FROM DIRECTOR
CHARLIE ABELMANN
Honor, foster, connect, support

Dear Friends,

During the summer, Lab’s mission remains alive and well. Across our campuses, nearly 1,025 children joined us for Summer Lab: sports camps, CSI-style science classes, theater, and activities that allowed our campers to take advantage of our great city. We also sent students on explorations to Ecuador and, funded by a special gift, we were able to take faculty and high school students from Lab and the UChicago Charter Schools on study tours to China. All of these activities are grounded in our work as we complete our mission remains alive and well. Across our campus, nearly 1,025 children joined us for Summer Lab: sports camps, CSI-style science classes, theater, and activities that allowed our campers to take advantage of our great city. We also sent students on explorations to Ecuador and, funded by a special gift, we were able to take faculty and high school students from Lab and the UChicago Charter Schools on study tours to China. All of these activities are grounded in our work as we complete our mission.

Lab will define a path so that we can continue to be an outstanding institution, continue to improve, and ensure that we appropriately prepare our students for citizenship in a complex world.

By doing and our belief that our students for citizenship in a complex world.

When you first enter co-teachers Amy Tomaszewski and Dave Kalerla’s kindergarten classroom, you may do a double-take to make sure you didn’t accidentally stumble into a comic book store. Batman, Wonder Woman, Superman, Black Panther, Thor, Aquaman…they’re all there, up high on the shelves, watching over and inspiring the young scholars.

“We kind of had the superhero theme in mind at the beginning of the year, but we like to let the kids lead in where things go from there,” Ms. Kalerla says. “The first rep was to get them thinking about superheroes.”

What’s the fun really began. Each Friday Mr. Kalerla and Ms. Tomaszewski take their class on a “Friday Adventure,” which is an opportunity to get out of the classroom and try something different. One Friday—armed with a lot of student-generated ideas, she did an important share of the work! This year, we will be working with our many constituents—all of you—to gather input to our strategic planning process. Through this process, Lab will define a path so that we can continue to be an outstanding institution, continue to improve, and ensure that we appropriately prepare our students for citizenship in a complex world. Last year, we focused on four key areas, and those will continue to ground our work as we complete our strategic plan:

Honing Dewey We will look to amplify all the ways we bring to life the desire to have education be interdisciplinary, hands-on, and a means of helping children grow into active members of a democratic society.

Honing Community, Coherence, Civility We are a big school, but we are one school. We must ensure that everyone valued and that every voice can be heard. This year we are welcoming nearly 30 new employees and 150 new students and their families. We want them to feel that this is our school from day one.

Connecting to the University and Chicago We have unparalleled resources available to us through the University and beyond, and will continue to take advantage of them. They are sources for learning and provide opportunities for our students and faculty to serve and to contribute to the larger world.

Supporting All Students Issues of inclusivity, affordability, access, and opportunity to learn are paramount. This year we will increase our financial aid budget by 20 percent. We will continue to focus on meeting each child at his or her own level, and having our program meet the academic, social, and emotional needs of each student.

I am thrilled to welcome this year’s 2,156 students and their families, and I look forward to speaking with alumni at reunion or when I am visiting other cities this year.

With warm regards,

Charlie Abelmann

LabLife, published twice a year, is written for the University of Chicago community of alumni, parents, faculty, and staff. Editor: Catherine Breslauer, ’81 Contributing Editors: Megan E. O’Hare, AM’06, Farris, ’94, Professor Peep, Scott Schilling, Lidia Sarno. Design: Jonnae Clark Photography: Anna Johnson, Chris Kuhrt, Kathryn Seekins. Lab Note Correspondents: Diane of diligent alumni agents. Publishers: University of Chicago Laboratory Schools 1320 S. 5th Street Chicago, IL 60616 www.ucls.uchicago.edu Please send comments or updates to LabLife Editors at lablife@ucls.uchicago.edu. Reproduction in whole or part, without permission of the publisher, is prohibited.

Lab’s littlest superheroes have a big impact

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The book is a great way to connect students to the south side of the city, dispel myths, and challenge assumptions by introducing them to topics like food justice and gentrification, and foster a local current events study in the classroom. This summer’s texts are The Southside and High-Risers: Cabrini-Green and the Fate of American Public Housing, by Lab parent Ben Auten.

Ted Ratliff’s second graders got the rare opportunity to build their writing skills and engage with members of the Hyde Park community through their social studies curriculum this past winter. As part of Lab’s Biography Project, students initiated pen-pal correspondence with residents of a local retirement home, Montgomery Place.

“The opportunity to create a connection between Lab and Montgomery Place had been on my mind, and this idea just seemed a perfect way to serve the folks there and help our kids with some real-world applications for valuable writing,” Mr. Ratliff said.

The goal of the Biography Project is for students to form connections with people by swapping stories of real-life experiences. “A lot of residents have histories here in Hyde Park, and so do our students, so when they talk about places, the kids are really excited and invested,” Mr. Ratliff noted.

In addition to developing their writing skills, spelling, and penmanship, students learn how to really communicate with another person on the page, and then use that communication to create biographies of their pen-pals. “To have a pen-pal recipient to whom they have an emotional connection has been a great motivator for our students. We thought it would be great to use their life stories to create our biographies, doing real-world inquiry and research with these folks while serving our writing curriculum,” Mr. Ratliff said.

Students met their pen pals at a luncheon in May and read their biographies aloud to them. A great time was had by all!

FROM THE SYLLABI
It’s not too late to choose from among the Lab summer reading lists. The one created by the librarians in U-High’s Pritzker-Traubert Library, alone, was eight pages long. Here’s a sample:

- Dear Martin: No Stone
- When Dimple Met Rishi: Sandyha Menon
- American War: Omar El Akkad
- I Am Not Your Perfect Mexican Daughter: Erika Sanchez
- The Word is Murder: Anthony Horowitz
- La Belle Sauvage: Philip Pullman
- Met Rishi: Sandyha Menon
- No Stone: Nic Stone
- The Southside: A Portrait of Chicago and American Segregation
- The Fate of American Public Housing: Ben Auten

Architectural exhibit builds interest among kindergarteners

Marie Randazzo’s kindergarten class experienced architecture in a new light: a field trip to the Chicago Architectural Biennial at the Chicago Cultural Center allowed them to explore model buildings crafted by design visionaries from around the world.

