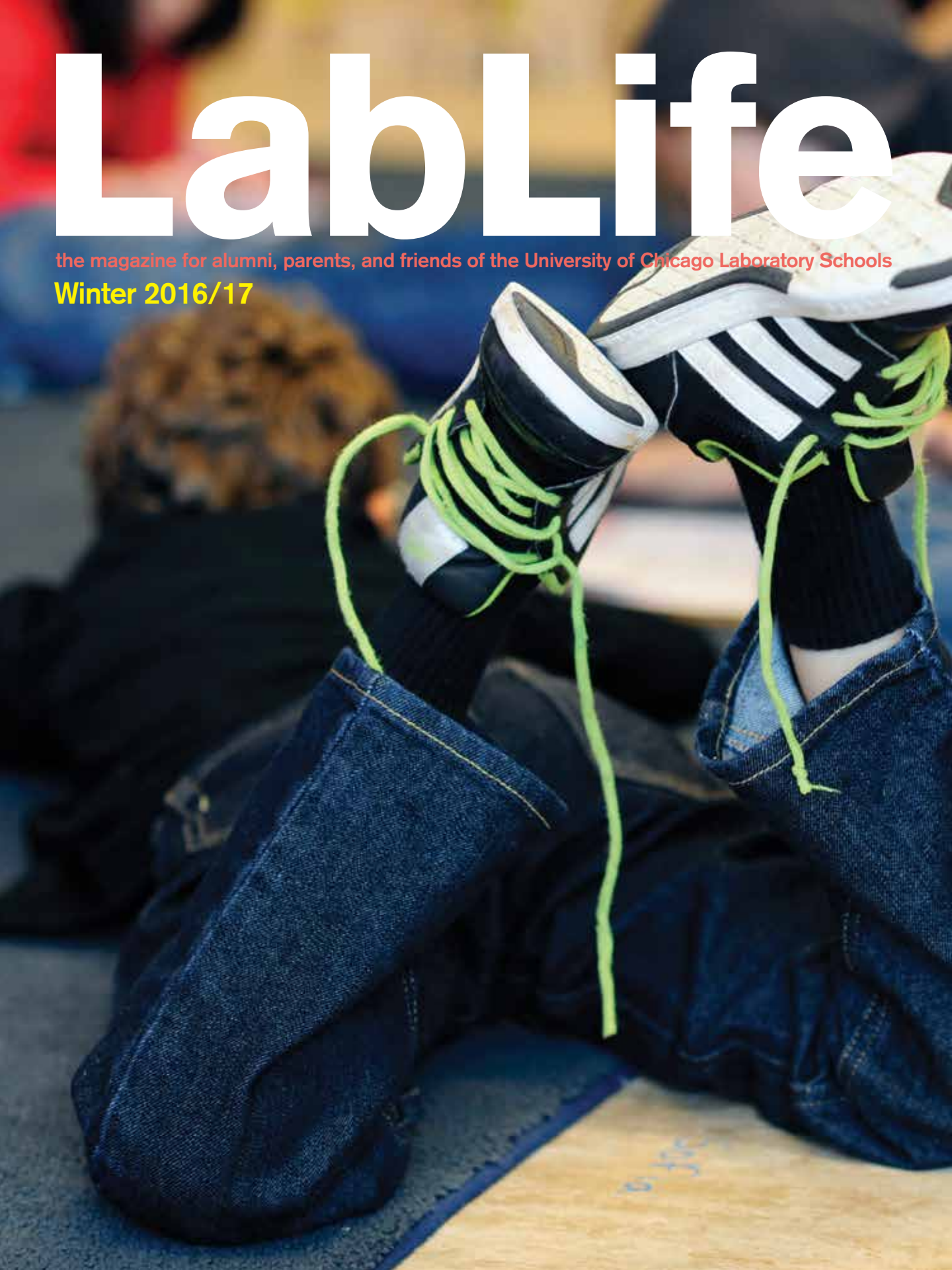


LabLife

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

Winter 2016/17



LabLife

FEATURES	DEPARTMENTS
20 Historic (Campus) Renovation	03 In the Halls
26 Inaugural Parents Fund Drive Doubles Participation	04 The Bookshelf
28 Travel with Purpose	09 Sports Highlights
32 What Would Dewey Do?	16 In the World
	17 Behind the Scenes
	18 Lab in Pictures
	37 Throwback
	38 Alumni Notes
	46 Alumni in Action

FROM INTERIM DIRECTOR
BETH A. HARRIS

Wonder and excitement



“The sense of enthusiasm from the start of the year has carried through and we start 2017 with an energy that has only grown.”

Dear Friends,

It continues to be a privilege to help guide the Laboratory Schools through what is already a very rewarding year. The sense of enthusiasm from the start of the year has carried through and we start 2017 with an energy that has only grown. Our students and faculty have settled into their classrooms and their focus has turned to the teaching and learning—in and outside the classroom—that energizes all of us. The school year has already brought with it an enormous amount of wonder and excitement. Here are just some of the highlights:

> **Judd Hall has added immeasurably** to the life of the Schools. Just outside my office, I see the room formerly known as “Judd 126” (some of you will recall when it had fixed theater seating!) getting put to great community use: the Parents’ Association’s first-ever Holiday Book Fair was held in partnership with 57th

Street Books and student-run organizations; children exchanged in the realm of 10,000 books during our annual Book Swap; and the U-High chorale group, Bel Canto, gave a “pop-up” concert which rang through the halls.

> **Incredible people regularly visit our Schools** and make the experience of being a student—or an adult—at Lab that much richer. So far this year, Lab has welcomed a host of our amazing alumni, UChicago professors, and two MacArthur “Genius” grant winners.

> **The student assemblies that take place in Gordon Parks Auditorium** are remarkable: at a recent Lower School assembly two students gave presentations on hobbies they enjoy. The fourth grader who codes games using Tynker had clearly practiced his outstanding presentation—the whole place cracked up at his humor.

> **Our Fall Professional Development day experiences** asked faculty to consider their role in creating and sustaining an inclusive school environment, and enhance their comfort level and competence in addressing differences between students and themselves.

> **The October Parents Fund Drive**, our newly inaugurated approach to the annual fund, was a big success. Led by Co-chairs Christie Henry and Michele Seidl with a group of 30 volunteers, Lab doubled parent participation to 50%.

> **Also in October, we held two major community-building events:** More than 500 people participated in Lab’s Alumni Weekend tours, discussion panels, awards presentations, and social events; And Lab cordoned-off Kimbark Avenue for a Board-hosted Family Festival to celebrate the end of construction and draw attention to the Parents Fund Drive.

Lastly, Lab returned its formal response to the ISACS accreditation Visiting Team report, accepting all of the major ISACS recommendations. The thread connecting several of these recommendations is that there is work to be done to bind together a community that, while strong and passionate about its School, has been through a period of significant institutional change that has affected its members’ sense of belonging.

It is to these concerns that much of our work this year has been addressed and on which I believe there has already been substantial progress. We know that our success comes only with the full participation of our community, parents, faculty, staff, alumni and children.

Thank you all for all you do for Lab.

Beth A. Harris

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



Nursery and kindergarten students find plenty of nature to enjoy in Chicago



Carrie Collin likes to take her nursery school class on walking field trips around the University campus. One fall, just north of Rockefeller Chapel, they discovered “a tremendous buckeye tree,” says Ms. Collin.

“We gathered as many buckeyes as we could carry and took them back to the classroom for various activities—math, art, science, sensory,” she says. “Plus, having a buckeye in your pocket is supposed to bring you good luck.” Visiting the buckeye tree became an annual event for her.

Then one year a strong storm blew through. When Ms. Collin took the children to check on the buckeye tree, they discovered it had been struck by lightning and half of it was gone. The students worried that the tree would be removed, but it wasn’t. “We have watched over the past few years as the tree has recovered and continued to grow,” says

“These natural environments bring about incredible imaginative play,” says Ms. Randazzo.

Ms. Collin. “What a great lesson.”

Since their first visits, the area around the tree has been landscaped, “including the planting of a young buckeye tree,” says Ms. Collin. “It’s a lovely little park now.” The children enjoy gathering sticks and rocks, looking for insects, rolling down a small hill, and sitting in the grass talking. When they walk past the park on their way to other places, “they call out greetings to the buckeye tree.”

Since the move to Earl Shapiro Hall, the NK teachers

have found new places for nature play. Both Ms. Collin and **Marie Randazzo** enjoy taking their classes to the “Circle Garden”—the bowling green in Jackson Park. The grass, mowed very short for bowling and croquet, is surrounded by perennials and a low stone wall.

In gardens and other natural places, “the children can be really, truly free, without a lot of rules and behavioral limits,” says Ms. Randazzo. When the children first arrive at the Circle Garden, “there’s a lot of running and physical play. But after being there for a little while, they calm way down. We find them in groups of three or four, just chatting or pretending to be animals. In natural environments, the children get along better, even though they have no toys.” Sometimes they bring nature journals and draw pictures of something they want to remember.

It’s a longer walk now, but Ms. Randazzo also takes her classes to the Winter Garden on the Midway across from the hospital. “It’s a different kind of space, with big trees all clustered together, and a space underneath to crawl in and out of,” she says. “This gives rise to other kinds of play that are more subversive: hiding in the forest, pretending to be outlaws, or setting traps.” Other Midway favorites are the Linné statue, which the kids like to pretend is a stage, and “The Horse Place,” the bronze statue of a Blank knight.

At Botany Pond on the UChicago campus, the children pretend to fish or go on expeditions. “These natural environments bring about incredible imaginative play,” says Ms. Randazzo. “And any time you feel like running, you can. It’s a beautiful thing to watch.”

Recommended reading

New to town, Nicole Hood, director all-schools programs & partnerships, recommends Brian Doyle’s *Chicago: A Novel*



Brian Doyle’s recent work *Chicago: A Novel*—a vaguely magical-realist quasi-memoir—is partly an extended description of the city at a particular moment in time (the late 70s or early 80s), and part bildungsroman. In the novel, an unnamed protagonist/narrator recalls the 15 months that he lived in Chicago, writing for a Catholic magazine, immediately after graduating from college—a time of self-awareness, a bit of



self-indulgence, and a healthy measure of self-discovery. In this unapologetic love letter to the city, written from a perspective many years later, the narrator comes to view those five seasons in Chicago as a time set apart from the rest of his life, but a period vital to his understanding of himself.

The strengths of this novel are in the skillfully drawn, fully fleshed-out characters who inhabit Chicago and the narrator’s existence during his time in the city. Mr. Pawlowsky, the building manager who pines respectfully and formally for the elegant and mysterious landlady, Miss Elminides; Donald B. Morris, the generous and exacting driver of the “Sound Asleep

Bus”; and Mr. Burns, a hard-bitten, old-school news editor for whom the narrator works all spring to mind in a vast canvas of quirky characters. But all of these are outshined and overshadowed by Edward, Mr. Pawlowsky’s canine companion, who performs superhuman feats of protection, counsels individuals of various species, and studies Abraham Lincoln. And somehow, in this paean to the nostalgia of young adulthood, all of these elements mostly work.

Anyone who has searched for themselves in a new job or in new place can relate to the narrator in *Chicago*. Anyone who has found themselves swept up in the headiness of a new environment will understand the narrator’s love of the

city—its diversity, its mix of old and new, both its history and possibility. Chicago, the city, creates the real magic in Doyle’s novel, and the reader only has to try, just a little, to believe.

Anyone who has found themselves swept up in the headiness of a new environment will understand the narrator’s love of the city—its diversity, its mix of old and new, both its history and possibility.

FROM THE SYLLABI

The 2017 Global Reading Challenge

Throughout winter quarter, fourth graders will become experts on a set of books and then compete in a “battle of the books,” during which student teams will be asked questions based on specific information found in the books. Among the goals: develop a love of reading; introduce children to a variety of literature and multicultural reading materials; encourage reading for retention; have fun!



