabeth Hughes Schneewind
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Brooklyn, NY 11215
ehschneewind@nyc.rr.com
718-783-0003

1958 Class Representative
Allen S. Musikantow
9110 NW Highway 225A
Ocala, FL 34482
musik1@aol.com

Sally Nerlove writes, "Just for the record, I turned 73 last August. I think that this will be my last year in the labor force."

"Despite the late start, I will have been married 42 years in February 2015 to Anthony (Tony) S. Walters. We have two beautiful, healthy, lively grandchildren: Ava and Ezra. Yes, grandchildren are all the good things that people have said about them. They are a joy and an inspiration."

"They are deeply into the Legos and movies world; and Ava has qualified for district finals in swimming (Grandpap Tony was on the Northwestern swimming team in college so this development is of special delight to him). The wonderful part is that she loves it and participation has been fabulous for her ability to focus, be an excellent sport, enjoy fellow swimmers, understand thoroughly the concepts of personal best and progressing in terms of speed, form, and the joy that improvement brings. She also has developed persistence and has the tenacity and courage to come from behind when the situation calls for it."

Martha Heineman Pieper writes, "Sad to report that my husband, William J. Pieper, died in February 2014. We wrote three books together, including *Smart Love: The Comprehensive Guide to Understanding, Regulating, and Enjoying Your Child*, which has been translated into about 18 languages and is the basis for the non-profit agency Smart Love Family Services (<http://smartlovefamily.org/>) which comprises a large mental health clinic, a toddler program, and a preschool, among other services."

"We also wrote an adult self-help book, *Addicted to Unhappiness*, and I had great fun writing a children's picture book, *Mommy, Daddy, I Had a Bad Dream!* which won 13 awards, including the Ben Franklin Award for best children's picture book in 2012. I am still riding horses and hiking with my dog, and my children are supportive and fun—so as of now at least I am keeping on keeping on."

"Looking forward to hearing about the rest of the class!"

'60s

55TH REUNION/1960
October 16-17, 2015

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

From your class representative: "Our 55th reunion will be held on October 16–17, in conjunction with the Laboratory School's all-class reunion weekend. Your committee is in the midst of planning another terrific program for you, and we have a good number of classmates already committed to attending. Hyde Park now has a hotel, and Lab will reserve a block of discounted rooms, so there will be some good choices for accommodations. If you haven't already done so, please email Phil Leavitt at pleavitt@leavittcom.com and tell him you'll be there!"

1961 Class Representative
Mary Ann Johnson
2109 North Humboldt Blvd.
Chicago, IL 60647-3806
majohn4@prodigy.net
773-227-4947

1963 Class Representative
David Stameshkin
176 Treetops Drive
Lancaster, PA 17601
david.stameshkin@fandm.edu
717-341-5188

From your class representative: "As you may recall, at our 50th reunion back in 2013, we began a drive to raise \$100,000 by the time of our 55th reunion in 2018 to endow a scholarship fund at Lab. As of this date, we are nearly halfway to our goal with almost \$50,000 pledged or raised! **Dick Lansing, Betty Rosenstein Musburger**, and I are continuing to try to reach every member of our class in the hopes that all of you will consider a gift to the Class of 1963 Endowed Scholarship Fund. Pledges can be made and paid over a five-year period. If you haven't made a contribution yet or would like to add to your pledge, you can do so by contacting Jeremiah Stevens at the Laboratory Schools Alumni Office (jstevens@ucls.uchicago.edu), or you can email me (david.stameshkin@fandm.edu) for more information."

Jon Boorstin was pleased to share this good news: "I am the proud grandfather of Bennett Boorstin, son of Eric and Sarah Mircheff Boorstin, born May 21, 2014. Bennett is my first grandchild, and they live close by!"

Sean Cárdenas happily reports: "With Cathy's retirement from public service, we are switching into travel mode: United States west of the Mississippi this summer, Italy and Spain in the

fall, and Central America in the winter. We are also proud grandparents of Toshiro Cárdenas, son of Sándor and Aminah Cárdenas, born in San Diego on February 6, 2015. Maybe less traveling is in order."

Patti Eisenstein Fertel writes: "Retirement is so freeing. We are renting an apartment in Manhattan for the month of February to spend time with one of our sons and his family, to get mega doses of culture, and to trade an Ohio winter for one in the Northeast. Ohio winters are just more confining; in Manhattan, we don't have to drive in the snow. This is the third time we've done this."

Muffie Meyer writes, "On the work front, I have just finished a film called *Making Rounds*, which follows two senior doctors as they make rounds on a critical care unit at Mount Sinai Hospital. I am waiting to hear about the television broadcast. I also directed a mini-series called *The Mystery of Matter*, which will be on PBS this summer. I am now doing the 'fund-raising slog' for a two-part film about Stalin (to be aired on PBS in 2017...if we can raise the money to do it). On the home front, I just came back from visiting my 93-year-old mom in Sarasota. She has obviously slowed down a lot, but—all things considered—is doing remarkably well. Our daughter, Emma, is a second-year associate at Sidley Austin (New York office). As they all do, she is keeping insane hours, but seems to really enjoy both the work and her colleagues. I can't wait for this cold weather to head back to the arctic where it belongs!"