In structuring the visit, Ms. Randazzo emphasized quality over quantity, rather than rushing the students through the entire exhibit, she encouraged the children to take their time and focus closely only on the structures that captured their interest. Different students were drawn to different installations—some were captivated by the largest buildings on display, while others were most intrigued by the models complete with miniature furniture. Prior to the field trip, Ms. Randazzo had noticed that this kindergarten class was more interested in storytelling and the visual arts than in building, but after seeing the creativity and innovation on display at the Chicago Architectural Biennial, the students started engaging with blocks more as part of their daily play. This was an exciting development in their learning. Ms. Randazzo says, “Blocks enhance the learning of mathematical concepts, design, and even physics.”

For Ms. Randazzo, this field trip exemplifies Lab’s focus on experiential learning, as well as its strong ties to its urban environment: “We want to encourage the children to see themselves as Chicagoans engaged and interacting in their city with their peers.”

In the Halls
Second-graders revive the lost art of letter writing

A biography project connects young and old

The adults at Lab participate in a shared summer reading experience. This summer’s texts are The Southside and High-Risers: Cabrini-Green and the Fate of American Public Housing, by Lab parent Ben Auten.

LabLife Fall 2018

THE BOOKSHELF
Recommended reading
History teacher Naadia Owens recommends The Southside: A Portrait of Chicago and American Segregation by WBEZ reporter Natalie Moore immediately piqued my interest when it arrived on the book scene a few years ago. A well written non-fiction narrative that explores justice and gentrification, and foster a local current events study in the classroom. Any opportunity for students to make a connection between the classroom and current events is an important one, especially if it helps them to become more civically active.

The book is a great way to connect students to the south side of the city, dispel myths, and challenge assumptions by introducing them to topics like food justice and gentrification, and foster a local current events study in the classroom.

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Making history in 3.5 minutes

Labbies join the likes of Elton John, Taj Mahal, and Nas as they cut wax records on a historic, one-of-a-kind recording machine

On the last day of the Lab sessions, 125 kindergarten students sat on the floor of Gordon Parks Arts Hall, surrounding an antique microphone, sang (and signed!) the hopeful classic, What a Wonderful World.

The Laboratory Schools are uniquely positioned to facilitate these types of integrative, multisensory experiences steeped in hands-on, real world pedagogy.

Mr. MacMahon was moved by essays Lab students wrote about the Hopi tribe featured in the film: “The music of families in the 1930s has been passed on to a new generation here at Lab. The opportunity to interact with history—through the machine that allowed America to hear itself for the first time—these ideas that are being nurtured could expand to other classrooms across America.”

Ms. Torto, “By working side-by-side with leading artistic practitioners, our students and our faculty benefit. It is absolutely consistent with how John Dewey envisioned a community of learners.”

“This was a catalyst for work that we’ve always wanted to do...speaking about folk music, the blues, underrepresented constituencies of musicians and people in general. We’ve had a lot of genuine moments of community where music is not an accessory but a central part of the experience,” she concludes.

Middle School mural project

Students in Gina Alicea’s Middle School art class were afforded the unique opportunity to provide new artwork for the walls of the Middle School building this past year. The project began in September 2016 when Ms. Alicea sponsored a mural painting club that met during the seminar period on Wednesdays. With blank white walls on the second floor after renovation, students in the club got to decide what the new walls would look like. Three teams painted murals on three walls in the renovated building on the east side of campus.

Ms. Alicea introduced students to the concept of mural painting and showed them examples of murals around Chicago. They then brainstormed: What would be the subjects? What reflects life at Lab? After drafting their compositions on large paper grids, they began painting the walls in December 2017 and finished the work in June.

The sixth, seventh, and eighth graders worked together through all stages of the project. "I love that it’s not just one single grade,” Ms. Alicea noted. “With all three classes participating, it was wonderful to see how they all worked together, and how they got to know each other.”

The students took the lead. “I tried to keep my hands off as much as possible,” Ms. Alicea stated. “The students did their own color selection and mixing—the design, the content is all their choice. I try to give the children as much freedom as possible because it’s their school and their mural. I want their artistic voice to be seen and heard in it.”

The work will remain on the walls for the foreseeable future. “It’s another way that Lab gives students agency—they get to choose what they want to do. They’re choosing to do mural painting, and within the mural class they’re choosing the imagery and the colors and the whole composition of the mural. It speaks to the Dewey way of kids choosing how they want to participate in their own education.”
Expanded athletics program attracts more students

The number of athletic team participants increased nearly 20 percent versus last year with 923 “roster spots” during the 2017–18 school year. It is a long-term trend, starting in the sixth grade. Not only did Lab expand Middle School offerings to include new sailing, fencing, and squash programs that mirror the High School—Lab opened up all Middle Schools sports to students starting in the sixth grade. Last year, about 50 percent of Middle Schoolers played on at least one team. In 2017–18 that number jumped to 67 percent. At the High School level, in addition to adding new sports over the past years, many have added a frosh/soph team to the traditional JV and varsity line-ups. This range allows more students to compete against other schools and to have that experience at appropriate levels of competition. “These past few years, as Lab has grown, we have been able to support more options and our students’ interests are helping us to make those choices,” says Athletics Director Dave Ribbens. “We are proud of our longstanding no-cut policy which is designed to encourage students to participate—it works! Being part of a team can be transformative for a student socially and emotionally. And we can help that happen while still competing at very high levels—just look at our two state championships this year.”

Middle School athletics: 22 teams, 11 different sports

When Lab built Gordon Parks Arts Hall, Lab educators oft said, “We are creating arts spaces that will finally match the talents of the students and teachers who will be using them.” Lobbies are in fact making great use of these new performance and practice spaces, and the nation is noticing. > Senior f阜alist Jenny Wang placed second, and won a $500 scholarship, for “The President’s Own” United States Marine Band Concerto Competition for High School Musicians, in conjunction with the Marine Corps Heritage Foundation. She was among only five finalists, selected from a pool of nearly 100 musicians, competing at the John Philip Sousa Band Hall in Washington, DC.