Brown Girl Dreaming
Jacqueline Woodson



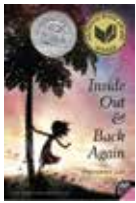
Paper Wishes
Lois Sepahban



The Year of Miss Agnes
Kirkpatrick Hill



It Ain't So Awful, Falafel
Firoozeh Dumas



Inside Out and Back Again
Thanhha Lai



The Small Adventure of Popeye and Elvis
Barbara O'Connor



The Smell of Old Lady Perfume
Claudia Guadalupe Martinez



El Deafo
Cece Bell



How Tia Lola Came to (Visit) Stay
Julia Alvarez



The Spaghetti Detectives
Andreas Steinhofel

Engineering growth

Second-grade classroom uses makerspace to build structures for their garden



In Ted Ratliff’s second-grade classroom at Lab, you won’t find a typical botany unit involving lessons and worksheets. What you will find is children beaming with pride over the vegetable and herb garden they grew themselves, complete with trellises that they designed and built themselves.

Mr. Ratliff, a self-described “baseball junkie” who uses teamwork concepts to energize and unify his students, saw this unit as a golden opportunity to incorporate Lab’s core philosophy of experiential learning. After studying germination and photosynthesis in the classroom, his students planted their garden. Noting that some of the climbing plants, such as tomatoes, would need the aid of trellises as they grew, Mr. Ratliff broke the students into small groups to draft trellis designs. Next came the best part: working in Earl

“I would love to have them build their own rockets. I haven’t run that idea by Louis yet, though,” Mr. Ratliff adds with a laugh.

Shapiro Hall’s makerspace to bring their ideas to life.

Centrally-located and surrounded by windows, the walls of the makerspace are stacked with bins containing a multitude of building materials—dowel rods, bendable wire, bottle caps, and aluminum cans. And, of course, there are tools—everything from simple screwdrivers and hammers to serious power tools, such as electric saws and drills.

“I was nervous at first about letting them use the power

tools,” Mr. Ratliff admits, “but they did great. Louis Coronel—Lab’s technology coordinator who runs the makerspace—and I supervise the students closely, and they know if they act silly or unsafe they won’t be able to use the makerspace anymore. That’s the last thing they want.”

Working on such a large-scale project allowed students to learn not only about the importance of careful planning, but how to regroup and adjust when things don’t go according to plan. For example, even though there is ample natural light in the makerspace, the energy-efficient windows were designed to block out UV light. The students quickly learned that this lighting was not ideal for plant growth, and three UV lamps were brought in.

“The quality of the work they produced was astounding,” says Mr. Ratliff. “You wouldn’t expect second-graders to be



able to build seven-foot-high trellises, and with such clean-looking joints. They measured and executed everything so well.”

With their botany unit complete, the students are now back in the makerspace to create their own robots. What’s next?

“I would love to have them build their own rockets. I haven’t run that idea by Louis yet, though,” Mr. Ratliff adds with a laugh.

A political scholar, a minister, and two “Genius” grant winners walk into a school...

The talent visiting Lab is no joke

Every year, Lab welcomes intellectual and artistic leaders into our classrooms. Some are parents or alumni, many are connected to UChicago, and others come from across the country to deepen the learning experience for students, faculty, staff, and parents. The school year is not even half over and already these individuals have shared their knowledge, skill, and inspiration:



Franny Billingsley, '71, National Book Award-winning children's fantasy author of *Chime*, manager of 57th Street Books, and sister of teacher Marty Billingsley, '77.



Charles K. Bobrinsky, '77, MBA '83, vice chairman and head of investment group at Ariel Investments.



Adam Gottlieb is Lab's Poet in Residence. Listen to him yourself at <http://www.louderthanabombfilm.com/about-the-poets.php>



Kate Hannigan, Lab parent and author of *The Detective's Assistant*—her historical fiction debut, which received the 2016 Golden Kite Award for best middle-grade novel, and *Cupcake Cousins*.



Aleksandar Hemon, MacArthur Award-winning author of *The Lazarus Project*, spoke with a High School English class (with a smattering of extra faculty and staff happily hovered around the edges.)



William Howell, Lab parent and UChicago Sydney Stein Professor in American Politics at Chicago Harris and Political Science, led discussions about the elections. He has written widely on separation-of-powers issues and American political institutions, especially the presidency.



Sara Lawrence-Lightfoot, sociologist and the Emily Hargroves Fisher Professor of Education at Harvard. She received the MacArthur Award in 1984, and is slated to become the first African American woman in Harvard's history to have an endowed professorship named in her honor.



Daniel Margoliash, UChicago professor of Organismal Biology & Anatomy and senior fellow Computational Institute, spoke about his neuroethologically framed research on learning and memory using Zebra finches as a model system.



John W. Rogers, Jr., '76, founder of Ariel Investments, the first minority-owned money management firm in the nation, UChicago Trustee and former Lab Board chair.



Elisabeth Lindsay-Ryan, a diversity professor, trainer, and consultant who teaches courses on diversity, gender, social change, and social movements at DePaul, talked with parents.



Reverend Howard-John Wesley, '90, was Lab's annual Mark Plotkin | Muriel Rosenthal Alumni Speaker. Pastor of the historic Alfred Street Baptist Church in Alexandria, Virginia (where the Obamas can be found), he won the 2016 NAACP Chairman's Image Award for his commitment to social justice and several of his sermons are in the Smithsonian's Museum of African American History and Culture.

A museum of natural history

The unexpected lore around Lab's taxidermy collection



A Galapagos turtle, an armadillo, dozens of birds, and hundreds of other specimens live in Blaine Hall in a third-grade science room. The very old (and very delicate) taxidermy collection has a storied but not necessarily fully confirmed history.

According to emeritus science teacher Jan Housinger, Nathan Leopold, the infamous Lab and UChicago alum (yes, the murderous one) did at least some of the work. Leopold, at a very young age, was widely acknowledged to be an ornithological expert and known for his collection of 3,000 bird specimens housed in the third-floor study of his Hyde Park home.

As for the stuffed otter, Mr. Housinger recounts, "The river otter was added to our collection by a parent who trapped the animal and got in trouble with the authorities for trapping an endangered

species. He got out of the jam by saying that he would have it stuffed and given to an educational institution." A large fish supposedly came from a family after the husband brought it home only to find it was an unwelcome addition to his home décor. "The otter and the fish are recent (within the last 30 years)," says Mr. Housinger. "The other animals date back to before I was born—and I'm 75 years old."

Other than oral history, Lab has not uncovered any documentation about the collection. Current science teachers Daniel Jones and Jeff Maharry, who spent a good amount of time studying and cataloging the specimens, did not come upon labels or names.

>> KNOW MORE LORE? PLEASE SHARE IT WITH LAB BY EMAILING ALUMNI@UCLS.UCHICAGO.EDU.

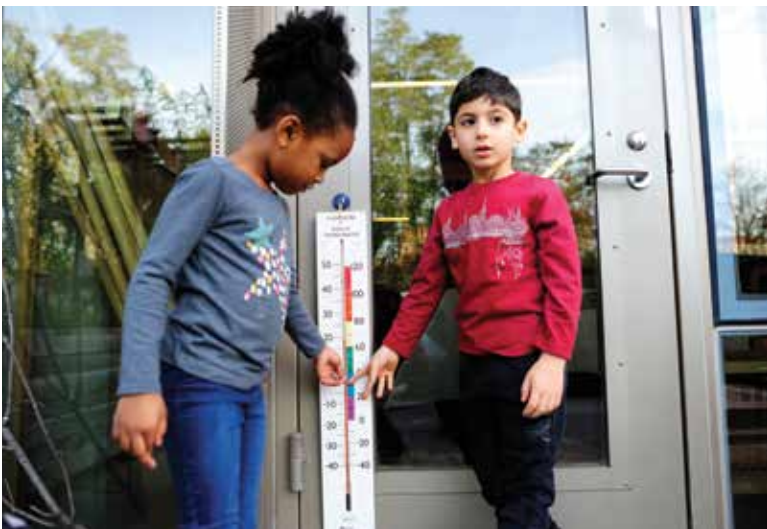


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Pleasure in the job, no perfection needed

Classroom jobs help children build confidence and competence



If every nine-to-fiver’s dream is a job that’s more than just a job, then Lab’s kindergarteners are living the dream.

Helping out in class starts back in nursery school, but kindergarten is where on-the-job training truly enters the Dewey realm.

“The whole idea,” says kindergarten teacher **Delores Rita**, “is that learning should have a context that’s meaningful for the children.”

Each kindergarten class handles jobs differently, from the types and names of jobs to how often students switch jobs and partners. (Almost all of the jobs are done in pairs, so students have the chance to learn from one another.) In Ms. Rita’s room, they rotate every day, which means students get plenty of opportunities to serve as mathematician, journalist, material manager, milk helper, or the all-powerful “placemats” position.

“Everybody loves that job,” Ms. Rita says, because those students get to decide where everyone—including the teachers—sits for lunch that day. In doing so, they learn how to read their classmates’ names and sort them into tables that include a mix of both boys and girls. No stranding a single girl at a table full of boys or vice versa, unless someone says it’s OK.

All the jobs feature similar multistep processes, which requires some handholding in the beginning. By the last week in October, however, Ms. Rita’s room is a well-oiled machine. When students come in each morning, they go right to work with their partners. “When they need help,” she says, “we support it, but we hope that between the two of them they can figure it out.”

By 10:30 a.m., when the class gathers in a circle on the

rug, some of the job pairs need to be ready to report. The mathematicians talk about what day it is in the course of the school year—for example, the 37th—and lead the class in different ways to count up to and down from that number, among other patterns. The journalists report on a fact specific to that day, the schedulers preview where the class will be going and when, and the meteorologists discuss the temperature, starting by noting patterns like the number of yellow (warm) versus green (cold) days and working their way up to learning what the numbers on the thermometer mean.

Each job, Ms. Rita says, gets a bit more complicated as the year goes on, “growing with their development and their understanding of numbers, of letters and words, of proportions, and the science of what happens with weather.”

Students get plenty of opportunities to serve as mathematician, journalist, material manager, milk helper, or the all-powerful “placemats” position.

Because the kids love doing the jobs, Ms. Rita encourages parents to foster that passion at home, whether it’s sweeping the floor and cleaning up, keeping a calendar, or helping with the grocery list. “I say take advantage of it while you can,” she says, “because it’s not going to last.”

WINTER HIGHLIGHTS 2016/17

BOYS SOCCER

Sophomore Connor Smith was named to the Illinois High School Soccer Coaches Association All-Sectional team and 1st team All-Conference. Junior Jacob Leslie and senior Ben Lindau were also named All-Conference.



CROSS-COUNTRY

Seniors Elsa Erling and Liza Edward-Levin and sophomore Abraham Zelchenko qualified to run at the IHSA 2A State Championships. The boys team won the 2A Regional Championship hosted by U-High at Washington Park. Elsa and Liza were All-Conference as was freshman Franzie Wild. Junior Harrison Shapiro joined Abraham on the boys All-Conference team.

GOLF

Senior Nikki Menta finished 36th in IHSA Class A Golf Championship, the highest finish for any golfer in U-High history. Nikki shot a 172 for the 36 hole event and was named ISL Golfer of the Year for winning the inaugural Girls Championship at the Bolingbrook Golf Club.

GIRLS VOLLEYBALL

Senior Averie Miller was named ISL Volleyball Player-of-the-Year. Seniors Tamera Shaw and Anissa Sanders joined her on the All-Conference team. Freshman Troy Johnson was named honorable mention All-Conference. The Maroons won the IHSA 2A Regional Championship hosted by U-High.