Susan Phillips-Moskowitz reports: "I attended Lab from second to sixth grade and have attended some of the reunions for 1963 classmates. I attended Stanford University's Ignite program, a course devoted to giving entrepreneurs practical business skills, and my amazing classmates inspired me to restart the business. And so, by popular demand, Mrs. Moskowitz's Munchies are once again available for order at www.mrsmoskowitzsmunchies.com. Get yourself a bag of the sweet, crunchy, nutty, fruity goodness today! Mention Lab in your order and receive one small bag when ordering one large bag."

Judi Epstein Shapiro, Lynne Firsell, Susie Furth Hand, Karen Goldberg Topin, Peggy Kadison Beck, Betty Rosenstein Musburger, and Barb "Shultz" Ruttenberg sent the following news: "In the past we may have been geographically separated from each other, but this small group of delightful, incredibly intelligent, friendly, and modest women have come together to form a book club. For about five years we have been taking turns sharing our homes and meals (always gourmet at Betty's house where husband Todd is the creative and inspired chef!). Our opinions about the books are often quite varied. Some of us are more vocal than others, some listen and observe

JIM SOLOMON, '72, AND BILL BLAKEMORE, '61, AT THE LAB ALUMNI REGIONAL GATHERING IN NEW YORK CITY



quietly, and we all enjoy being together. Last month we read *Americanah*. It was excellent, and appreciated by all. Next month we are reading *All the Light We Cannot See*, and, in April, we will read *Big Little Lies*. We try to find books that will appeal to all of us, and that is not always easy. We also get very easily distracted by our memories of years ago. (However, we have to write everything down that's happening now because we can't always remember where we have to go and when we have to be there!)"

Chuck Weiss reports that he was on a recent tour of "Jewish India" organized by the JCC of San Francisco. There were thousands of Jews living there until the back-to-back India and Israel independence years. The group visited more than 10 former and current synagogues that traced their origins from 200 to more than 1,000 years ago. They also visited the newly reopened Chabad House in Mumbai, which was attacked by terrorists. Chuck has been attending courses in the Stanford University Continuing Education program, most recently a California history course taught by the California State librarian emeritus (responsible for the official state archives).

1964 Class Representative
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50TH REUNION/1965
October 16–17, 2015

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1966 Class Representatives
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1967 Class Representative
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1968 Class Representative
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1969 Class Representative
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Washington, DC 20015
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202-363-7279

'70s

45TH REUNION/1970
October 16–17, 2015

1970 Class Representative
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773-477-9995

1971 Class Representative
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1973 Class Representative
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1974 Class Representative
Dan Kohrman
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40TH REUNION/1975
October 16–17, 2015

1975 Class Representative
Goddess Simmons Drew
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Lake View Terrace, CA 91342
goddess.drew@yahoo.com
818-890-9740

From your class representative: "Class of '75! It's time to celebrate our 40th (can you believe it?) reunion! Looking forward to seeing everyone!"

Kevin Kelleher, '73



Kevin Kelleher, center, and family

Vodka Virtuosity

Kevin Kelleher, '73, knew as much about vodka as your average recreational martini drinker when he decided to start an artisanal vodka distillery with his middle brother, Gary, '70. Kevin invested savings from the sale of a family-owned machine tool business, and busted out the research skills he'd honed at Lab more than 30 years before.

"I knew a lot about manufacturing in a variety of industries because I had been in the engineering field my whole life," says Mr. Kelleher, who spent 25 years as an executive, mostly in Europe and Asia. "But the specifics of making vodka, to put it mildly, was a learning process. We made lots of mistakes, but we worked our way through it."

When the Kellehers launched San Luis Distillery in 2005, it was only the second such outfit in Texas (which now claims about 40 small-batch distilleries). "It was very much the early days," Mr. Kelleher recalls. "The craft brewery business is probably about 10 years ahead of the craft distillery field."

A fire at the distillery in 2007 gave them a shock. "It wiped out pretty much the whole place," says Mr. Kelleher. "But we learned from it and spent an enormous amount of time figuring out

"Basically everybody wants to see you," he says with a laugh. "There's no shortage of people who want free vodka."

how to make things as safe and sustainable as possible."

Distilled in copper pots in 50-gallon batches (a veritable thimble-full compared to the thousands of gallons a commercial vodka maker produces in a day), the distillery's Dripping Springs vodka won the gold award, best in class, in the 2008 International Wine and Spirits competition.