Music teacher Hsing-Huei Huang reflected on her opportunity to work with the Flianello Trio and what they, and students like them, represent for Lab. “Flianello’s success gives me a chance to reflect on how special the Laboratory Schools really are! Many students that succeed at prestigious competitions like those are not coming from normal, secondary schools. They often come from community music schools that are organized outside of school hours (e.g., on Saturdays) and that can draw on students from across the entire Chicago area. Such music schools are focused only on music preparation and have tremendous institutional support for musicianship. Given that we have the students to be able to field a successful chamber group like Flianello is exceptional!” Often overlooked by those outside the experience is the deep interconnectedness that allows a group of musicians to, well, literally make music together. Says Ms. Huang of her coaching: “Working on details of the music—articulation, eye contact, phrasing, dynamics, stage presence, the balance between the three instruments—and teaching the different styles of classical music, expanding their chamber music repertoire, building friendships, teaching them how to communicate through music, and just seeing them grow together through music, and just seeing them grow together is the deep interconnectedness that allows a group of musicians to, well, literally make music together. Words cannot convey how proud I am.”

June 67% of Middle Schoolers play on at least one team

63% of U-Highers play on at least one team

923 “roster spots” in 2017–18

U-High musicians performing at highest levels

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This year, Joseph Kerney’s fourth-grade students were able to experience the intersection of art, storytelling, and history through collaboration with art teacher Allison Beaulieu and local artist Turlut Onli.

It all started when Ms. Beaulieu and Mr. Kerney recognized an overlap in their curricula. Mr. Kerney teaches a Black History unit every year, while Ms. Beaulieu holds a multi-disciplinary unit on Afro-Futurist artists such as Sun-Ra, Octavia Butler, and Janelle Monae. Both teachers held a shared enthusiasm for the intersection of art, storytelling, and history, which is a hallmark of Afro-Futurism—a multi-disciplinary unit on the intersection of art, storytelling, and history that encourages us to celebrate our differences.

To further enhance their students’ engagement with the material, the teachers partnered with Turlut Onli, an artist and comic book creator based (like Lab) on Chicago’s South Side. Onli spoke with the students about his work and his experiences as an artist, as well as visiting with Ms. Beaulieu’s class as they crafted clay sculptures of their own original comic book characters.

Ultimately, both teachers hope students will come away from the collaboration deeply valuing diverse storytelling. “I hope that my students would learn to appreciate the importance of seeing people of color represented in mainstream comics as well as in movies,” Mr. Kerney says, “and understand the impact that inspires and encourages us to celebrate our differences.”

A couple of years ago, some N-2 teachers developed a project in which students decorate letters to make signposts for the Jim Family Library. Librarians Lee McLain and Mary Ogilvie partnered with art teacher Turlut Onli and Mary Ogilvie to help second graders leave a legacy at Earl Shapiro Hall as they prepare for third grade at the Historic Campus.

This year’s letters are collaged with black and white pages from discarded books—a fitting use of the white pages from discarded books—leaving their mark.
The class of 2018 will matriculate at:

- Allegheny College
- American University
- Amherst College (3)
- Bard College (2)
- Barnard College
- Boston College
- Boston University
- Brown College
- Bryn Mawr College (1)
- Butler University
- California Institute of Technology
- Carleton College
- Columbia University (3)
- Denison University
- DePaul University (3)
- Duke University
- Emory University
- Grinnell College
- Hamilton College—NY
- Harvard University (4)
- Haverford College
- Knox College
- Lewis & Clark College
- Macalester College
- Marquette University
- McGill University
- Miami University—Oxford
- Middlebury College
- Mount Holyoke College
- New College of Florida
- New York University
- Northwestern University (3)
- Oberlin College of Arts and Sciences (2)
- Princeton University (4)
- Purdue University
- Reed College
- Rice University
- Saint Louis University
- Skidmore College (2)
- St. John’s College
- Stanford University (7)
- Swarthmore College (3)
- Syracuse University
- The George Washington University
- The University of Iowa (3)
- Tufts University (3)
- University of California—Berkeley
- University of California—Los Angeles
- University of Chicago (4)
- University of Cincinnati
- University of Colorado—Boulder
- University of Denver (15)
- University of Illinois
- University of Illinois—Urbana-Champaign (4)
- University of Iowa (2)
- University of Michigan (7)
- University of Missouri
- University of Pennsylvania (6)
- University of Pittsburgh
- University of Puget Sound (2)
- University of Toronto
- University of Wisconsin—Madison
- Vassar College (2)
- Williams College
- Yale University (4)

“Of course, I am impressed by the incredible space we get to use in Rockefeller,” says Mr. Abelmann, “I also appreciate how we honor being part of a University. When our faculty don their own academic regalia, we communicate that learning continues throughout our lives.”

Ceremonies convey a lot about an institution. For a school that does not emphasize formality, the U-High graduation is surprisingly formal. It honors tradition, and yet, is still incredibly personal and meaningful to those who participate. Says Director Charlie Abelmann, “Throughout the ceremony, our students showed poise, humor, and insight—the energy of our graduates and their families is infectious.”

U-High graduation has been held in Rockefeller Chapel for decades, and so offers thousands of alumni a shared experience. “Of course, I am impressed by the incredible space we get to use in Rockefeller,” says Mr. Abelmann. “I also appreciate how we honor being part of a University. When our faculty don their own academic regalia, we communicate that learning continues throughout our lives.”

As the class of 2018 readies for their next step of life, college counselor Melissa Warehall says, “We are thrilled with the wide and diverse list of colleges that our students chose to attend, as well as the gap year experiences some will have.”

Ginger Phillips introduced a unit about the evolution of the Chicago public park system to her students—and in true Labbie fashion, they took a leadership role and seized what they saw as an opportunity for community action.

“When we first heard that the Obama Presidential Center (OPC) was coming to our neighborhood, we were thrilled,” says Ms. Phillips. “Then we explored the career and philosophies of Frederick Law Olmsted. His ‘Parks for the People’ vision really resonated with us, and our opinion on the placement of the OPC started to change.”