GIRLS SWIMMING

The girls swim team set seven of Lab’s 11 school records at the IHSA State Sectional Championships, with three seniors leading the way: Zoe Rebollo Baum in the 200m free and 200m medley relay; Alexis Porter in the 50m free, 200 medley relay, and 200m free relay; and Taylor Thompson in the 200m medley and 200m free relay. The other records were junior Amber Huo, 100m free and 200m free relay, freshman Qin Taylor, 200m free relay, and freshman Ava McKula in the 200m medley, 100m fly, and 200m medley relay.



JULIA GATELY, FLORENCE ALMEDA, DELNAZ PATEL, DHANYA ASOKUMAR, ISABELLA KELLERMEIER



SAILING

Senior Colleen Baumann and juniors Lillian Nemeth and Sam Morin qualified for the Interscholastic Sailing Association National Invitational Regatta in New Orleans. The Maroons finished 4th in the qualifying races the first day and placed 12th in the country in the top gold division on the second day.

GIRLS TENNIS

In the highest finish in school history, the Maroons finished 6th place in the State scoring 19 points in the Class A State Championship meet. Senior Dhanya Asokumar finished 3rd in singles, and the doubles team of senior Delnaz Patel and junior Florence Almeda finished in the top eight. Senior Julia Gately and freshman Isabella Kellermeier also qualified to State. Dhanya was named ISL Player-of-the-Year and the Maroons won the IHSA Sectional Championship. Seniors Reese McCormick and Sarah Gray joined their teammates, above, on the All-Conference team.



NIKITA MENTA AND RUTH WEAVER

Boxes + ingenuity = the Cardboard Challenge



Think cardboard pandemonium: games like air hockey, ping-pong, and foosball shaped with scissors, tape, glue, and ingenuity. Whack-a-mole propelled by a student manually pushing the “moles” up through holes cut into a cardboard box. And plenty of cardboard forts.

This fall 12 classes in the Lower School participated in the Global Cardboard Challenge, which encourages kids to build anything they can think of using cardboard and everyday items.

“It gives students a way to create and be innovative without structure or rubrics,” says fifth-grade teacher **Carl Farrington**. “It also gets them critically thinking about how they can make things—and make them even better.”

The third-, fourth-, and fifth-graders were following in the footsteps of Caine Monroy, who inspired the Cardboard Challenge after building a cardboard arcade in his

father’s used auto parts shop in 2011. The nine-year-old’s first customer happened to be a filmmaker, who was so taken by Caine’s ingenuity that he created a documentary and organized a flash mob of customers for a day. The short film, released in April 2012, went viral and sparked an annual global day of cardboard-centric play on October 1.

Lab’s 288 students, now among the 750,000 kids in 70 countries who have participated, took over a multi-purpose room in Judd and transformed 250 four-foot-cubed boxes into anything they could think of. Parents, faculty, and administrators, as well as students from the NK, Primary, and High Schools stopped in to observe and play with what was fashioned from three-quarters of a mile of cardboard.

“It was chaos, but a creative chaos,” says art teacher and Lower School co-faculty chair

Allison Beaulieu, who showed *Caine’s Arcade* at the last faculty meeting before summer began. “Some students brought candy or tickets or prizes.”

One of her favorites was the artist studio, where the kids set up chairs and used the cardboard as their drawing table. “It was so heartwarming because that was their version of an arcade game, simply drawing people,” Beaulieu added. “All the games were very individual.”

Another student built a vending machine with different compartments. If you pulled a string, the chosen item fell forward into the dispenser. The foosball table used little green army men as the players, and the creators of the air hockey game covered the cardboard table with clear packing tape to give it a smooth surface. A bowling game employed Legos as the bowling pins, and there was even a political game where



Lab’s 288 students, now among the 750,000 kids in 70 countries who have participated, took over a multi-purpose room in Judd and transformed 250 four-foot-cubed boxes into anything they could think of.

you play to see who would win the presidential election.

“The kids said it’s great to be at a place where they can have fun as they learn,” says Mr. Farrington, who brought the Cardboard Challenge to his previous school in Las Vegas last year. “They have the freedom to construct their own meaning behind what they’re doing.”

As a teacher, he says, an activity like this allows students to show their potential in unexpected ways. “I’ve learned not to put any student in a so-called box because they will surprise you. They’ll knock it out of the park and do something that you couldn’t even imagine,” he says. “That means I can push the rigor of creative projects where they have to think abstractly around a lot of different things.”

Providing opportunities to

play with simple items—be they cardboard or even dirt—and work with their hands encourages imagination and openness, says Ms. Beaulieu.

“You don’t have to motivate the students here,” she says. “They love everything we do, and that’s how they acted with the cardboard. The possibilities are endless in their minds.”

For Mr. Farrington, this support of open-ended creativity is one reason he wanted to work at Lab. “Our kids will push the impossible to become possible.”

Art and remembrance

Second-graders celebrate Day of the Dead



Día de los Muertos, or Day of the Dead, is a joyous celebration of loved ones who have died. For the past four years art teachers **Ana Romero** and **Illia Mazurek** have helped their second-grade classes honor departed friends, relatives, and neighbors as part of Day of the Dead, November 1.

Ms. Romero and Ms. Mazurek set up two ofrendas, or altars, displaying traditional Mexican art the children had made, along with pictures of family, friends, neighbors, and even deceased historical figures. For inspiration, the second-graders visited the National

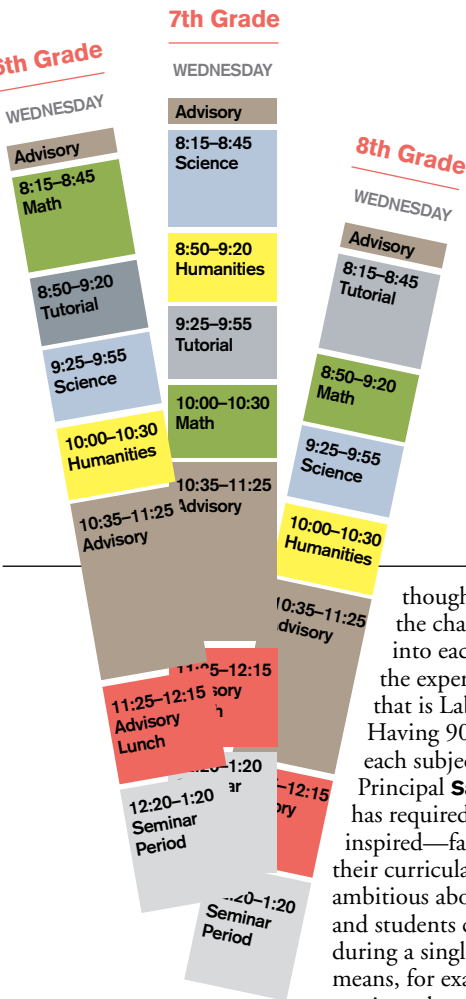
Museum of Mexican Art in Chicago’s Pilsen neighborhood and then made watercolors, drawings, paper cuttings, and traditional skulls and skeletons. The skeletons, made of Popsicle sticks, were active and funny rather than scary, according to Mexican tradition.

Ms. Romero quoted one of her students, who explained that the skeletons “are meant to make us laugh and help us not be afraid of death.”

The project, Ms. Romero says, highlights art’s potential to help understand other cultures. It also helps to facilitate discussions about death, “a subject where space is not usually given to children unless death has touched their lives in some way.”

Any given Wednesday

New Middle School schedule opens up space to dive deep



The big news about the The Middle School’s new modified block schedule of twice-a-week 90-minute classes on Mondays, Tuesdays, Thursdays, and Fridays comes with plenty of benefits: fewer between-class transitions, so less time spent digging books out of lockers and switching mental gears; more time to complete homework

thoughtfully; and the chance to go deeper into each subject with the experiential learning that is Lab’s hallmark. Having 90 minutes for each subject, explains Principal **Sandy Bixby**, has required—and inspired—faculty to refresh their curricula and to be more ambitious about what they and students can accomplish during a single period. That means, for example, that one can introduce a new subject in science and start the lab the same day.

The schedule has also opened up time on Tuesdays and Thursdays for new electives for seventh and eighth graders, including offerings from librarians **Cynthia Oakes** and **Tad Andracki**, who debuted classes in storytelling and information literacy, respectively.

And with 50 minutes, students are able to take lunch—really. Before the schedule change, students were so rushed some had to scarf sandwiches and hummus during tests. Now they can spend 20 minutes in the new Café Lab Dining Hall and still have plenty of time to run a club, go see a teacher, or enjoy the longer time to chew and chill.

Then there’s Wednesdays—“a whole different animal,” says sixth-grade humanities teacher **Kelly Storm**, who helped spearhead the move to the new schedule. “We wanted to rethink Wednesday completely.”

Each hump day starts with a half-hour check-in for each class and then a 30-minute study period. Then, starting at 10:20 a.m., each advisory group—a 12- to 14-student cohort—can basically choose

More and more the advisory groups are using this extended block of time in the middle of the week to get out of the school and see what the world has to teach.

its own adventure. Sometimes it’s catching a rehearsal of an upcoming play or a poetry slam over in Gordon Parks Arts Hall. Another Wednesday might be a chance to discuss things like staying organized, internet safety, and how things are going in classes—“those things we want to work on with kids that are important, in middle school in particular, but that you don’t have

time to put in the rest of the curriculum,” says Ms. Storm.

More and more the advisory groups are using this extended block of time in the middle of the week to get out of the school and see what the world has to teach. They are walking to the Museum of Science and Industry, the DuSable Museum of African American History, or Botany Pond. They’re touring Rockefeller Chapel or checking out murals under the Metra tracks. They’re going to Court Theatre, the Smart Museum, and the Oriental Institute (perfect for sixth-graders studying Mesopotamia). Or they’re simply bonding as a group with lunch from the food trucks that encircle the UChicago campus or over dollar milkshakes in the Reynold’s Club.

They may even break Hyde Park’s scholarly bonds and take a bus to an urban farm for a

few hours of service learning, or catch the train up to the Field Museum or the Art Institute. Once upon a time, trips so far afield would have eaten into other class periods, and the 10a.m. opening time for the downtown museums caused logistical headaches. These days, students and faculty have plenty of time to take in the art or get their hands dirty.

Wherever they go, says Ms. Storm, “They’re starting to connect what we’re reading in the textbook, and it just makes it more real.”

In the Winter Garden on the Midway, Erin McCarthy’s fourth-grade students went on a “writing adventure.” After ten minutes of deliberately observing their physical world—a skill they learned in science class—the students opened their writer’s notebooks. Through lists, stories, sketches, and poems, some students wrote literally about their observations while others explored the thoughts stirred by the Winter Garden. The lesson: “Inspiration and ideas can be found anywhere,” says Ms. McCarthy.

Scientific observation is a writer’s inspiration



Makers making music

Francisco Dean helps students make electronic music—
with a human touch.



Students transformed wooden salad bowls from Ikea into omnidirectional audio speakers.



They're called hemispheres: omnidirectional speakers made from Ikea wooden salad bowls. High School music teacher **Francisco Dean**'s students are building them as part of a project that combines woodworking, circuitry, and computer programming to create digital music, formed from a catalog of sounds and performed in real time like an analog orchestra. By November the students had created about a dozen sounds and were learning how to manipulate them.

"When you look on stage, there will not be a single

conventional instrument," says Mr. Dean. "Not even an electronic keyboard." Some students will control the sounds using modified gaming controllers called Gametraks, originally meant to detect a golf swing. Others might use Ableton push controllers—pieces of hardware containing a grid of pads that when pushed coordinate with music sequencing software. And others might use a Seaboard RISE, which looks like a solid keyboard with molded keys, but "it's designed to work off five separate dimensions of touch. It's not just pressing the key but what you do while holding it down."