Mr. Kelleher has since branched out to a small-batch Dripping Springs gin (his brother left the company for another venture), producing a "new wave" variety flavored with nine botanicals— including coriander, hibiscus, Mexican lime, Texas orange, and juniper. The blend is steeped like tea in very small batches of vodka and then redistilled to capture the essence of the original botanicals.

"It's involved, and a little nerdy, but hopefully it's a good product," he says.

Mr. Kelleher, who provides beverages for some 250 charity events a year, spends much more time now conducting tours of the operation than he did when he was in the machine-tool business. "Basically everybody wants to see you," he says with a laugh. "There's no shortage of people who want free vodka."

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1977 Class Representative
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1978 Class Representative
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1979 Class Representative
Carol Henry Kamin
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312-922-5590

'80s

35TH REUNION/1980
October 16-17, 2015

1980 Class Representative
Rhonda Gans
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312-645-0248

Josh Mayers writes, "Four Labbies who have been friends for 45+ years celebrated at the home of **Wesley Mclendon**. Friends since first grade, **David Hyman** and I visited Wesley Mclendon and **David Freeman**, who were in middle school together at Lab. The trip included a 45-mile backpacking trek along the spectacular Great Ocean Road, fly fishing, barbecues, and much more."

1981 Class Representative
Paul Robertson
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Silver Spring, MD 20910
pjr4@georgetown.edu
301-588-3859



JOSH MAYERS, '80, DAVID HYMAN, '80, DAVID FREEMAN, '80, AND WESLEY MCLENDON, '80, IN TORQUAY, AUSTRALIA

1982 Class Representative
Gail Lehmann
P.O. Box 5415
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lehmanns@cox.net

1983 Class Representative
Susan Evans
1705 West School Street
Chicago, IL 60657
susan.evans@international.gc.ca
312-327-3617

From your class representative: "Several 1983 Labbies are working to put together a 'milestone' birthday party in August in Chicago. Spearheading the effort are **John Wyllie** and **Maurice Sykes**. Early organizers include **Camilla Hudson**, **Elizabeth Inglehart**, **Jill Reed Washington**, and **Cheryl Sampson Buckingham**. Others interested in attending or helping organize can connect with the group on Facebook at 'Milestone Birthday for Labbies, Class of '83.' Please join the group for details so you don't miss the fun! We hope to see many of you there. We had such a great time gathering at the last reunion that it seemed silly to wait until the next one to get together again!"

Errol Rubenstein writes, "Sarah Whelan and I got married in an outdoor ceremony in Minneapolis on September 7, 2014. **David Wong**, '84, and **Dan Orlikoff**, '83, both attended."

Jill Reed Washington writes, "It's been quite a while since I have last written to *LabLife*. Despite the absence, Lab

ERIC MCLENDON, '81 AT THE LAB ALUMNI REGIONAL GATHERING IN NEW YORK CITY



continues to remain in my heart. I have yet to miss any of my class reunions and, thanks to social media, I am able to keep up with the lives of classmates near and far. To those who I haven't seen in a while, I am still in the Chicago-land area where I work in Human Resources at The Northern Trust Company. I am also a small business owner (Soul Purpose/Youngevity) and I am married to Michael Washington. When not spending time with fellow Lab alum and other friends and family here in Chicago (**Cheryl Sampson Buckingham**, '83, **Lucille Morris Tomlinson**, '83, and **Deidra Petty Puller**, '85, to name a few), you may find me up the road visiting friends in the Ann Arbor area— yes, I'm a proud Michigan alum (those on Facebook know)! In fact, our Class of 1983 representative **Susie Evans** also matriculated there, as did **Elizabeth Inglehart**, **Miriam Roth**, **Philippe**

Weiss, **Stephan Tibbs**, '84, and the late **Martin Friedman**. I'll be on the road there again in April and I hope to see **Naveena Daniels Bemby**, '82, as we celebrate 30 years of sisterhood in Delta Sigma Theta Sorority, Inc. I'm also looking forward to seeing members of the Class of 1983 as we celebrate turning 50 years old here in Chicago in August! **John Wyllie**, we can't wait to see what you put on the grill!"

John Wyllie writes, "Planning a 'milestone' birthday event all started with a few of us reminiscing over class pictures that were posted on Facebook, as we tried to figure out who all we could tag and identify. I started chatting with **Maurice Sykes** and a couple of others about organizing a picnic/barbeque and we are working on selecting a date in August in Chicago. We will be welcoming family and other Labbies who were not part of the graduating class of '83 (people who transferred to other high schools, for example). Not sure if we'll end up with five or 100 people—I guess we'll see. Further Facebook discussions led to our documenting those who are no longer with us from our class. I added that information to the Facebook group, as well as a list of birthdays. It's about time I made it back to Hyde Park."