Olmsted—who designed and created models of parks for their chosen areas, then wrote letters to aldermen to propose construction. “I’m most proud of the advocacy work they’ve done,” says Ms. Phillips. “They’ve really taken up what they feel strongly about. It’s been exciting to see them take part in our democracy.”

John and Alice Dewey would be proud.

Third- graders debate the placement of the Obama Presidential Center.
More than 2,000 people. Seven songs. One All School Sing.

Singing and clapping, Lab starts new all school traditions

Father and son revisit Interlocking

Virginio Ferrari is an internationally acclaimed contemporary sculptor whose artistic ideals focus on the interaction between the work and the person. The University of Chicago is home to many of his public works. One, Interlocking, was gifted to the Laboratory Schools by Don and Marlene Mazzoni and Charles and Mary Chuman to commemorate the completion of the then-new Middle School building. Completed in 1993, Interlocking is meant to be an interactive bench, three curved parts of different sizes pieced together to form a circular structure with breaks in between. Made of stainless steel and situated in Kenwood Mall, the bench has become a place for students to sit, talk, and even play a site-specific invented game called “Circle Soccer”, which uses the piece as circular goalposts. Mr. Ferrari and his son, Marco, ’93, MFA’13, recently visited Lab. Marco, a video artist, filmmaker, lecturer in communications and media studies at John Cabot University in Rome, and curator of V. Ferrari Foundation is filming a documentary about his father.

Lab’s Corvus Gallery will host an exhibit of Virginio Ferrari’s work starting on October 4. Read more about his work and connection to the University of Chicago at UChicago Arts: https://arts.uchicago.edu/public-art

LabLife Fall 2018
In the Halls

SummerLab

Six weeks: 1,025 kids, 200 employees, 25 field trips, 580 hours of sports, countless stories and smiles.
**LA VIE ARTISTIQUE**

Sharing her love of French art with her students, Vicki Schneider became an art historian along the way.

She knew that Lab supports many opportunities for its faculty, so she wrote a proposal to go to France to help the museum with its research. Her five-month sabatical enabled her to deepen her knowledge of French art and experience how people work together to bring about an exhibition for the public.

“The classroom is enriched when teachers have the possibility to renew themselves in a field about which they are passionate,” says Ms. Schneider. “This can only happen if we, as teachers, get opportunities to feel like students again.”

**In someone else’s shoes**

Inviting family traditions into the classroom

When kindergartner Zara’s parents visited their daughter’s classroom to share the love of their two countries—Ara is from Bosnia and Juraj from Slovakia—they made the moment experiential: students listened to stories and learned to count to 10 in Bosnian. They tasted apple custard and creamy cheese with fresh bread. And all this food and fun laid the groundwork for connecting between home and school. “We learned about how much we are different, started thinking about our own identities, and opened our hearts and minds to others in our classroom family,” she says.

> Genevieve has been gardening with her parents since she was one, so her family came in to talk about gardening. Each child planted basil seeds in a pot to bring home after the experience.

> Madeleine’s parents shared a tradition of going apple picking. They read the children a story, had a station for apple tasting, and created apple stamp art.

> Ishaan’s parents explained Diwali, also known as The Festival of Lights. Ishaan wore a kurta pajama, the family shared khichdi (rice pudding with cardamom), and the class used stamps to make designs using rangoli (colored powder).

> Amelia’s family shared their tradition of camping. The children put up a tent, played in it, and ate s’mores.

> Isabelle’s parents introduced the Dutch side of her family. Her classmates loved the click-clacking sounds they made as they experienced walking in wooden shoes.

> Zachary’s mom is from Japan and his dad speaks Japanese. They explained that Japan is surrounded by water and water plants and amazed the children by showing how quickly seaweed grows. They planted a little in water and kids watched it grow while the children listened to a story in Japanese.

> Evan’s dad shared his love of chemistry with “awesome” experiments. First, he blended cabbage to make cabbage juice. Then he added different acids and bases to it—a great chance for the kids to make observations and notice the changes. For snack, he made ice cream using liquid nitrogen.

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Recognizing that our Schools are a better place because of the people who contribute their time and resources, Lab held two special events to say thank you.

On Saturday, March 3, nearly 800 members of our community came together for a great evening at Lab’s gala fundraiser, Connections 2018, chaired by Meggan Friedman, P’31, Sabrina Gracias, P’21, P’25, and Nickol Hackett, P’23, P’25. Connections 2018 helped raise more than $3.4 million to support the revitalization of Jackman Field and to help Lab build upon its commitment to financial aid.

Clockwise from left: Ada Kumar, Alan Kumar, Amy Han, Cornelius Brooks and Nickie Brooks

Connections co-chairs with their spouses: Antonio Gracias, Sabrina Gracias, Meggan Friedman, Sam Valenzisi, Darrel Hackett, Nickol Hackett

Antonio and Sabrina Gracias

Juan de Pablo and Marina de Pablo

Florence Almeda, ’18 performs with alumni band

Martin Nesbitt, Roxanne Nesbitt, ’18, and Anita Blanchard

Ahliah Harris, ’14 adds a leaf to the Giving Tree

Lucas Roh, Jeffrey Craig, and Charles Diawara

Charlie Abelmann and Liz Parker
The students at Lab and the UChicago Charter Schools are different in many ways, but they share a community, and a desire to learn.

Through a partnership between Lab and the UChicago Urban Education Institute (UEI) which conducts research, trains teachers and school leaders, and operates the UChicago Charter Schools, all students benefit. The schools share a commitment to providing their students with meaningful, broad, and powerful learning experiences that enable them to develop the knowledge, critical thinking skills, strength of character, and confidence necessary to succeed in college—and in life.

The vision and generosity of Peggy and Yung Bong Lim brought much greater intentionality to how the organizations work together. As hoped, many activities have enhanced the school experience—high schoolers are connecting, UEI parents, teachers, and students are included in lectures and presentations at Lab, and a special relationship has evolved across the third grades.

If you are interested in supporting and strengthening partnerships like this, please contact the Lab Office of Alumni Relations and Development, 773-702-0578, development@ucls.uchicago.edu.