The project, Mr. Dean says, is "a platform for research as well as a classroom for learning." The ensemble is modeled after Stanford's Laptop Orchestra, which explores cutting-edge technology within conventional musical contexts. A few other

universities have begun similar programs, but Lab is the only high school he knows of developing an ensemble with this type of concept. Mr. Dean doesn't call his group a "laptop orchestra" because it's too limiting, he says. "What we're doing is so much more than laptop work." He calls it an electronic music ensemble. The type of music is referred to as "electroacoustic," which focuses on human interaction.

The electronic music ensemble is not a class but not quite an extracurricular either. It doesn't have an official club designation. Some students meet before school to work on carpentry and electronics, others meet after school to code (the coders are typically the performers).

Computer science teacher **Daniel Wheadon** leads the circuitry-building unit and another computer science teacher, Marty Billingsley,

helped get students started on the programming side. Mr. Dean helps with the woodworking, music composition, and overall artistic direction.

The project has plenty of opportunity for self-directed learning. For instance, Mr. Dean obtained instructions on how to construct the hemispheres from a paper written by Stanford assistant professor Ge Wang, founder and director of the Laptop Orchestra and presenter of the TED Talk that informed Lab's project. (Mr. Dean had already conceived of an electronic/human performance group but didn't know what it would look like. Professor Wang gave his concept shape.)

The directions, however, called for components no longer available, so students had to design updates. "It came to the point where they weren't even referencing the original instructions," says Mr. Dean.

The ensemble is modeled after Stanford's Laptop Orchestra, which explores cutting-edge technology within conventional musical contexts. Lab is the only high school Mr. Dean knows of developing an ensemble with this type of concept.

"They could see the parts and knew how speakers work and how to connect everything." The goal is to make 10 speakers, documenting the construction of one to share with other would-be hemisphere makers.

One of Mr. Dean's related classes—digital music production—gives a performance in the spring (affectionately called DigiMUSE), where students present a final project including all they've learned over the course of the class.

"It might be a five-minute song," he says, "but that music represents over 500 hours of learning and trial and error." He projects the music on a screen so the audience can literally see the sounds, such as their waveforms, MIDI data, and automations. They can see the complexity of the music they are hearing. He plans for the electronic music ensemble to perform at the same year-end presentation.

In January the music department sends students and educators to the All State Festival and Music Conference in Peoria. This year Mr. Dean will present a technology clinic called Tapping Invisible Talent.

"It wasn't until I got into digital music that I realized there's a whole other kind of kid walking around these halls who has all this creativity you'd never know about." This talent might not reveal itself in band, orchestra, or choir, but some of them are already making digital music on their own, like one student who joined Mr. Dean's digital music class and had already recorded several iTunes albums. "If you can find a way for them to come together," he says, "you can discover kids who are doing amazing artistic things."

Translating music into knowledge



JEAN-FRANKLIN MAGROU, FAR RIGHT



DIANE JACKSON AND JEAN-FRANKLIN MAGROU

This past October, World Languages teachers Diane Jackson and Jean-Franklin Magrou traveled to Brittany in northwest France, learned a 40-minute French opera, helped edit its translation into English, and performed it in front of an audience of 50 people. And they did it all in five days.

"It really was the single most rewarding professional development experience I've ever had," says Ms. Jackson, whose formal musical training ended with her childhood piano lessons.

Organized by the Académie Musicale de Villecroze in France, this cross-cultural program brought together 24 teachers from French- and English-speaking schools in Europe and North America. The group stayed at a private estate in the coastal town

The songs "relate directly to curricula that we teach on WWII and the French Resistance."

Port-Blanc, where they shared meals, rehearsed music, and exchanged ideas and perspectives.

"We would get together and have these really wonderful experiences talking about education and what we do and how," Ms. Jackson says. "And this was in French. It was great to push myself and be back in an immersive environment."

The workshop centered around the opera *Mademoiselle Louise et l'Aviateur Allié*

("Miss Louise and the Allied Aviator") by Julien Joubert, which the Académie commissioned in honor of the 60th anniversary of France's liberation from Germany during World War II. Set in 1944, *Mademoiselle Louise* tells the story of a Breton schoolteacher who hides an American fighter pilot after he crashes and is shuttled through nearby Plouha beach on his way to England.

After the trip, the teachers returned to their schools with new connections and new tools for teaching their French classes.

Says Ms. Jackson, "We are teaching our AP and seventh grade students some of the songs, which relate directly to curricula that we teach on WWII and the French Resistance and hope to have

students perform the entire opera next year.

"Music is so deeply ingrained. Once you learn a song, it's really hard to forget it, so I think it's a good way to learn language," says Ms. Jackson. The opera's narrative element, she adds, also makes it an effective tool for teaching history.

RENAISSANCE TEACHER

Math, science, and social policy shape Jessica Hanzlik's approach



The committee for the Rhodes Scholarship—an international, postgraduate award for students to study at the University of Oxford—values well-rounded people. For eighth grade science teacher **Jessica Hanzlik**, Ohio's first female Rhodes Scholar, "well-rounded" is an apt description.

As an undergraduate at Ohio State, Ms. Hanzlik thought she wanted to major in math. "I loved calculus in high school. But once I started taking theoretical math classes, I realized what I really like about math was the way it can be used to model the physical world." That's physics, so she soon switched majors.

She also studied French, following an intensive study abroad summer program in which she fell in love with the language and the country.

When she started graduate school at Oxford in 2008, she studied particle physics, intending to earn a PhD. But after realizing during her first year that she enjoyed solving physics problems more than research, she decided to return home and teach. So she earned

her master's and studied comparative social policy.

Comparative social policy, Ms. Hanzlik explains, looks at the interplay of choices governments make in the developed world and how different countries allocate resources differently. "We think about health care, education, unemployment, and how the allocation of resources represents the underlying ideology of a particular government," she says. "I thought studying that field would give me a bird's eye view of how education fits into policy more broadly."

Coming from a family of teachers—parents and grandparents—Ms. Hanzlik had wanted to be a teacher for a long time. After returning from Oxford, she started with Teach for America in the greater Chicago area and later worked at an area charter school.

In June 2014, Ms. Hanzlik joined Lab, teaching seventh grade math before transitioning to eighth grade science this year. Her expertise in both physics and math gives her an edge, particularly with the eighth grade car project. Students design and build a car—using a wooden frame, circuits, and two batteries—capable of moving forward and backward and flashing its headlights, with each unit connected to topics being studied at the time in science. Moving the project from the sixth to the eighth grade gives students two more years of math experience.

Having taught math so recently helps Ms. Hanzlik make clear connections between what her students

Coaching the robotics club, science Olympiad, and the math team, she makes use of her science, math, and social policy backgrounds.

have already learned and the skills they learn through the car project. They also can't "pretend they've never learned about slope," she jokes.

Ms. Hanzlik is also active at Lab outside the classroom. "We've got such a depth of knowledge among the teachers, and they share that through the clubs we offer," she says. "The programs are unmatched."



Coaching the robotics club, science Olympiad, and the math team, she makes use of both her science and social policy backgrounds.

It's easy to see how she uses math and physics; social policy comes into play through her efforts to increase diversity in the clubs. She has a particular interest in achieving gender parity in STEM fields but also works toward racial and socioeconomic equity. Ms. Hanzlik personally encourages students who aren't aware of

such clubs or don't think the clubs would be "culturally the right fit for them."

"I'm aware of how important personal connections are in addressing those issues at the middle school level," she says. "The whole Middle School team works hard to encourage all of our kids to take advantage of opportunities, and I think if we didn't, we would struggle more with equity."

She benefited from such encouragement herself: She may not have become a Rhodes Scholar had it not been for her mentors, she says, who brought the program to her attention. "I now think about that in terms of equity that people take an active role in reaching out to underrepresented groups," says Ms. Hanzlik. "Often those groups are just not aware of the resources that exist."

The math and science Olympiad clubs now have equal gender participation, thanks to these efforts. The robotics club—currently at about 60–70 percent male participation—still has a bit further to go, but Ms. Hanzlik is confident she and her colleagues can close the gap.



ALUMNI WEEKEND 2016

In mid-October, a record breaking 500+ alumni and guests returned to Lab for Alumni Weekend, which included campus tours, alumni awards, the third annual Mark Plotkin | Muriel Rosenthal Alumni Speaker event, a Family Festival, and a special “graduation ceremony” for alumni who left before graduating from U-High.

Classes ending in '1 and '6 celebrated milestone reunions at a giant collective class cocktail reception in the new Gordon Parks Arts hall, before breaking into smaller groups for dinners held all around the Lab campus.

Several classes established class scholarship funds in honor of their reunion.

“Alumni celebrating milestone reunions enjoyed exploring and reconnecting with Lab in a new way,” says Jiesi Zhao, Lab’s assistant director of alumni relations. “Labbies really care about Lab and each other— and several classes established class scholarship funds in honor of their reunion.”

>> TO FIND OUT MORE ABOUT YOUR CLASS SCHOLARSHIP FUND OR HOW TO START ONE, PLEASE CONTACT JEREMIAH STEVENS AT JSTEVEN@UCLS.UCHICAGO.EDU OR 773-702-9988.



Senator Kwame Raoul, '82 and Former United States Secretary of Education Arne Duncan, '82



Jim Orr, '61, and Bob Field, '61, touring the Knes Family Library



Children at the U-High Family Festival



The Class of 2011 celebrating their milestone 5th reunion in Gordon Parks Arts Hall



Alan King, '81, Carla Hightower, '81, and James Williams II, '76,



Class of 1976 celebrating their 40th reunion in Judd Hall



Junior Samuel Morin, a Maroon Key student ambassador, leading a group of alumni on a school tour



Shira Lee Katz, '96, with Emeritus teacher Gloria Needman and Allen Needman at the U-High Family Festival



The Class of 1966 gather for their milestone 50th reunion class photo



Robert Feitler, '46, Suzanne Stein, '45, Marjorie McConeghey, '43, Melinda Mitchell, '51, Bud H. Gibbs, '45, Judy Daskal, '46, and Charles Schwartz, '43, receive U-High diplomas from Beth Harris at the Emeritus Alumni Graduation ceremony



Distinguished Alumna Award winner Margo Jefferson, '64, Interim Director Beth Harris, and Rising Star Professional Achievement Award winner Smita N. Shah, '91



Daesman Suri, Daniel McGinn, '91, Alison Siegler, '91, Michelle Webb, '91, and Katherine Burno, '91, at the milestone reunion cocktail reception

ALUMNI AWARDED



MARGO JEFFERSON, '64
Distinguished Alumna award, celebrating the accomplishments of an exceptional graduate whose professional achievements, personal lives, public or civic service, philanthropic or volunteer endeavors reflect dedication and meritorious accomplishments.

Margo Jefferson is a Pulitzer Prize-winning author and critic and a professor at Columbia University School of the Arts. Her Chicago-based memoir, *Negroland*, won the 2015 National Book Critics Circle Award for autobiography. She published her first book, *On Michael Jackson*, in 2005. Ms. Jefferson's career began as

a literary critic for *Newsweek* and then a book, theater, and cultural critic for *The New York Times*. Her reviews and essays have appeared in such publications as *Bookforum*, *The Washington Post*, *Salon*, *The Nation*, *New York Magazine*, and *Vogue*, and have been anthologized in *The Best American Essays: 2015*; *Best African American Essays: 2010*; and elsewhere. She has written and performed two works at the Cherry Lane Theatre and the Culture Project in New York: *An Evening with Phillis and Harriet*, a collaboration with niece Francesca Harper, and *Sixty Minutes in Negroland*, a solo piece.

She received her BA from Brandeis University and a master of science from Columbia University's School of Journalism.