DAVID DAVIDOVIC AND ERICA CASTLE DAVIDOVIC, '85, AT CONNECTIONS



1984 Class Representative
Susan Mack Taple
drsuntaple@gmail.com

30TH REUNION/1985
October 16-17, 2015

1985 Class Representatives
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1243 West Victoria Street
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773-334-9966

Paul Tiao
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1986 Class Representative
Sam Perlman
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Baileys Harbor, WI 54202
sam@doorcountybusiness.com

1987 Class Representative
Barbara Harris
harriswoodard@gmail.com

1988 Class Representative
Myrtle Jones
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New York, NY 10026
mjones1997@juno.com
212-831-3792

1989 Class Representative
Mekeda Johnson-Brooks
7425 South Rhodes Avenue
Chicago, IL 60619
mailto:mekedaj@sbcglobal.net
773-874-1927

From your class representative: "We want to congratulate **Deanna Quan** for her co-leadership of Connections 2015! The new format and location were wonderful and provided everyone with an opportunity for increased interaction with friends and colleagues. If you did not attend and want to make a contribution to support financial aid at Lab, you can do so here: ucls.uchicago.edu/give

"Also, the second time around at Lab is just as much fun as the first! Both Deanna and I are enjoying the experience through our daughters' eyes. This year we all attended the first Primary School Arts Night. It was an overwhelming success and kids created a lot of beautiful things that evening. Seeing old traditions blend with new ones, buildings changing and expanding, and our children growing is an amazing experience."

"Our children also had the opportunity to have retired Principal **Beverly Biggs** (mother of **Lisa Biggs** and **Adam Biggs**), read a story about Dr. Martin Luther King, Jr., in celebration of his life, birthday, and achievements. There is nothing better than a good inter-generational experience to celebrate history."

"We are almost at the end of another school year and time has truly flown. It only seems like moments ago that I took my daughter to Woodlawn for her first day of school. Now she's wrapping up first grade. Soon we'll be creeping up on our 30th (shhh don't tell anyone) reunion. See you then or sooner!"

'90s

25TH REUNION/1990
October 16-17, 2015

1990 Class Representatives
Dan Kirschner
606 Forest
River Forest, IL 60306
dsk@corboydemetrio.com
312-346-3191

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

Melissa Aagensen, '85, MBA'96



Mini Money Matters

From the time she was in kindergarten, **Melissa Aagensen**, '85, MBA'96, received an education in the family business from her father, a self-made investor whose interests ranged from the Rock Bottom Brewery restaurant chain to an innovation in the manufacture of titanium powder. He schooled her in

restaurant management when she was barely as high as a table, and by middle school she had her own financial calculator.

At Lab, meanwhile, Ms. Aagensen, a principal in the Chicago-based family partnership Certare Ventures, LLP, got a different sort of education. "I really enjoyed English and French when I was in high school and younger, because of so many of the great teachers," she says. She ended up studying economics at Swarthmore, but Lab helped her appreciate the arts.

Lab also fueled her ability to question the status quo. She recalls the time a teacher assigned a poem recitation, and the class revolted. The students thought it would be "a gigantic waste of time," she says. "We had a real discussion about the benefits of memorizing a poem. I can't imagine having that discussion at another school."

Ms. Aagensen worked as a project-based consultant for Microsoft and in consulting for Ernst & Young before she joined the family business in 2004. The firm's investments are "all over the board," from restaurant ventures and manufacturing to commercial real estate in student housing, hotels, and storage.

Living in Ann Arbor, Ms. Aagensen is active in the entrepreneurial scene as an adviser to Belle Michigan, an early-stage venture investment fund focused on women-led startup businesses, and as a board member of the Ann Arbor Angels investment group.

She's also carrying on her father's example as vice chair of the Jump\$tart Coalition, which teaches Michigan children financial awareness. She became involved after seeing acquaintances caught in the real-estate meltdown. "These were educated people, yet they really didn't know how to evaluate real

The firm's investments are "all over the board," from restaurant ventures and manufacturing to commercial real estate in student housing, hotels, and storage.

estate risk," she says. "I thought, 'Well, how on earth is the average person supposed to figure this out?'"

Though Ms. Aagensen can't always make Lab reunions, she can have a mini-reunion of sorts just by getting together with family. Her brother, **David Wong**, '84, an aunt, four cousins, a niece, and a nephew all graduated from or currently attend Lab.

Debra Gittler, '98



Books Alone Don't Make Change

When Debra Gittler, '98, was at Lab, she relished the transformative conversations about books led by teachers like **Darlene McCampbell** and **Lisa Miller**. So when she became a teacher herself, in the South Bronx, she got in touch with her Lab teachers and said, "You taught me how to love reading and writing. How did you do that?"

Ms. Miller let her look through old lesson plans.

Ms. Gittler spent five years teaching in New York and Latin America before cofounding ConTextos, a nonprofit teacher-training program in El Salvador that aims to help teachers develop students' critical thinking, problem solving, and literacy skills. Since 2011 ConTextos has trained teachers in 78 schools and developed the only two lending libraries in El Salvador.