Chicago Law School student Darrius Atkins had a question for the four teenagers who were gathered in a University of Chicago Law School seminar room one night: did the US Supreme Court get it right when they ruled in Wisconsin v. Yoder that the state couldn’t force Amish parents to send their children to school after eighth grade? Should an Amish family’s right to express their religious beliefs trump the state’s interest in educating children?

The high school students were quiet at first, listening as Atkins and his fellow teaching assistant teed up the conversation about the 1972 case. It was nearing 7 pm, and the teens had already had long days at school.

“On the first day, they discovered that the Woodlawn students have constitutional rights in school and the Lab students don’t—the Constitution doesn’t apply at Lab because it’s not a state actor,” said Buss.

“So, what do you think?” Atkins said, looking around the room. “Did the Court get it right?”

Lab student Stanley Shapiro said that, yes, the justices probably had. Those extra years of school might be unnecessary for a child whose community and faith were built around simple living and a rejection of worldly knowledge. But Woodlawn student Adam Wilson wasn’t so sure: he wondered if Amish teens who drop out might miss learning opportunities that could help their community, or themselves.

“This was just the kind of conversation Professor Buss had hoped for when she decided to offer the winter quarter class, The Constitutional Rights of Minors from the Minors’ Point of View, a reprise of the joint law school/high school class on juvenile justice that she’d offered in 2015.

“One of the things that I loved—and was eager to do again—was collaborating with law students in teaching law, which is a wonderful and meaningful way for law students to learn,” said Buss, the Mark and Barbara Fried Professor of Law. “The high school students were engaged in a way that allowed for discussions that went pretty deep pretty quickly, and both I and the law school students learned from them.”

“I learned how reasonable and rational high school students are in discussing their constitutional rights,” teaching assistant Michael Conaway said. “It makes me think their voices ought to be considered more when courts try to determine the shape of constitutional rights in schools. Several Supreme Court cases seem to fear that affording students too many rights will lead to a Lord of the Flies situation. But in this experience, students were willing and capable of recognizing limits to a student’s constitutional rights relative to an adult—even when they advocated expanding student rights.”

The teens’ personal experiences often shaped their approach to particular issues, and interesting conversations emerged as they compared how rights differ between students at Lab, an independent private school, and students at Woodlawn, which is a public charter school.

“On the first day, they discovered that the Woodlawn students have constitutional rights in school and the Lab students don’t—the Constitution doesn’t apply at Lab because it’s not a state actor,” Buss said. “That was a funny moment.

“Now, it just the kind of conversation student rights.”

The Lab students and UEI scholars were amazed at how engaged the Lab students were—half from the University of Chicago LabLife Fall 2018
Making: Shop Class for the 21st Century

Lab teachers invoke Dewey’s spirit with life-sized Jenga, automotive engineering, animal corpses

By Heather Preston
I look at objects and I question their purpose. To me, math is much deeper and more beautiful than that. Making math worthwhile is experimental. Today Dewey’s beliefs are alive and well, as Lab educators and High School students, Labbies can now apply the aesthetic differences in the cars are where the students’ personalities really shine through. The creativity of the design is really something to be judged by each individual student and what they are trying to emulate,” Mr. Wong says. “What is creative to one person may be viewed as cutting corners and just making a really small car to someone else.”

Math
“I think the ‘M’ often gets forgotten in ‘STEM,’” says High School math teacher Julia Maguire. “People just think of math as paper and pencil, solving problems… but to me, math is much deeper and more beautiful than that. Making anything, building anything is all a big math problem.”

To help prove this point—and in hopes of fostering a love of math in younger children—Ms. Maguire teamed up with fifth-grade teachers Di Bloom, Kristin Frank, and Stephanie Mitzenmacher, and Di Bloom to help them bring some of their ideas into the makerspace…and what’s more brilliant than giant Jenga?

Ms. Mitzenmacher and Ms. Bloom’s students started with a standard-sized Jenga, recorded all the measurements and dimensions, and calculated how to blow them up. Then, Ms. Maguire led students to the makerspace, where they sawed and sanded the 2x4s themselves. “Measuring and measuring twice, cut once” was our mantra,” Ms. Maguire says with a laugh. “We repeatedly preached caution, but that was all for naught. The students were very careful and precise.”

Ms. Frank sought a project that could help her students visualize the calculation of area to volume, so she enlisted the help of the art department. Her students were separated into groups, then told to select from a variety of prints of famous paintings. The challenge: create a likeness of the 2D paintings in 3D form.

“We asked the students to think as much about what they don’t see when they look at the paintings as what they do see,” Ms. Maguire explains. “What’s behind the chair? What’s in the box? What’s on the bookshelf?”

The answers to those questions would drive the students’ designs. With their rough sketches in hand, they headed to the makerspace. With the help of a representative from Birpace—the company Lab contracted to help the school design and build the makerspaces—prototypes were made, critiques were delivered, revisions were made…and finally, 3D art was created.

Next up? Building scale models of Lab’s outdoor classrooms. “One of the things we’ve really worked on this year in fifth grade is to get the kids out and measuring things,” Ms. Maguire says. “It sounds so simple, but it really teaches a lot of skills. They need to find the right tool to measure each object. They need to think about things from every angle...you can’t make the pond this big if that tree is this size, etc. These are skills utilized by architects, contractors...in any number of professions.”

Perhaps Ms. Maguire has answered the question students have asked in classrooms for generations: “When are we ever going to use this stuff?”
A Lab partnership with UChicago experts is helping to keep Lab’s curriculum at the cutting edge

By Megan E. Doherty, AM’05, PhD’10
Teachers identified picture books and games that lend themselves to the kinds of processes behind CT: problem decomposition, spatial skills, debugging, programming.

In the High School, the CT Initiative is focused not only on continued enhancement of the computer science curriculum but also on exploring, with other teachers, how the ideas from computational thinking can inform problem solving across disciplines.