SMITA N. SHAH, '91
Rising Star Professional Achievement Award, recognizing one who has graduated in the past 30 years and made an impact in their field

Smita Shah is founder, CEO, and president of SPAAN Tech Inc., a multi-million dollar engineering and construction management firm with special expertise in infrastructure projects. Ms. Shah received the National Community Leader Award from the American Council of Engineering Companies.

Selected by *Crain's Chicago Business* as one of Chicago's 40 under 40, she has held, and been recognized for, leadership roles in business, civic, cultural, and philanthropic arenas. Among her many roles, she: serves on the MIT Corporation Development Council; is vice chair of the Chicago Plan Commission, a board member of the Abraham Lincoln Presidential Library Foundation, a vice chair of the Regents for Loyola University of Chicago and a trustee at Ann and Robert H. Lurie Children's Hospital; served twice on the regional selection panel for the White House Fellows; participated in the past five Democratic National Conventions most recently, as a parliamentarian.

She has a BS from Northwestern, an MS from MIT, and a postgraduate certificate in management studies from Oxford University.

In 1931 the [James] Rogers buildings [Blaine and Belfield] were connected by Charles Judd Hall, designed by Armstrong, Furst and Tilton, a Chicago firm whose credits are largely in churches, notably the Episcopal seminary in Evanston. Judd Hall fits in with Rogers's previous buildings with random ease. The same firm designed Sunny Gym in 1929, a solid Gothic revival design.
—University of Chicago: The Campus Guide, by Jay Pridmore

Historic (Campus) Renovation

The completion of the Lab+ Project

by Catherine Braendel, '81

This fall marked the first time in five years that students arrived at a Historic Campus free of major construction. Notable among the changes: new High School spaces, a new Cafe Lab Dining Hall, and most significantly, the move into Judd Hall. Judd Hall is a building filled with history—and now, for the first time, it is completely filled by the Laboratory Schools. Over time it has housed the Department of Education, a women's

“clubroom,” another for men, and giant punch card-driven computers used by statisticians. The building is named in honor of Charles Judd who served as the UChicago Charles F. Grey Distinguished Service Professor of Education, director of the School of Education, head of the Department of Education (1909–38), and chairman of the Department of Psychology (1920–25).

As part of the Lab+ renovation work, the University turned over to Lab full use of the 63,000 sq. ft. building, which underwent major renovation in preparation for this school year.

Thanks to a major overhaul of the seating area (lots of configurations) and the “servery” (lots of choices) Lab students, faculty, and staff are making significantly greater use of the Café Lab Dining Hall. The *U-High Midway* quotes Junior Megan Moran on the new cafeteria: “It’s really awesome to see all these kids from different grades hanging out together.”



Above: The first-floor lecture hall (the space formerly known as Judd 126) has been outfitted with moveable lounge chairs and is already being put to good use for a variety of purposes. Here children take a moment to dig into their selections from Lab's annual Bookswap, which puts nearly 10,000 Lab family-donated books into new hands—the hands of other Lab students and the hands of students at a designated school in need.

Right: The glass-walled link that connects Judd to the Belfield West tower echoes the architecture of nearby Gordon Parks Arts Hall, which opened just last year.



Long, open hallways on the upper floors connect Judd to U-High and provide informal gathering spaces for students to socialize or just enjoy the sunlight that pours in through the enormous Gothic windows.



Above and top right: Throughout the years, a very large room on the second floor of Judd Hall has served as the library for the now-closed UChicago Department of Education; as a cross-grade experiment started in the 1970s called the "Multiage Classroom"; and as Extended Day and teacher workspace. Now, it has

returned to its original use: a library. The new Pritzker Traubert Family Library for U-High blends the original gothic details and wooden bookcases with modern furniture, computer databases, and bright collaborative workrooms.



Above, bottom: Judd houses 14 classrooms, used primarily for High School English, math, and, for the first time, rooms dedicated to world language. Also, four academic departmental offices now provide work and meeting spaces for faculty.



Inaugural Parents Fund Drive doubles participation

In October, led by co-chairs Christie Henry and Michele Seidl, a group of more than 30 parent volunteers successfully executed the inaugural Parents Fund Drive, which doubled parent annual giving participation at Lab.

"The people who made this drive work could not have been more outstanding in their enthusiasm and effort," explained Alice Dubose, Lab director of alumni relations and development. "These leaders are taking a fresh, grassroots approach to keeping our community connected to the Schools, and it's working!" More than 500 families pledged to the Parents Fund.

The idea for the one month, highly focused Parents Fund Drive developed in

the newly convened Parent Philanthropy Committee. An evolution of what had been the Development Committee, this new group successfully sought to engage a much broader range of families. The Parent Philanthropy Committee now encompasses more than 60 parents whose goal is "to make families see that they are integral to Lab," explains Ms. Dubose.

To draw attention to the Drive—and to celebrate the end to major construction at Lab—the Schools' Board of Directors hosted an All Families Festival on October 16. More than 400 people attended the Kimbark Avenue street fest.

The Parents Fund supports areas that are meaningful to Lab parents and relevant to their children:

- > **Possibilities**, where Lab needs it most
- > **Tuition Assistance**, becoming a Labbie
- > **Academic Programs and Faculty Support**, sustaining and enriching leading edge programs
- > **Co-curriculars**, learning beyond the classroom

>> IF YOU ARE INTERESTED IN PLEDGING OR VOLUNTEERING FOR FUTURE EFFORTS, PLEASE CALL LAB'S OFFICE OF ALUMNI RELATIONS AND DEVELOPMENT, 773-702-0578, OR EMAIL: PARENTSFUND@UCLS.UCHICAGO.EDU.



THE GENEROSITY OF TEACHER KAREN PUTMAN



Teacher Karen Putman, who died in December 2015, has bequeathed to Lab her entire estate, in excess of \$1.5 million, to be used according to her wishes for need-based financial aid.

Ms. Putman devoted more than 40 years to Lab, teaching and shaping multiple areas of the Schools and touching countless people along the way. "In many ways," says Interim Director Beth A. Harris, "Karen is emblematic of the best of Lab—she was a person passionately interested in ideas and learning, one whose own education never ceased and who brought enthusiasm to her work at Lab as well as her outside interests."

Says friend and college counselor Patty Kovacs, "For Karen, education was a single-minded, intentional drive toward excellence—for herself and for others. She set her sights very early in high school on attaining a college degree, even in the face of financial obstacles. She adamantly wanted every child to have the opportunity to come into her happy home at Lab."

Ms. Putman's was an agile intellect. After earning a scholarship to Barnard,

she took her first job in September 1971, teaching German at Lab in grades three through eight. Seeing how the world was shifting, she made it her mission to change academic disciplines, which she did with success. In the early 1980s she began teaching computer science in grades two through eight, while still teaching German until 1987. Having founded Lab's computer science education program, she demonstrated a deft touch introducing new concepts and skills to her students.

Throughout the decades, she participated fully in the life of the Schools and served as a leader on many committees and by organizing professional development workshops. She served many terms as the Faculty Association president, and served as chair to both the foreign language and computer science departments. She was assistant Middle School principal, 1979–80, and interim Middle School principal, 1992–93.

Ms. Putman was instrumental in helping to found the Zena Sutherland Award in 1995, and for her excellence as an educator she received the Mary V. Williams Award for Excellence in Teaching in 2007.

"Karen built deep and lasting relationships with her Lab family," says Ms. Harris. "We are deeply honored and humbled by the depth of generosity she showed to this school and its members—both in her lifetime and in her passing."



Travel with purpose

Middle Schoolers help a community in a small Ecuador town

By Megan E. Doherty, AM'05, PhD'10

After two flights and eight hours, 13 students found themselves more than 9,000 feet above sea level in Ecuador—3,000 miles from home and in what seemed like another world.

“Going to Ecuador was like going to outer space,” says Ela Chintagunta, an eighth grader at Lab. “It was very different in terms of people, culture, and landscape.” She was among the group of Middle Schoolers from Lab and the University of Chicago Charter School—Woodlawn who spent 11 days in the South American country this past August, engaged in service learning projects focused on environmental and economic sustainability.

While there, they got a firsthand look at indigenous politics, fair trade, and environmental impact, such as filtering sewage in an environmentally friendly way. And they learned how these same issues are relevant in Chicago. Teachers and administrators hope such a trip will cultivate future leaders who act to make a difference wherever they call home.

“This was a complex learning experience. They’re in another country without parents meeting kids from another school,” says John Pribik, who teaches eighth-grade math at UChicago Charter. “The diet is different, the daily routine is different. Where do you get your water? How do you sleep? I watched them change from judgmental to accepting to understanding, which is a really powerful thing to see.”

Although this was not the first time Lab has offered this enrichment trip, it was the first time the school has partnered with UChicago Charter. “The students go to school only five blocks from each other, but none of them had ever met before,” says Hannah Roche, Lab’s service learning coordinator. “Bringing them together so they could learn, use teamwork, and finish projects together was a way to foster relationships and build community.”

Receiving a \$10,000 grant from the Exploratory Seed program to offset much of the cost, the group traveled with guides from Chasqui Treks, which is run by a professor at the University of Vermont who lives and teaches in Ecuador. Accompanied by two chaperones from each school, the students arose at 7 a.m. each day and breakfasted on eggs, bread, and coffee—tried by some for the first time. The juices

were made from fruits like chirimoya, mispero, and naranjilla. Lunch included soup and popcorn—students made like locals and put the popcorn directly into the broth. In addition to rice, meat, and salad, the feasts sometimes included fried plantains and beans.

One morning they headed 70 miles north to Lago Cuicocha, a lake that formed in the crater of a volcano that collapsed on itself. During the boat tour, they suspiciously eyed bubbles coming up from the still-active volcano.

Back on land, science teacher Tony Del Campo used the adventure as an occasion to teach the students about geology. “Rocks tell stories. You can pick one up and read the history of the landscape from it.” Some rocks around the volcano site told the students that they cooled underground and were brought to the surface quickly. “It’s like being a rock detective,” Mr. Del Campo says. “Along the way, the kids were picking up different rocks and talking about what they were telling them.”

That night, the students watched performances of pre-Hispanic and pre-Inca



THE STUDENTS WERE SPLIT INTO TWO GROUPS, WITH ONE BUILDING A COB OVEN AT FINCA LA FE AND THE OTHER LAYING THE FOUNDATION FOR A KITCHEN AT FLOR DE MAYO, A 120-HECTARE “CLOUD FOREST” RESERVE THAT IS ONE OF THE WORLD’S 10 MOST BIODIVERSE ECOSYSTEMS.

fertility and harvest dances while musicians played local wind and percussion instruments.

On their third day, they made their way to their home base in Pucará, another 100 miles from Quito. They spent the day at Finca la Fe, a 10-hectare nonprofit education center and organic farm that yields citrus, yucca, raspberries, pineapples, avocados, beans, and corn. During the tour they learned about organic farming, the effects chemicals can have on their bodies and the soil, and about subsistence farming—growing enough for you and your family with a small amount left over for trade.

“What I can bring back from this trip is how our country should put more thought into eco-friendly solutions, which will save money and our environment,” says Max Polite, now a ninth grader at U-High. “In Pucará they use cattail reed plants to filter the waste from the water, for a cheaper price, and it doesn’t hurt the environment at all.”

At the halfway point of the trip, they picked coffee beans at the farm and

are characterized by low-level clouds.

To build the kitchen, students carried supplies such as bamboo and bricks from the road to the building site. They shoveled sand and carried it in bags from the river, along with large rocks and water. They mixed concrete by hand and leveled the ground using hoes and shovels.

For the cob oven, the students molded sand, clay, and straw around a plastic jug, where it solidified into a hard shell. This



theirs. If someone was tired, there was always a student willing to jump in to give that person a break.”