When she left New York in 2005, Ms. Gittler joined a rural school in Honduras where, with few books and little curriculum development, students mostly learned through rote memorization. That led to a job in El Salvador authoring a national teacher-training strategy, part of regional education reform in Latin America. But it was an uphill battle to make improvements.

"The question became, 'How do you train teachers who've never been engaged in meaningful conversation to facilitate meaningful conversation?'"

To tackle the literacy problem, she persuaded Spanish-

language publishers to donate books to the schools, a project she continued after enrolling in Harvard University's Graduate School of Education. On one trip to El Salvador, she found that the 1,200 donated books per school were still in boxes.

"I realized that books alone don't make change. It's how you use books, and the teachers in El Salvador didn't know how to use books." She bemoaned to her Harvard adviser about the challenge. He said, "You figured out how to get books to rural schools in El Salvador. You can figure this out."

Galvanized, Ms. Gittler drafted a business plan for ConTextos, put together a board, and after graduation met with El Salvador's ministry of education. "I said, 'I want to do an experiment.'" In addition to developing school libraries, she wanted to prepare low-capacity teachers to use books to promote conversation and develop high-level thinking and interpretation. Those skills would transition toward independent writing.

"The question became, 'How do you train teachers who've never been engaged in meaningful conversation to facilitate meaningful conversation?'"

Five years into the experiment, ConTextos is involved with 54 schools, and the students are advancing from book discussions to higher-level writing. Ms. Gittler is raising funds to grow to 500 schools throughout El Salvador, Guatemala, and Honduras, known as the extremely violent Northern Triangle. "Once kids start reading," she says, "they want to tell their own stories. Reading and writing are important tools to improve opportunities and mitigate violence."

LABBIES IN WASHINGTON, DC, AT THE WHITE HOUSE BOWLING ALLEY



Your class representative, **Dan Kirschner**, has been elected to the board of directors for the Society of Trial Lawyers.

Randy Needlman has been selected as the next principal of North Park Elementary School, an independent pre-k-8 school in Chicago's Lincoln Square Neighborhood, effective July 1. He has been the principal of Devonshire School in Skokie for 13 years and is excited to begin a new chapter back in the city.

1992 Class Representative
Cheryl Cortez
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From your class representative: "In an effort to keep you engaged, I stopped waiting for you to tell me your news. Every quarter, I hope to reach out to some of you personally to say hello. I will be asking if you would like to share some news with us. You can say no if you like. The news you give me doesn't have to be monumental, just something that gives you personal joy. A 'reward' for responding to my request is that you get to select whom I get to ask next! In my first attempt, **Andres Glusman** graciously shared this with us: 'I live on the Jersey Shore with my wife, two girls, and a smorgasbord of dogs (some are mine, some are fosters). At work, I'm the chief strategy officer at Meetup in NYC. At play, I'm learning to surf and have been watching *Point Break* on Netflix. I'd love to hang with any alum coming down to the Shore in the summer. Drop me a note.'

"On other fronts: I asked a few of you what your go-to Karaoke song is and here's what you shared: *White Wedding* by Billy Idol, *Livin' On A Prayer* by Bon Jovi, *I Will Survive* by Gloria Gaynor, and *These Boots Are Made For Walking* by Nancy Sinatra."

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20TH REUNION/1995
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Becky Chan writes, "My husband Chris, daughter Olivia, and I welcomed a handsome baby boy, Brandon, into

our lives here in southern California this past April 2014. We've been very busy since but are happy and very grateful."

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Congratulations to **Graham Moore** on winning the Oscar for Best Adapted Screenplay for his writing work on *The Imitation Game*!

'00s

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October 16-17, 2015

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2002
Rick Baum is enjoying a new career as an academic tutor and extracurricular enrichment specialist (<http://about.me/rjbaum>). He continues to write music and is enjoying the process of meeting industry professionals, especially potential producers for his work. He and Tricia Robertson-Lopez have welcomed Autumn Penelope Baum, their first child. She is already smarter than him.

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5TH REUNION/2010
October 16-17, 2015

Myles Alexander, '06



Running Back to Health

In the few years he's been competing in triathlons, Myles Alexander, '06, has exceeded expectations. A self-described "economics junkie" who didn't go out for any sports at Lab—"I come

from zero athletic background," he confesses—he's racked up a series of regional and national triathlon wins. In 2013 he won the men's title in the elite division of the New York City triathlon and earned a spot on Team USA.

In interviews and on his website, Mr. Alexander gives equal weight to another title: recovering anorexic. While attending Sarah Lawrence College, Mr. Alexander was doing well in his studies. But his senior year, his drive and attention to detail—which paid off in a 4.0 grade point average and a "freakishly clean" dorm room—shifted to his weight. Losing a few pounds became, "Let me try and play this numbers game with calories in and calories out, and try and maximize that difference," he says. "Let me try and eat as little as possible."