“We’re working with Professor Franklin and UChicago STEM to evaluate the current course offerings, and asking how can we add new courses that are engaging and relevant for students wanting to take AP computer science, as well as students who might not be as CT savvy.” Mr. Schwartz emphasizes that High School should be where CT as a way of solving problems—clearly and consciously—hold out as a basic tool for learning—it's embraced. The Computer Science and Math departments are partnering to explore how CT can be integrated more fully into math instruction, including using 3D modeling and 3D printing to improve geometry instruction, making learning more engaging and helping students build their tool sets for solving problems in other subjects.

A key part of the initiative is to support Lab teachers in their ongoing effort to improve and augment their teaching materials—both through finding new resources and updating older ones. The mutually beneficial collaboration with the University, serving Lab's specific program goals at the same time that it draws upon and enhances Professor Franklin's research, promises wider pedagogical applications for computer science and STEM education in ways that will serve the broader academic community.

Mr. Schwartz emphasizes the vital role of collaboration between Lab and the University: “To have U of C experts provide feedback on our efforts to expand our curriculum in real time, it's something other schools can only dream of.”

The overall goal of the project is to improve computational thinking instruction at all levels at Lab, so that students have a cohesive nursery through grade 12 experience.
Following in John Dewey’s footsteps. Literally.

Standing before a crowd of more than 300 people posted to social media, a group of high school students—in Nanjing, as local journalists took photos and students—some American, some Chinese—gave a speech. A 100-year-old speech.

By Catherine Braendel, ’81
His summer, a dozen high schoolers—four from the Laboratory Schools, four from Woodlawn Charter School, and four from RDFZ, Lab’s partner school in Beijing—spent 10 days on an educational tour through China. Together, they retraced the path taken by John Dewey when he visited China for 26 months starting in 1919. Accompanied by Lab teacher Xiaoli Zhou, UChicago Charter teacher Amina Beloucif, and, for a portion of the trip, Director Charlie Abelmann, the students met with academicians and kindergarten students, visited rural locations and major cities, and just as importantly, they connected with one another.

“It was thrilling to watch a diverse group of students so engaged in understanding Chinese educational history through a Dewey lens,” says Mr. Abelmann.

From 1919 to 1921, Lab founder and world-renowned educator John Dewey traveled throughout China. Dewey had been invited to visit by several of the Chinese graduate students he’d taught at Columbia University. During his visit, he gained what some have called “superstar” status, with people flocking to his lectures, reading them (in translation) in books and newspapers, and widely applying his philosophies of education. Those theories of education are still influential today and his works continue to be translated into Chinese.

The process of doing, connecting, and reflecting ultimately put Dewey’s ideas into practice. Says U-High junior Gershon Stein, “We have been able to learn in a purely Dewey way—with cross-cultural, experiential learning.”

During their tour, students learned about education and experienced different perspectives and cultures first hand. “We went to a museum which talks about the history of academic testing in China,” says Gershon. “Throughout Chinese history there has been a lot of high stakes testing. Today there is still high stakes testing in China, which is a

“As we have already said, fruitful and creative participation in society is the end at which we aim in education; the child as he is when he comes to us is the point from which we start; and the school is the bridge linking the child and his society. The business of education is to help the child walk across this bridge and become a useful, contributing member of his society.”

—John Dewey, Beijing, 1919

ABOVE: THE GYM OF NANKING SOUTHEAST UNIVERSITY WHERE DEWEY MADE A SPEECH IN 1919, AND WHERE THE STUDENTS REENACTED THAT SPEECH IN BOTH ENGLISH AND CHINESE.

LEFT: DEWEY PRESCHOOL IN NANKING
controversial topic as it is in the US. It was interesting to see the history behind this practice that has shaped academic standards for centuries.” Noting the emphasis on pure memorization, junior Odysseas Nikas notes that, “John Dewey would not approve.”

With the guidance of documentary filmmaker Ben Kolak, who also joined the group, the students recorded their experience and reflected upon how their different perspectives shaped that experience and influenced one another’s. They will be completing their documentary in the coming months. Says student Alice Jiang, “We were encouraged to take some risks while we were filming—use your brain to think about alteration, and your cameras to observe and testify your thoughts.”

Says Mr. Abelmann, “The camera gave our students a means of looking at their word through a different lens—literally. It also allowed them an opportunity for self-reflection in a profound way.”

Just as the students completed their study tour, a group of 12 Lab faculty and staff were just embarking on theirs. Lab will share more about these China study tours, as well as the student documentary, in the near future.

A colloquium honoring the 100th anniversary of a transformative two-year trip to China made by University of Chicago Laboratory Schools founder John Dewey

The University of Chicago has a rich history of scholarly collaboration in China, which dates to the early 1900s. In the span of a century, research partnerships between UChicago scholars and their Chinese counterparts have blossomed into dozens of ongoing relationships, spanning many fields of study. The Laboratory Schools are excited to deepen this connection in the area of pre-collegiate education.

This May 2019 conference will bring together researchers, policy-makers, and school-level educators from the United States and China to further our understanding of Dewey and his significance. Please email director@ucls.uchicago.edu should you have an interest in sponsoring, presenting, or attending this conference.
in Cheyenne, WY, to be near my family. I am not able to travel much these days, so I stay in Nevada. I was thrilled to be part of Mrs. John’s [[Joseph Kreines]]’ class, and the notes and greetings sent by several classmates brought back many memories of my improbable career as a college math teacher, 10th-grade geometry with Mrs. John was another story. My teachers who wanted to interact, and to have access to a super library. It was a special time that电商平台 had a deep impact.

I have focused on the new field of evolutionary medicine, the integration of evolution and biology with our understanding of health and disease. “My healthy family (Carol, Caryl, and Darby), a child of the 50s & 60s, who now have four children and grandchildren ranging in age from 38 to 16.”

I am still alive.”

I am still being published, and I am still doing for the arts. I am still writing. I am still alive.”

You can reach me at jhmix@gmail.com.

Alumni notes

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50s & 50s

Joy Carlin writes, I am still doing and directing in theater here in the Bay Area, and recently I attended a gala at the San Francisco Arts Commission celebrating the 50th anniversary of the Berkeley Repertory Theatre at which I was a director, and interior artist. At one time or another since 1973. Perhaps my passion for music began when Joseph Kreines’ [first] class taught me that with Lab being a progressive school, whether or not we wanted to do homework, we always broke with Mrs. John was another story. My teachers who wanted to interact, and to have access to a super library. It was a special time that电商平台 had a deep impact.