Ela, the Lab eighth grader, agrees. The experience, she says, “showed me how to be part of community in so many ways, from going with UChicago Charter—making friends and learning to work with them—to meeting people in Ecuador.”

Afternoon field trips to learn about sugar cane and mining were followed by evening games, journaling, and forming friendships. After closing their journey purchasing souvenirs in Otavalo



experienced how much effort it takes to get just one cup of coffee, from picking the beans to watching them get selected and sorted according to quality and subsequently dried, cleaned, roasted, and packaged.

Coffee provided an opportunity to learn about the economics of direct trade—which removes the middleman—and its influence on the community. Allowing workers to negotiate for better prices made sense to the students, given their experience of the labor that went into the process.

The next three days were devoted partially to service learning projects. The students were split into two groups, with one building a cob oven at Finca la Fe and the other laying the foundation for a kitchen at Flor de Mayo, a 120-hectare “cloud forest” reserve that is one of the world’s 10 most biodiverse ecosystems. These areas are so high in elevation they



group also helped develop a tree nursery by planting 200 eight-inch-tall saplings they gathered from the rain forest—after digging out 3x15-foot pits a foot deep and mixing the right combination of volcanic soil, sandy soil, and topsoil.

“It was wonderful seeing how the students from the two schools chipped in to help each other,” says Mr. Del Campo. “If someone was taking a break and didn’t need their gloves, they’d give them to someone else who couldn’t find

at the largest handmade goods craft fair in South America, many students hatched plans to keep the experience alive in Chicago: slumber party schemes and swapping Snapchat, Instagram, and Facebook profiles.

For Mr. Del Campo, a trip like this not only provides an opportunity to make a difference, it also makes you a better person. And there’s no better proof than the impact it had on the students.

“Going on the Ecuador trip changed my life forever,” says Elena Stern, a Lab eighth grader. “When you make a difference, you won’t always be famous, but people will remember what you did for them. This is only the beginning of change in the world, starting with me.”



What would Dewey do?

Lab teachers develop engaged citizens

By Jeanie Chung

The object of a democratic education is not merely to make an individual an intelligent participant in the life of his immediate group, but to bring the various groups into such constant interaction that no individual, no economic group, could presume to live independently of others.

—John Dewey, from *Democracy and Education: An Introduction to the Philosophy of Education*, 1916

John Dewey's belief in experiential learning is widely known, but equally important to him was teaching students to take an active role in bettering their community. Throughout the Schools, Lab teachers work to achieve Dewey's ideals.

For Dewey, says U-High English teacher Catie Bell, PhD'07, democracy was "a way of being in the world where you live cognizant of your contributions to others, where you can make a difference. And there's this notion of a collective effort. You arrive at a purpose through conversation."

Ms. Bell, who has taught at Lab for more than 30 years, decided to get a PhD



after becoming interested in Dewey's ideas on aesthetic education. That research prompted her to switch from social studies to English, and it also made her somewhat of an expert on Dewey in general. "Because it seemed relevant," she says, "I went back and learned." Each year she does a presentation for new teachers about Lab's origins and Dewey's philosophy.

A Foundation of Community

It begins in Nursery School, where each class begins the day with a morning meeting. In Meredith Dodd's classroom, she, her assistants, and a rotating student greeter shake the hands of every student who comes in. The meeting takes place in a breakout room, separate from the

**FOR DEWEY, SAYS
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regular classroom, Ms. Dodd says, “so we can focus on each other and not have too many distractions. It’s the one time of day that we are all together in one place.”

After deep breathing and a morning greeting song, there's business to be addressed: an overview of the day's schedule and attendance. But even that task is far from routine: The teachers and students mention students who are not there as well as the ones who are, so that even if a student is absent, "you know you're being thought of," Ms. Dodd says.

Next, students can share items they've brought in—a flower, a fall leaf, an interesting rock—and answer questions their classmates might have about them.

“It’s all preparing for people to be aware of each other, to listen to each



other,” Ms. Dodd says, “and the idea that all questions are relevant. One of the things I say is that meeting is democracy in our context. It’s an essential part of our being a member of our community.”

The meetings are a staple of progressive education, and Ms. Dodd also relates them to Quaker meetings: “the idea of coming into a welcoming place, a safe place. What you have at meeting kind of ripples out into the rest of the day.”

And beyond. In her nine years at Lab, Ms. Dodd often encounters former students who say they loved meeting.

Shared Ideas

Ms. Bell, who thinks the meetings are “crucial” to Dewey’s philosophy, introduced a standard practice in the High School humanities classes in line

with Dewey's ideas: the Harkness method, borrowed from Phillips Exeter Academy. The method focuses on discussion at a round table—called a Harkness Table—to encourage sharing ideas with minimal teacher involvement. Because students might take a while to acclimate to the idea that a teacher is not leading the discussion, teachers guide them in the early days. New Lab teachers receive training in the Harkness method each year.

“They really are working together,” Ms. Bell says, “and not worrying about intellectual property or who’s smarter, and creating a deeper understanding together.”

Defining “the People”

Dewey's ideas on representation and community come through in the curriculum as well. Eighth-grade

humanities teacher Joy Parham, in her first year at Lab, has already taken Dewey's ideas to heart. In her class's project on the US Constitution, students examined the preamble and discussed who "We the people" were in 1787 and who they are now. They also read President Barack Obama's "More Perfect Union" speech during the 2008 presidential campaign, in which he said the goal was "to narrow that gap between the promise of our ideals and the reality of their time."

Ms. Parham asked her class: What does the preamble mean today? What does it mean to establish justice? Provide for the common defense? Promote the general welfare? And so on, keeping in mind that “what that looks like to you might be different than me.”



As students got into the project, “I just fed off their energy,” Ms. Parham says, “and said, ‘Let’s include an art piece.’” Through poems, photo collages, paintings, and drawings, students presented their ideas of what the United States looks like today and how the preamble does or doesn’t live up to its ideals.

One student drew a sea of multicolored people around a red, white, and blue outline of the continental United States, with the words “We the People” emblazoned across it. Another made a collage of photos and newspaper clippings, interspersed with words including “election,” “immigration,” and “civil rights.”

“It really allowed students to open their minds to our differences,” she says, “and how those differences are important in moving our society forward.”

Democracy in Action

One of the most obvious ways to participate in democracy these days is to vote, but since that option is available only to the very few 18+ Lab students, years

“WHEN DEWEY IS TALKING ABOUT DEMOCRACY,” SAYS U-HIGH ENGLISH TEACHER, AND RESIDENT DEWEY SCHOLAR, CATIE BELL, PHD’07, “HE’S TALKING ABOUT A KIND OF SOCIETY WHERE EVERYONE CAN MAKE A DIFFERENCE.”



ago, fourth-grade teachers Nicole Power and Lisa Sukenic created a mock election. The entire Lower School chooses between two imaginary gender-neutral cardboard cutouts whose platforms focus on issues directly affecting Lower School students. Pat ran against Dana in the first election in 2004, Zoop took on Zeep in 2008, Toaster Brown and Raisin Jam squared off in 2012, and this year J. J. defeated C. T.

Ms. Power’s and Ms. Sukenic’s students created the candidates’ platforms by brainstorming topics of interest to them, including before-school supervision policies and school recycling. With platforms in place, students set to work for their candidates: drafting statements and speeches and organizing town hall meetings and debates. They wrote newspaper articles, polled other students, and graphed the results. Jessica Palumbo’s third-grade class interviewed candidates and created commercials that were shared digitally with the Lower School community.

Ms. Sukenic found it interesting to watch the students interact with the candidates “as if they were actual people.”

The teachers have found the election a powerful way to teach about researching candidates, understanding issues, and voting, all done experientially. If a teacher gives students “something to do, not something to learn,” Ms. Sukenic says, quoting Dewey, “and the doing is of such a nature as to demand thinking, learning naturally results.”

DEMOCRACY IN ACTION

U-HIGH STUDENTS GET HANDS-ON EXPERIENCE IN THE ELECTORAL PROCESS

Teaching students the particulars of politics was not necessarily a focus of Dewey’s educational philosophy. “When Dewey is talking about democracy,” says U-High English teacher, and resident Dewey scholar, **Catie Bell, PhD’07**, “he’s talking about a kind of society where everyone can make a difference.” Still, Dewey himself was politically active and wanted others to be as well: He was an advocate of women’s suffrage, for example.

During the 2016 elections, juniors and seniors engaged in the political process in several ways:

> Three political experts came to speak and answer questions with **Cindy Jurisson’s US History** classes and **Logan Aimone’s journalism** classes: Jessica Yellin, formerly chief White House correspondent for CNN; Jeff Greenfield, author and former journalist with of CBS, ABC, CNN, and others; and William Howell, the Sydney Stein Professor in American Politics at UChicago’s Harris School of Public Policy.

> With the help of Lab parent Niamh King, vice president for programs and strategic content at the Chicago Council on Global Affairs, 50 Lab students attended a speech by Secretary of State John Kerry on October 26 at the Hilton Chicago.

> Working with the Mikva Challenge—a Chicago-based nonprofit dedicated to inspiring young people to be informed, empowered, and active citizens—about 20 students served as election judges on November 8. Several bilingual students helped non-English speakers to vote.

THROWBACK

1965



In April 1965, the *Sun Times* reported on that newfangled fad, skateboarding, featuring photos of Timothy Norville, ’65. U-High had a skateboard club that year and: a pep club; a Russian Club; girls field hockey; tennis, but

only for boys; and a Student Union which, according to a very frank *U-Highlights*, had “the difficult job of providing a social life to a socially apathetic student body.”

Alumni 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.

40s

1945 Class Representative
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1946 Class Representative
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1948 Class Representative
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1949 Class Representative
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505-466-4346

musical offerings and work with the League of the Chicago Symphony Orchestra, which provides support to the orchestra and assists with the auditions for students aged 13–17 years.”

Judy Meyer writes: “I have just successfully completed chemotherapy treatment for leukemia and am now in remission. I still have some chemotherapy for breast cancer scheduled but plan to return to my part-time work as an attorney at California Rural Legal Assistance within the next several weeks. I am planning a Chi Gong retreat at the Esalen Institute in California in December to have fun and to complete my recovery. I look forward to hearing from any of my classmates.”

1952 Class Representative
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bill.salam@gmail.com
512-868-1915

1953 Class Representative
Cordelia “Corky” Dahlberg
Benedict
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benedictcd@hotmail.com
815-677-0093

From your class representative: “**Dorothy Hess Guyot (Dotty)** and her husband Jim extended a generous invitation to our class last summer for a very special Lab gathering at Gitchie Gumee, the Guyot family cabin on the short of Lake Superior near Brimley, MI. Seven of us accepted and spent a grand, long weekend together. We came from Maine (**Catherine Dixie Wilder Guiles**), Rhode Island (**Tom Rossby**), Maryland (**Mary Lou Miller Williamson**), Virginia (**Linda Krueger MacLachlan**), Illinois (myself), Minnesota (**Molly Moroney Cox**), and Colorado (**Barbara Koenig Engelhardt**). Enjoying Lake Superior and sightseeing took up much of our time, but best of all were the long talks we had around the dining table. Dotty and Jim’s daughter, Khin Khin, and her two children, Christopher and Rebecca, were delightful additions to our group.”

Ruth Necheles Jansyn writes: “I’m back in Texas after a busy summer visiting relatives and friends in the New York area. I spent a culture-filled week in the Berkshires and later three weeks in the Rochester-to-Adirondacks area. In between, I had a few small solo exhibits (beauty salon and hamburger joint!), participated in others and, in general, kept my reputation among a select few going strong. Our 2017 Terlingua artists’ calendar features a prize-winning photo of mine on the cover...and so it goes. Not bad for a wrinkle.”

Art Koff reports: “I continue to write a monthly column for MarketWatch and interview regularly with CNN and other media on the challenges being faced by an aging America.”