He lost so much weight that he collapsed and was hospitalized with anorexia. After going through

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Adele Rehkemper was the coxswain in several crew championships, including the UIUC ACRA Nationals in May 2014, winning in a women's four-boat at the Lake Lanier Olympic Venue; the LPBC Masters National in July 2014, winning in a men's four-boat in Grand Rapids, MI; and the LPBC Masters Nationals in July 2014, winning in a mixed eight-boat in Grand Rapids, MI.

NAOMI LEIBOWITZ, '01, ADRIENNE UMEH, '01, GABRIELLE CLARK, '10, AND KYRA STURGILL, '10, AT THE LAB ALUMNI REGIONAL GATHERING IN NEW YORK CITY



RICK BAUM, '02, AND TRICIA ROBERTSON-LOPEZ WITH THEIR DAUGHTER, AUTUMN PENELOPE BAUM

"If I can just try to reach out and say, 'Hey, there's nothing to be ashamed about, you're sick.' I wear it as a badge of honor. Five years into recovery, and I'm going strong."

more slim," says Mr. Alexander. "If I can just try to reach out and say, 'Hey, there's nothing to be ashamed about, you're sick.' I wear it as a badge of honor. Five years into recovery, and I'm going strong."

rehab, he returned to Sarah Lawrence, where the aquatics coach was assigned to help get him back to a healthier routine. As he gained strength and bone density, she asked if he'd like to train for a triathlon.

"I think she realized that with my competitive drive and my love of numbers—there's a lot of number-crunching you can do with your training sessions—it would be a great hobby for me," says Mr. Alexander. "And if I liked it, it would force me to keep myself healthy."

As he began winning regional races, reporters started asking how he got into triathlon. At first he simply said he was sick in college and started doing it to get better. But during one post-win interview, he told the whole story.

"A lot of people try to recover in silence, and that just makes the whole process so much harder and your chances of success so much

1930s

Jean Gayton Carroll, '35, AB'38, AM'53, PhD'69, editor-in-chief of *Quality Management in Healthcare (QMHC)*, died on September 9, 2014. She was born on October 13, 1917, and received several degrees from the University of Chicago. Her dissertation topic was "The Structure of Teaching Hospitals." Jean also wrote several books about monitoring patient progress, restructuring for hospital quality and patient care audit criteria.

Throughout her career, Jean dedicated herself to improving the care of patients worldwide. She had extensive influence in quality and process improvement and policy and standards development. She worked for the Columbia HCA, Blue Cross and Blue Shield Association of America, and the Centers for Quality Assurance (Cairo). In addition, she served as the director of international programs for the Joint Commission on Accreditation of Healthcare Organizations and as a health care policy advisor to ministries of health and government-sponsored health care agencies in Saudi Arabia, Bulgaria, Czech Republic, Hungary, Romania, and Slovakia. She also held a faculty position at Rush University in Chicago.

She continued to work—out of her apartment on the north side of Chicago—until the very end of her life.

Margaret Chave Fallers, '39, AM'48, died February 20 at her home in Chapel Hill, NC. Her passion for teaching, literacy, and administrative fairness touched the lives of many in many parts of the world. Margaret was not only an alumna of the Laboratory Schools, but also a beloved social studies teacher and principal.

Margaret was born in Sioux Falls, SD, but later moved to Chicago, where her father joined the faculty of the Divinity School at the University of Chicago. Margaret and her brothers attended the Laboratory Schools and grew up in Hyde Park.

A graduate of Oberlin College, she also held two master's degrees, in anthropology from the University of Chicago and in teaching from the University of California—Berkeley. As a young anthropologist just after World War II, she was invited to serve as a teaching assistant at the University of Hawaii. Then, she traveled to the Marshall Islands to do field work and met her first husband, social and cultural anthropologist Lloyd Ashton Fallers. They made their home in Chicago but also lived and worked in England, Uganda, and Turkey. After Tom Fallers's premature death in 1974, Margaret became associate provost of

the University of Chicago, retiring in 1995 to Chapel Hill where her younger daughter, Beth Fallers Lamanna, '68, lives with her husband.

As associate provost of the University of Chicago she was among the pioneers of a new period in university accountability and regulatory compliance, including standards of access, equality of opportunity, and fair treatment. She was universally admired for her honesty, sound judgment, and genuine concern for all who worked for the University. She was both fiercely loyal and often critical of the university she loved and served.

In her retirement Margaret volunteered for Planned Parenthood, worked in the local public schools, and taught adult literacy courses. In 1999 she married John "Jack" Parry, a retired engineer, and moved to Carolina Meadows, where they were actively involved in local Democratic politics. Margaret Fallers is survived by her daughters, **Winnifred Fallers Sullivan, '67** and **Beth Fallers Lamanna, '68**, and several grandchildren.

Gifts in memory of Margaret may be made to the Laboratory Schools.