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50TH CLASS REUNION / 1968
OCTOBER 12-13, 2018

50s
1950 Class Representative
Ellen O’Farrell Leavitt
7596 N. Park Drive
Paradise Valley, AZ 85253
ellen@leavitt.com

From your class representative:
I contacted my classmates who attended Lab with Lobbies. We are part of a group of right that attended National Geographic presentations four, now five, times a year in Mesa. This group includes Susan and Rich Goldsmith, Carol and Ian Dressen, Vickey Ammon, and Carol Davis. And me. I’d like to stay in touch.

Lloyd Graft writes, “I am continuing my writing career which I have been doing for about 58 years, I have an online magazine called Reading Worlds and a blog, Swot! with about 20,000 readers. I am also still in the used medical tool business in Oak Forest, IL, which I prefer to call ‘reduced inventory’.”

We are attempting to turn dust on gold to be recognized. We are doing so using Vietnam and I am still fascinated by it. I hope to never ‘retire.’ My main connection to Lab is to the Lab/Cambridge Hospital for medical care. Ken Polonicky is the head of that department. I am a friend of his. Three children, all Lab alumni, are also close friends of my sons. I played basketball for Lab and was very saddened to hear of the deaths of two other classmates. Mark was probably the best player ever for Lab. He was probably my friend who played pro in Arizona before becoming Osama bin Laden. He was a very nice, gentle person.

Naomi Pena writes, “I have taken a left turn away from writing to find ways to raise funds to restore the mission of the Northern California. A gift to the United States in thanks for liberation in Nicaragua for the Mission.”

We are happy to have our votes this November. The very fundamental that has not prepared me for an in-depth education, and being stretched through my first year. I am very grateful for the opportunity to take my class notes and political science courses at Lab.

Robert Erickson. He encouraged my pursuit of art, gave me creative freedom, and taught me to apply to the progressive field of life science. This is an art.

39TH CLASS REUNION / 1969
OCTOBER 12-13, 2018

1969 Class Representative
Tobias Hardin
6069 North La Salle Drive
Chicago, IL 60660-4593
joe@toh.com

Class of 1969: Interested in hosting a 50th class reunion? Or, want to be informed of upcoming class events? Contact: toh@toh.com

Stewart Herman and Linda Herman continue to tinker with their home sweet home in a 1940s old house in Minneapolis. The home is set on an acre of solar energy to cover what is used and not, it is certified ‘net zero’ by the National Renewable Institute. Recently it was also named by the American Chemical Society for the ‘Year for ‘best historic remodel.’”

My personal medium for the past 50 years has been ceramics. It seems appropriate to follow at the closing speaker at the annual National Congress on Conservation for the Ceramic Artists. On Monday, 10 a.m. at Harrisburg, Pennsylvania, I was honored to have the opportunity to discuss some of my ceramic work with students and faculty and to explain the design and creative process. It is an opportunity to be able to share and enjoy with people who are interested in art. The use of technology has allowed me to share my work with a broader audience. This has been an exciting time in my life and I am looking forward to the future.

Andi John, Richard DeCerchio, and Alan Ebmeyer in Josh’s home in Bethesda.

My name is Andi John, originally from Lab, and I have been living in the Washington University College of Fine Arts in St. Louis for the past 12 years. My main focus has been on the aesthetic and emotional aspects of ceramic art. I have been working on creating a sense of balance and harmony through the use of color and form. I have been experimenting with different techniques to achieve the desired effect. I have been working on creating a sense of balance and harmony through the use of color and form. I have been experimenting with different techniques to achieve the desired effect. My work often explores the relationship between the physical world and the spiritual realm. I am particularly interested in the way that art can be used to express the various aspects of human experience.

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Andi John

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Office of Alumni Relations

TOM STANLEY-BECKER writes, "Hi all, hope to see many of you soon. I’ve found myself on the East Coast all, hope to see many of you soon."

2010 Class Representative

JAYA SAB jayat.sabh@gmail.com

GABRIELLE CLARK

2014 Class Representative

LILLIAN FELDSTEIN feldstein@bowdoin.edu

ELIZA (NELLY) MOTTLESTEAD was a scholarship winner from the 2018 New York State Summer Writers Institute. From nearly 300 applications received, they awarded 70 tuition scholarships for the 2018 summer writers institute.

2016 Class Representative

MICHAEL GOLLICK mglick608@yahoo.com

WANQI ZHU, '17 (Stanford '21) is in London with a startup. JULIAN LARK julark@uchicago.edu

2017 Class Representative

JUDITH RAE LASHOF, '71, died of breast cancer on May 27 at McClan Miller VNA Respite House in Colchester, VT. After U-High, she earned a bachelor’s degree in urban problems and social change from the University of Michigan in 1974 and a master’s degree in adult literacy from the University of Pennsylvania in 1984. In 2009, she completed a certificate of study in elementary education at Castleton State College. Ms. Lashof was a lifelong educator, community organizer, and advocate for social change. While working with the Movement for a New Society, she co-owed the No Turning Back: Lesbian and Gay Liberation for the SB, published in 1983.

STEVE TAYLOR, '80, died in October 2017. Classmate Rhonda Cans writes, "It is always wonderful to gather with classmates and old friends, but this occasion was somber. We gathered the weekend of March 9 to honor our friend and classmate. So many people traveled from California, Massachusetts, New York City, Seattle, Madison, and much closer to home. There were beautiful words and photos. Steve's sister, Jane Taylor, '77, worked diligently to pay homage to her little brother. The celebration of life was the following night, at Ida Noyes Hall, and two consecutive evenings were spent at Jimmy’s to “raise a pint” to Steve. We vowed to gather in the future for more joyful occasions.”

ZEKE USHAW, '09, collapsed on March 24 as he played basketball for the G League’s Grand Rapids Drive. He died two days later. He was only 26 years old. A scholarship fund has been established in honor of Zeke. The Zeke Ushaw, '09 Memorial Fund will provide important financial support to talented and highly-motivated students whose financial situation might otherwise prevent them from attending Lab.