Judy Lieb Malkin reports: “I continue to enjoy Chicago’s

of his emails from this past year describing a trip up the west coast of Tasmania from Port Davey to Australia. The trip took longer than expected, with a long delay in Strahan (described by Jim as ‘the only “metropolis” on this coast’), but finally they were on their way again to New South Wales in Australia.” Jim writes: “We are sailing for Eden in Australia’s NSW. Today, gale warnings, but the forecast for the next three days is surprisingly good. There are some bail-out possibilities, but at this time of year, we’d best be goin’ on.”

Bill Domm writes, “The best news is I’m not dead yet. I continue to be an officer of the men’s club at the North Shore Senior Center, work out three times a week, and attend the current events and history discussion at the Northbrook Public Library. I read between 75–100 books per year. My wife, Kathy, and I have been married 42 years, second time around, and we have our nine-year-old grandson overnight a couple of times a month. He loves coming here and we don’t limit his iPad time. The only person I see from our class is **Norm Goldring**. We have lunch occasionally.”

Nancy Jacobson Engelsberg reports: “I continue to live in an assisted living facility near my nephew and his family in McLean, VA. I would enjoy a visit from any classmates passing through the Washington, DC area, and I would like to send greetings to our classmates. I also enjoy receiving letters or cards. Address them to me at Sunrise of McLean; 8315 Turning Leaf Lane, McLean, VA, 22102-2615.”

Dartha Cloudman Reid writes: “My husband, Paul, and I sold our home in Lamoine, ME, in April and moved into a condo in Ellsworth, ME. Condo living is perfect for our time of life, and we are closer now to our many activities. I enjoy the glorious sunrises and sunsets seen from our new home. Life is perfect! We have a deck where we have bird feeders and plants and inside I still have a few plants to enjoy. I look forward to a complete family reunion in the spring at the home of our daughter, Abigail, and her husband in California, along with our other children and their families: Stuart (Ohio), Hazel (Ireland), and Elizabeth (Arizona).”

Andrea Stenn Stryer writes: “My husband, Lubert, and I

traveled last summer to Chile and Peru, visiting both the high, cold, and dry Atacama Desert in Chile and the low, warm, wet Peruvian rainforest. We want to experience the less accessible ecosystems while our joints are still operational. And experience them we did—from areas up to 14,000 feet in altitude in Chile, to nine hours on dirt roads, followed by seven hours on a six-seat river boat trip to and on the Madre de Dios River in Peru. We timed our trip to the Chilean Altiplano to correspond with the new moon, so the sky was as dark as it could be. It was real thrill to go out at night to see the Milky Way. It arched amidst more stars than we could have imagined.”

1954 Class Representative
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1957 Class Representative
Elizabeth (Elsie) Hughes
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718-783-0003

From your class representative: “My husband, Jerry, and I are still living happily in Brooklyn, enjoying a view of the Statue of Liberty from our eighth-floor apartment and the many cultural offerings of New York. I am still supervising a social work student, doing some translation, and singing in two choirs.

“In August we visited in Holland the elderly partner of Jerry’s uncle, who died five years ago at age 100. Uncle Buzz never told us that he was gay, and so we never met his partner of 50 years until after he died, a sad reflection of social prejudice. We then went to England to see friends and my sister, **Helen Hughes Brock, ’54**, who has lived in Oxford with her husband for many years. We then went to Germany, where I spent five days with a friend from my student days in Munich, over 50 years ago. Jerry and I both walk with difficulty, and we have just learned that Jerry has Parkinson’s disease. We’re told that it is milder and does not progress so rapidly when it starts so late (Jerry is 86). Let’s hope that is true! Meanwhile, we’re still getting around with the

help of public transportation and the handicapped service provided by the city, not to mention the good service provided by airports, so we haven’t given in to physical disabilities yet.”

1958 Class Representative
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musik1@aol.com

Class of 1959: Interested in volunteering to serve as your class representative?
Email the Alumni Relations & Development Office at labnotes@ucls.uchicago.edu.

Marianna Tax Choldin writes: “I have a new book out. Lab, the University of Chicago, and Hyde Park figure heavily in the book. Here is the publisher’s announcement: <http://www.academicstudiespress.com/browse-catalog/garden-of-broken-statues-exploring-censorship-in-russia>.”

60s

1960 Class Representative
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ellen@leavittcom.com

From your class representative: “We were all shocked and sorry to hear of the death of another classmate, **Victoria Reitman Kapp**. This was followed by news of the sudden death of **Gail Mosley Libman’s** sister **Sandra Mosley Schneider, ’58**. We all mourn with their families.

“On a cheerier note, our road trip last summer continued after the deadline for the last Lab Notes. After leaving Chicago, we visited **Art Loewy** and Karen Frahm in



Philip Leavitt, Randall De Lave, ’60, Ellen O’Farrell Leavitt, ’60, and Laurence Braunde, ’60, met in Southern California for dinner

St. Louis, then to Denver where we had dinner with Christina and **Peter Bornstein** and then spent a couple of nights in Basalt with **Ian Dresner**, his wife Carol, and their adorable Miniature Australian Shepherd, Dulcinea. Dulci, by the way, is the girlfriend of our elderly mutt Homer, who perks up like a lovesick puppy when she comes over to visit. The two dogs romp around while the humans enjoy Lou Malnati’s pizza, which is now in Phoenix!

“We did a quick business trip to Southern California in July, where Ellen and **Wendy Grampp Tucker** had a good gabfest over coffee, and then we had dinner with **Laurie Braude** and **Randy DeLave**.

“The Leavitts were back in Chicago in October, again dining out with **Sharon Millman**, **David Epstein**, and Susan Gordy. We tried out a trendy new restaurant opened by the great Rick Bayless. Later we dined at a Lettuce Entertain You restaurant with **Chuck Buben** and Colly Nichols.”

1961 Class Representative
James Orr
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jeo@aol.com

From your class representative: “The long-awaited 55th reunion of the U-High Class of ’61 finally arrived last October 13 and 14, and was attended by many classmates and their spouses.

“Many of us took advantage of the tours of the renovated buildings on our original campus, as well as the newly constructed Earl Shapiro Hall for the younger students, located on Stony Island Avenue. I’ve collected photos that several of our class members have sent me, as well as autobiographical notes. If any of those not attending



Carol Dresner, Dulci Dresner, Philip Leavitt, Ellen O’Farrell Leavitt, ’60, and Ian Dresner, ’60, in Basalt, Colorado

would like to submit a current photo or two of themselves and their families, as well as a note letting us know how you’re doing, I’d be happy to put them all in the current collection, which will be made available to the class, either as a download or a disc, in the near future. And please plan to reserve time to come to our 60th reunion in 2021! Happy holidays to you all.”

1963 Class Representative
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717-341-5188

From your class representative: “We grieve deeply at the passing of our classmate, **Tom Stern**.

“At the same time, we rejoice at the continued success of our classmate, **Muffie Meyer**, who appeared as a guest on The One Way Ticket Show with Steven Shalowitz, where she shared her one way ticket destination and highlights from her career. **Susan Phillips-Moskowitz** was happy to have a quick breakfast with Muffie in New York City, where Muffie told Susan that she continues her research on Stalin for a future documentary.

“Susan has her own creative projects and is busy with www.mrsmoskowitzsmunchies.com, her upholstery class, Dr. Seuss-inspired blocks for grandchildren, and—in time for the holidays—introducing a new product: chocolate-covered ginger.

“We offer hearty congratulations to **Chuck Weiss**, who reports the birth of his second grandchild, Eden Hallie Cummins of San Carlos, CA; and that his youngest daughter has begun the MBA program at the Kellogg Business School of Northwestern University.

“Also, congratulations to the younger members of our class who are, or have recently, celebrated your 70th birthdays!

“Class Fundraising Update: As you may recall, at our 50th reunion back in 2013, we began a fundraising drive to raise \$100,000 by the time of our 55th reunion in 2018 (less than 18 months away!) to establish the Class of 1963 Endowed Scholarship Fund at Lab. As of this date, thanks to generous donations from approximately 40 percent of the class, we are two-thirds of the

way to our goal! The biggest news since our last update is the very generous challenge gift of \$2,500 we received from Tom Lyons: Tom will match, dollar for dollar, the next \$2,500 in donations to the Fund. Over the next 18 months, our class fundraising committee—**Dick Lansing, Betty Rosenstein Musburger**, and I—will be working with you to raise the remaining sum. We hope that all 144 members of our class will participate in this endeavor. Indeed, donations large and small are welcomed and appreciated! Many of us (including myself) benefited from scholarships or tuition remission as children of parents employed by UChicago. This is our chance to help give another generation of students the same great education we enjoyed. 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 Relations & Development Office (jstevens@ucls.uchicago.edu), or you can email me (david.stameshkin@fandm.edu) for more information."

David Gordon reports: "I retired from National Institutes of Health in March but have recently resumed part-time work as a senior advisor. I am hoping to find the right mix of freedom and structure. I have found that I enjoy being able to sleep later and work out in the mornings. I did some phone banking for Hillary Clinton while cheering on the Cubs this fall. My wife Susan is still working, so family life hasn't changed much except that I am doing all the cooking (which I have always enjoyed) once again. My son Sam completed his college degree after undergoing eye muscle surgery in December to correct a double vision problem that developed abruptly seven months earlier. Sam gave me lots of moral support for my Cubs obsession, although he is an Orioles fan. My daughter Emily is now in her third year at Eastman School of Music at the University of Rochester, majoring in music education in piano. She is working hard but thriving."

Betty Rosenstein Musburger writes: "**Karen Goldberg Topin, Susie Furth Hand**, and I heard **Margo Jefferson, '64**, speak at the

Chicago Humanities Festival about Margo's celebrated new book, *Negroland*."

Willie Williams, lifelong friend of deceased Tom Stern, writes: "Some of us have known Tom since nursery school over on Woodlawn. Many are the stories. Much was the fun. Several of us, certainly I, learned important things from him: about music, reading, and culture. And he got me laughing the hardest I've ever laughed."

1964 Class Representative

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1966 Class Representative

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From your class representative: "It is hard to believe our 50th reunion is now history. As the wonderful turnout of the 52 classmates and 20 guests who were there know, it was a tremendous success. In fact, our class had far and away the largest reunion turnout since attendance figures have been kept. Thanks to all of you. Without you, the reunion would not have been the success that it was.

"Friday night found us at the home of Jim and **Ruth Stern Geis** for an informal get-together. On Saturday evening, there was a cocktail reception for all returning classes at the brand new Gordon Parks Arts Hall, followed by a wonderful buffet dinner in Judd 126 for just our class. On Sunday, we had a fabulous brunch at the home of Cathy Stix and **Len Siegal**. Thanks to the contributions of several classmates, there was lots of great food all weekend. Much more importantly, we had the chance to reminisce, reconnect, and re-establish friendships with an amazing group of people that we first met more than 50 years ago.

"In corresponding with many of you, I know that there were a few who felt isolated, alone, friendless, etc. while in high school or just had a 'bad' experience and saw no reason to re-live that at a reunion. The fact is that we were all

Members of the class of 1966 gather for their 50th milestone reunion class photo at Lab Alumni Weekend in October



adolescents and many, if not all of us, felt that way to some extent.

"However, one reluctant first-time attendee said after the reunion that they won't be missing another reunion. They had a great time and mentioned they talked to more people in two nights than they did in four years of high school. While this might have been somewhat of an exaggeration on their part, things are very different 50 years later. We all had a great time.

"Whether you attended the reunion or not, a digital class photo from the reunion and a digital copy of the Memory Book has been made available to all class members at no charge. If you did not see the email about this, please contact me.

"For those of you who want to see candid pictures of the reunion taken by a few classmates, please go to our Facebook Group page, 'U-High (Chicago) Class of 1966.'