1940s

Gordon R. Bonner, '47, died in January 2015, on Hilton Head Island. Gordon was professor emeritus at the University of Delaware where he served as chair of the Department of Finance until his retirement in 1996.

His grandfather, Robert J. Bonner, was a professor in the department of Greek Languages and Literature at the University of Chicago. Gordon was predeceased by his sister, **June Bonner Mullins, '43, PhB'46, SB'48**. He is survived by wife Lorna Bonner; children Lisa Bonner Wallis, David Bonner, and Bruce Bonner; and four grandchildren.

1950s

Shirley Gaines DuBois, '54, died on February 18 at her home in Jacksonville, NC.

Shirley grew up in Chicago. After graduating from Lab, she enrolled in Chicago Teachers College (now Chicago State University). Shortly after, she met and married Lee Andrew Pittman. To this union, her son, Andrew, and daughter, Janet, were born.

After college graduation, Shirley worked in the Chicago Public Schools until her retirement in 1992. While working in the Chicago school system she earned a master's degree from Northwestern University and a PhD in public policy from the University of Illinois—Chicago. She later became the principal of Walter Gresham Elementary School. After completing a sabbatical

leave, she taught reading to Title I students until her early retirement. Shortly after retiring she worked for three years as a staff development specialist for the Teachers Academy for Math and Science.

In 2000, she reconnected with Floyd DuBois, the widower of one of her former co-workers. They married in 2002.

Shirley was active in educational groups being a life member of the National Alliance of Black School Educators (NABSE), Retired Teachers Association of Chicago (RTAC), and the University of Illinois Alumni Association. She was a member and served several positions in the University of Chicago chapter of Pi Lambda Theta. Shirley and Floyd also worked with the Georgetown High School Alumni Association of Jacksonville, North Carolina's Annual Black History Writing Contest.

Shirley is survived by her husband, Dr. Floyd DuBois, her children, and many grandchildren.

1960s

Gail Stern Lenvin, '68, died October 25, 2014, in Los Angeles. Gail devoted her life to family and friends, achieving excellence in everything she did, personally and professionally. She is survived by her daughter Amanda, son David, and brother **Jeffrey Stern, '66**.

Faculty & Staff

Faynelle L. Haehn died in April 2015 at Vista Del Mar in Long Beach, CA. Faynelle was a talented and gifted educator throughout her entire career. She started teaching in Rock Island at Rock Island High School. She also taught in Fulton and LaGrange, IL, Austin and Robbinsdale, MN, and San Francisco before finding her ultimate teaching "home" at the Laboratory Schools.

She taught at Lab from 1964 until her retirement in 1984. During that time, she taught typing, business, English, and other allied business subjects. She was a respected "master teacher," and the Laboratory Schools' unique classrooms enabled many educators from throughout the US and around the world to come and observe her technique and classroom success. She published several textbooks, wrote and co-authored numerous articles, and presented many papers at educational conferences throughout the country. She was born in Davenport, Iowa in 1919. She attended St. Ambrose College and completed her graduate work at the University of Iowa and the University of Illinois, where she received a master's degree in educational psychology in 1954.

Long before there was a personal computer with spell check, Faynelle insisted on good grammar and accurate spelling. She told her students: "I want 'thinking typists' not 'typing robots!'" Faynelle retired permanently in 1984 but remained active. Outside of the classroom, she devoted her life to the care of her mother and, later, her father. An avid newspaper reader and an enthusiastic, loyal viewer of CNN and Fox News, she prided herself on knowing what was going on in the world around her.

Kenneth Marantz, professor emeritus of Ohio State University, died on January 3. He was born in Passaic, New Jersey and grew up in New York City, attending the Fieldston School. He was a purser pharmacist mate in the Merchant Marine during WWII, serving on carriers in the Atlantic and Pacific Oceans. Kenneth received both his AB and MFA in sculpture from Cornell University. He received his doctorate in education from New York University.

His teaching career began as an elementary school art teacher on Long Island. Two years as a professor at Pratt Institute were followed by teaching at the University of Chicago and the Laboratory Schools before joining Ohio State University as the chairman of the Art Education Department in 1971. During his years at Ohio State, Kenneth was a mentor, teacher, leader, and friend to art education students from Ohio, as well as those from out of state and from countries around the world.

He was an active member of the National Art Education Society, the International Society for Education through the Arts, and founder of the United States Society for Education through the Arts. Along with his wife, educator and librarian Sylvia Marantz, He wrote thousands of reviews and articles, lectured to thousands of educators, and authored a number of books about picture books and their illustrators.

In his retirement, he established the Marantz Distinguished Alumni Educator Award, an annual award given by the Art Education Department to honor an exceptional Ohio State graduate in art education. He and his wife donated their extensive picture book collection to Kent State University Library. In 2009 the Marantz Picturebook Collection was created in Reinburger Children's Library Center as a resource for the study of the art of the picture book.