Alumni

BETTIE (MORRIS) MAGEE, '44, died on June 23. After graduating from Lab, Bettie attended Wellesley College and then graduate school at the University of Michigan. She raised her four sons in Ann Arbor, MI, before retiring to Fuengirola, Spain, for 15 years and then settling in Natick in 1997.

M. EDWARD DAVIS, JR., '93, died surrounded by family on April 9 in Indianapolis, IN. After graduating from Lab, Ed then earned a BA from the University of Chicago in 1975, and a master’s degree in adult literacy from the University of Michigan in 1974 and a master’s degree in urban problems and social change from the University of Pennsylvania in 1984. In 2009, she completed a certificate of study in elementary education at Castleton State College. Ms. Lashof was a lifelong educator, community organizer, and advocate for social change. While working with the Movement for a New Society, she co-owed the No Turning Back: Lesbian and Gay Liberation for the SB, published in 1983.

Corinne Siegel Gerson, emeritus faculty member and former Lab Middle School principal, died July 2018. Corinne, who was born in 1925, has been credited with bringing to Lab the Middle School advisories, the “Sixth Grade Core,” which eventually became the humanities program, and the Pretty Lake trip for seventh grade. She instilled in the principles of John Dewey and was deeply committed to experience-based teaching and outdoor learning. Her last career was teaching at University of Illinois Chicago and supervising student teachers. She continued to have an active social life, was active in both book and bridge clubs, and had many younger friends that kept her involved. She is survived by five children, two step-children, and 11 grandchildren.

STONE TAYLOR, '80, died in October 2017. Classmate Rhonda Cans writes, “It is always wonderful to gather with classmates and old friends, but this occasion was somber. We gathered the weekend of March 9 to honor our friend and classmate. So many people traveled from California, Massachusetts, New York City, Seattle, Madison, and much closer to home. There were beautiful words and photos. Steve’s sister, Jane Taylor, ‘77, worked diligently to pay homage to her little brother. The celebration of life was the following night, at Ida Noyes Hall, and two consecutive evenings were spent at Jimmy’s to “raise a pint” to Steve. We vowed to gather in the future for more joyful occasions.”

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Outcomes
Film and television producer
Aaron Lubin, '88

Since 1999, together Mr. Lubin and Ms. Burns have made a dozen movies, as well as a TV series. Public Morals, which is set in 1960s New York City and explores the public morals division of the New York Police Department. “We get to explore Irish gangsters and the culture in Harlem,” says Mr. Lubin. While working as a consultant for the NBA, I assumed only the most connected people had opportunities, but it was a false assumption,” says Mr. Lubin. “I wanted to explore the feeling of getting into an interview with actor, director Ed Burns. “But it was during law school and working on the U-High Midway, of which he was eventually a part of the creative side.”

The value of a Lab education was less about facts than how to think about—and with—them, says Mr. Lubin. “For me, being a kid from the South Side of Chicago, telling a story about the South Side would be a dream come true.”

Analyst, investor, saké brewer, mohican
Russell Kohn, ’03

Russell Kohn, ’03, succeed in a career spanning the arts. He liked making movies to start-up companies underwriting the arts foundation New York’s first saké brewery, Wakan. “I’ve been fortunate,” he says. “It’s a game-changer.”

RUSSELL KOHN AND WIFE, AARON LUBIN, ’88

Fashion industry strategist
Stephanie Horton, ’99

The current UChicago trustee. “I love it, it’s one of the most connected people in the arts.”

Fashion tech
Stephanie Horton, ’99

Like many members of her Chicago Police Department family, Candis Hudson, ’88, solves cases. But instead of solving crimes, she cuts through the root causes of accidents. “I grew up in the environment where my family always sat at the kitchen table trying to cut out clues together,” says Ms. Hudson, who is a forensic engi- neer. As the systems reliability section chief for the Bureau of Safety and Environmental En- forcement, she says, “It’s just deeply ingrained in me to find that needle in the haystack.”

Forensic engineer
Candis Hudson, ’88

Ms. Hudson always has a suitcase packed for the last minute calls that routinely take her offshore, sometimes by a two-hour helicopter ride into the Gulf of Mexico or off the California coast, or to a foren- sics lab in Houston. Working in the oil and gas industry, she analyzes everything from failures in the operation of large cranes to small bolts. These jobs require her to be on call, often for as little as a few hours days at a time. “I’ve always given the im- possible cases, so everything is enjoyable,” she says. “What haven’t I enjoyed is the discrimination they come with being a woman of color in a male-dominat- ed field.”

Ms. Hudson relies on her research and materials background from her time working as a NASA fellow and then at Johns Hopkins Applied Physics Laboratory. This helped her understand the behavior and performance of certain materials in similar environ- ments with stressors such as heat, pressure, electricity, chemistry, and fatigue.

The investigation that affected her most was when she was determining the cause of the wires of a crane snapped, leading to the death of a young child. “It’s a huge influence,” she says. “I had been working offshore at the time to earn extra money for college. Ms. Hudson deter- mined that the break was due to corrosion, leading to a loss of integrity and strength in the rope. The equipment was too old and hadn’t been maintained properly.”

“Knowing my duty to help people and find answers,” says Ms. Hudson. “That’s why we’ve all been, we have children, or that she’s not qualified because of her gender or complexion. She traces her confidence back to her 20 years at Lab and the solid foundation in math and science she received there. This background gave her the self-confidence to ignore the doubts and naysayers and do her job.”

Ms. Hudson always has a suitcase packed for the last minute calls that routinely take her offshore.
All alumni are encouraged to return to campus and reconnect with the Laboratory Schools community. U-High class years ending in 3 and 8 will celebrate milestone reunions and enjoy special class gatherings and dinners.

Whether you’re celebrating a milestone reunion with your class or reconnecting with friends in an off year, register now at labalumniweekend.uchicago.edu

Please contact the Office of Alumni Relations and Development with any questions at alumni@ucls.uchicago.edu or 773-702-0578.

save the date

Young Alumni Thanksgiving Party
Saturday, November 24

Dewey Dance
Saturday, March 9, 2019