He is survived by his wife and his three children, and several grandchildren.

from the Midway

U-HIGH MIDWAY

Volume 91, Number 5 • University High School, 1362 East 59th Street

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Freedom to choose promotes active, engaging classroom

For most high school students, AP Literature marks the culmination of their high school English courses. But at U-High, students have never taken this standardized course. Instead, they either enroll in Analysis and Composition or U-High's unique English 3-4 classes. A quarter-based program, the 3-4 curriculum allows students to take a variety of classes, ranging from Shakespeare and Austen to film noir and poetry. Its variety promotes independent thinking and a love of reading that students carry with them into college and beyond.

A college counselor's perspective



Ms. Kovacs

"We have never taught AP English at Lab, and I see absolutely no need to do so. In all of my years at Lab, I have never had a college question the content or the quality of our English program. College Admissions offices want to know two things about our English program: First, are the Lab students required to take four years of English, the standard expectation for college preparation? Second, can they write? The answer to both of these is "Yes." How do colleges know Labbies can write? By the writing submitted as part of the application itself, and then by the performance of our matriculated students in the colleges' own Freshman Writing program, whatever form that takes."

Decades later, English 3-4 operates with same goals, new elective offerings

by Mike Glick
Editor-in-Chief

As sophomores and juniors flip through the 2015-16 class offerings, they will not see AP Literature.

U-High has never offered the course, instead favoring its English 3-4 curriculum. Developed over 50 years ago, the 3-4 programs allow select juniors and all seniors to closely analyze novels, plays, poems and even films.

"In the '70s, the high schools really offered the students a lot of freedom and independence in making choices," English Department chair Colin Rennert-May said. "In some ways I think the electives were trying to hold onto the good part of that, with students taking some responsibility for the direction of their intellectual lives but maybe making it a little bit more structured than it had been."

Before the English Department established the 3-4 program for juniors and seniors, long-time English teacher Darlene McCampbell says another program, called Student Ordered English Curriculum, offered electives to underclassmen. Students did not receive grades. Instead, homeroom teachers gave parents written reports detailing the areas in which students needed improvement, according to Ms. McCampbell.

"It was very controversial," Ms. McCampbell, who has taught at U-High for 49 years, wrote over e-mail from Hawaii. "Mostly, parents hated it. Students liked it. Teachers believed in it. Every student had a kind of English homeroom. Then there were offerings of maybe four to six weeks of mini-courses that students could choose, given by different English teachers."

Since Ms. McCampbell began teaching at Lab, the English Department has emphasized the quality of analysis over the quantity of books read. Because the department focuses more on skills than content, Mr. Rennert-May says survey courses would prove unnecessary.



Mr. Rennert-May



Ms. McCampbell

"There are programs out there where you have a survey of American or British lit. Our hope is that if you know how to organize your ideas, even if you haven't studied a survey of American literature, you'll be ready for college and beyond."

— Colin Rennert-May, English chair

"What's important to us about the electives is first of all that we're trying to foster that sense of students taking responsibility and having a sense of independence," Mr. Rennert-May said. "There are programs out there where you have a survey of American or British lit. Our hope is that if you know how to organize your ideas, even if you haven't studied a survey of American literature, you'll be ready for college and beyond."

The program has also attracted teachers, as it offers them the opportunity to teach the material that they truly want to teach.

"All of us, even though we all studied literature as students ourselves in college or graduate school, have focuses and areas that we're really passionate about," Mr. Rennert-May said. "That's always been an important part of the program. We want to take our personal passions and ignite them in the students, too. It's really exciting to teach something that's always been a passion of yours."

For students, the English 3-4 program stimulates close analysis, according to senior Arthur Chang.

"Students are expected to know how to write a good analytical paper, so discussions, tests and papers can be focused more on close, deep reading," Arthur said. "For those who aren't as comfortable with writing, Analysis & Composition allows students to strengthen those skills before 3-4."

"The variety of electives offered also helps keeps students engaged with the reading, which leads to more productive discussions and better papers."



Arthur



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GORDON PARKS ARTS HALL
AN ALL-FAMILY
CELEBRATION
10.3.2015

Please save the date for an all-family festival celebrating Gordon Parks Arts Hall.

Lab alumni, parents, and students are all invited to join us for food, fun, art, and community! Invitations will be sent closer to the event.

Saturday, October 3, 2015
11 a.m.–2 p.m.



Save the date

Alumni Donor Thank You Party
Late July

Alumni Weekend and Reunion
Friday, October 16–
Saturday, October 17

All alumni are encouraged to return to campus to reconnect, reengage, and reinvest in the Laboratory Schools community. Class years ending in 0 and 5 will celebrate milestone reunions.

For details and to RSVP to any event, contact the Office of Alumni Relations and Development at 773-702-0578 or alumni@ucls.uchicago.edu.