"Lastly, whether you were at our 50th, couldn't make it to our 50th, or if you've never attended a reunion, we are planning on having our next reunion in five years instead of waiting ten years as we have in the past. We hope that all of you will join us in Chicago in 2021 for our 55th."

Ron Barnes writes: "I have nothing but gratitude and appreciation for the years I spent at Lab. That feeling was more so reinforced by our past reunion experience. It was wonderful to see everyone and to see that the Lab experience was as valuable to each of you as to myself.

"I think we all should give thought to what more we can do to give even more positive quality to our relationships with each other. Hope to see everyone in five years at our 55th reunion and some of you I hope to see sooner."

1967 Class Representative

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From your class representative:

"I attended the Friday of Lab Alumni Weekend to see what was happening and to start the planning for next October. I had tours of the new and old buildings, and I attended the interview with author **Margo Jefferson, '64**. I saw two members of our class: **Cheryl Gaines** and **Evelyn Johnson**. I also saw some members of the class of 1966, but when I was at U-High I did not mingle much with that class. I was unable to attend any of the Saturday events, but this year was not a reunion year for our class. Stay tuned for upcoming reunion news."

1968 Class Representative

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John Block reports: "This note to my classmates is inspired by **Eric Lewis**'s recent visit to my home, and how good it felt to be with him after so long. Eric is the first childhood pal with whom I shared an uncurbed heart-to-heart talk.

His parents were also the only ones I know who actually did act on their vow to move to Canada if Nixon was elected. In high school, Eric once mused that he wished that he had been born in another time—a knight fighting for right. A builder by profession and living in Tennessee for all of his adult years—many of them on a commune—Eric continues to be a front line activist. He inspires me to try to do better and be better. Meanwhile, it tickles me that we still choose to correspond with each other by handwritten letter.

"For me, as I imagine for many of you, there is something singularly rich about having a friend who has known me since my early days. For the last 50 plus years—since sharing the train ride on our high school trip to Washington, DC—**Mark Epton** and I have accompanied each other during milestones and heartaches, and then some. He continues to

put me in my place by way of his wit, and elevates me when I require elevating. Mark is the soulful confidant who has always offered the wisest, though not always obvious, counsel; along with the sharpest, not always obvious, political perspective—bar none. I've written more than a song or two in honor of his birthday, unfailingly laced with obnoxious, juvenile wisecracks that I, at least, find hilarious.

"**Stew Weltman** is another old bosom buddy who is very much a part of my present. The assortment of passions that Stew has pursued in earnest (and mastered) through the years awes me. About 10 seconds after opening his law practice, he guaranteed to someday return to his blues music in a meaningful way—and he did. Performing regularly, his voice and his guitar skills are more expressive than ever. When my mom passed away a couple of years back, I held it together until Stew arrived at the funeral. I startled myself by leaning into his shoulder and bursting into tears.

"There are other touchstone friends, including my big hearted 'little' sister **Kathryn Block, '70**, and wonderful **Debra Gordon**, with whom I still trade birthday phone calls. And there are many with whom I've enjoyed intersecting by accident or design, including **Larry Rehage**, who influenced my life when, after the assassination of MLK, he expressed the fantasy/wish that the world was simply coffee colored. Evermore, I've only lived in neighborhoods that are racially and ethnically mixed. There's also the classmate who read my palm and told me that my lifeline showed 'just a very few significant others' in store. Thank goodness I've remained head over heels in love with the one I married 37 years ago. Best wishes to all my classmates."

70s

1970 Class Representative

Hannah Banks
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617.236.1876
banks.hannah@gmail.com

From your class representative: "If you aren't on our email list yet, please shoot me an email. You can

Hannah Banks, '70, and Paul Ashin, '70, in Washington



also check out our Facebook page in the group 'UHighChicago1970.' You'll find a bunch of us there, plus you'll get to see **Bruce Montgomery**'s great music memories!

"After watching the Cubs win and working on the election in North Carolina, I was reminded of my early political involvement: When the school shut down during the takeover of the UChicago Administration Building, I was out there gathering signatures against the bombing in Cambodia. It continues; just this weekend, **Paul Ashin** and I met up in Washington to debrief and strategize.

"**Linda Strohl** was named to the Michigan Council on Services to the Aging to represent a southwestern Michigan region—Berrien, Cass, and Van Buren counties. The council advises the state's Aging and Adult Services Agency on policy issues. Linda is honored to represent the interests of seniors to make sure that their voices are heard and needs represented."

James Epstein writes: "I know a lot of us are feeling even worse than I am right about now. My Cubs finally make it to the World Series and win, and the next week something happens to plunge me into a world-class funk. My news is pretty mundane. I'm retired from the Illinois Appellate Court in 2015, and I'm now mediating and arbitrating at JAMS in Chicago. I love helping people settle their disputes faster and cheaper. My daughter, Nora, was married in March, which was a wonderful experience. The other three and Kelly are doing fine. My great friend, former law partner, and U-High classmate, **Jerry Esrig**, just won his election to the Circuit Court. He is just the best. All good back home in Chicago."

Peter Kalven reports: "New passions? Watching the Cubs and

ignoring Donald Trump et al. I have started a land development company and will be partnering with a local builder to do land assembly and construct multi-family urban row housing. My first project is a five-unit plan on 10,000 square feet in one of the neighborhoods that boundaries a small tributary to the North Saskatchewan River, Mill Creek. Perhaps by March I'll have some design drawings or marketing material to share. I am targeting the upper mid-market and look to produce nonflammable, energy efficient, and environmentally friendly designs using as much natural light as possible, solar power, perhaps grey water recapture, and a few other cutting-edge technologies. I have also partnered with an excellent broker and we're concentrated on the listing and selling of hotels, so I get a fair amount of travel around this beautiful country."

Martin Lubran writes:

"Following high school, I graduated from UCLA with a BA in zoology and an MS in biological statistics. I continued for my doctorate but took a leave. I started a career in computers, eventually moved to management, and finally ended up as a general contractor. I married a fellow UCLA student in 1976 and we have six children and two grandchildren, plus another on the way. All of our children have interesting careers: a psychologist, a world-class dancer, a singer/song writer, and a mechanical engineer. My wife is active in our company, which provides services nationally as well as a significant focus in Southern California where we live. We have been married 40 years this December and both still share our Christian faith. We have a large, mostly empty home and welcome guests. My home phone number is 818-773-7360."

Mark Seidenberg writes, "I am living in Madison, WI, trying to cope with the new reality. After a very long gestation, a book I wrote for a general audience called *Language at the Speed of Sight: How We Read, Why So Many Can't, and What Can Be Done About It* was published in December. It's about the science of reading and whether it might be used to address literacy problems in this country—the large percentage of people who can't or don't read, the children with reading disabilities who aren't identified or

addressed, achievement gaps, and 'low information' voters. I managed to work in a reference to Lab and **Mr. Erickson**'s design workshop class! I hope there are people who find it helpful and interesting. And I hope that we all find our way to a better future."

1971 Class Representative

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From your class representative:

"At our 45th reunion in October, 25 classmates and a fair number of spouses attended. This reunion was at Lab in the new arts building and so was quite different from all past reunions, which took place at a North Side restaurant. This was also the first time we had a reunion event in October; it was a lovely weekend that included a Cubs victory.

"We hope that in five years we can double the attendance for our 50th reunion. Please make sure that Lab has any updated emails and addresses so that you will find out about the reunion."

Abby Rothblatt Bardi reports:

"My third novel, *Double Take*, was recently published as an eBook by HarperCollins Impulse, and because it's set in Hyde Park in the 1970s, people who were around then might enjoy its nostalgic aspects."

Donna Epstein Barrows

writes: "It has been several years since I last sent a personal update. Some of you know that my beloved husband, Bill, died in 2014 after battling brain cancer for almost three years. My three sons and I continue to heal from the trauma of his illness and death, but all things considered we're doing well. I'm still living in our home in Oak Park, though planning eventually to move downtown. Sam, 30, lives in Denver and most recently did event advance work all over the country for the Clinton campaign. Charlie, 27, is about to complete his PhD in chemistry at the University of Washington and will likely do a two-year post-doc in Switzerland before returning to the States to find (he hopes) a college teaching job. Ted, 24, just moved to NYC and began working as a maitre d' at the Jazz Standard. No spouses or grandchildren appear to be likely anytime soon!

“I continue to work, as I have for 30 years, as a volunteer, board member, and in some cases chairman, of several organizations, including Chicago Sinai Congregation; Spertus Institute for Jewish Learning and Leadership; Family Focus, a leading family support/early childhood agency; the Visiting Committee at the University of Chicago School of Social Service Administration (SSA); and more recently the American Jewish World Service, which supports grassroots human rights organizations in the developing world.

“It was great to see our classmates who were at the reunion in October! It’s incredible to know that our next big reunion will be our 50th. I hope we can use these next five years to find our ‘missing’ classmates and encourage everyone to attend.”

Alison Booth writes: “I still live with my husband David Izakowitz in Charlottesville, VA, and I’m still busy as a professor of English, with a new gig as Director of the Scholars’ Lab, a digital humanities center in the University of Virginia Library. This is an exciting field, and it keeps me on my toes; I also enjoy collaborating and seeing things from the research library point of view. I just published a book, *Homes and Haunts: Touring Writers’ Shrines and Countries* (Oxford University Press), which should have something to appeal to anyone who has ever done literary tourism or visited a house museum.

“David and I spend a lot of weekends in DC, where we bought an apartment in 2014, plotting to be nearer to the kids and to galleries and theatre. One pleasure of this is that I get to see **Katherine Hazard**, who was our classmate for years. She lives in DC with her three teenage children and works at the Department of Justice.



Charles Bobrinsky, '77, gives a presentation about behavioral finance to a group of U-High students in Gordon Parks Arts Hall

Don Hannah, '79, Sally Field, '79, Sandra Altamero-Downing, '79, Brone Spann-Jeffery, '79, Susan Goldfarb, '79, Tina Pompey, '79, and Cameron Downing at Sally's home



My mother Phyllis Booth still lives in Chicago, going strong at 90. We celebrated her birthday in March in Chicago, and Hyde Park looked great. I never make it to reunions, but I should try harder. I enjoy reading others’ notes and remembering names. I wish I could say I was a Cubs fan in my youth, but I’m happy about the Cubs this season!”

1973 Class Representative

Kevin Spicer
Apartment A
1122 Chelsea Avenue
Santa Monica, CA 90403-4656
uofclabschool1973@gmail.com
310-315-1833

1974 Class Representative

Dan Kohrman
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Washington, DC 20015
dbkohrman@aarp.org
202-966-2445

1975 Class Representative

Goddess Simmons Drew
10305 Jimenez Street
Lake View Terrace, CA 91342
goddess.drew@yahoo.com
818-890-9740

1976 Class Representative

Stuart Field
1609 Blue Sage Drive
Fort Collins, CO 80526-3714
stuart.field@colostate.edu
970-219-5364

Class of 1977: Interested in volunteering to serve as your class representative?

Email the Alumni Relations & Development Office at labnotes@ucls.uchicago.edu.

Kenneth Newman writes: “**Kirsten Engel, '79**, is now an elected state representative from the Tucson area of Arizona. She grew

up on my block in Hyde Park and had an older brother, **Mark Engel**, who was in our class.”

1978 Class Representative

Andrew G. Neal
2438 North Marshfield Avenue
Chicago, IL 60614
andrew.neal@sbcglobal.net
773-348-6367

1979 Class Representatives

Karl Wright
13957 Davana Terrace
Sherman Oaks, CA 91423
karlt83@sbcglobal.net
818-981-2723

Jessica DeGroot
4918 Cedar Avenue
Philadelphia, PA 19143
jdegroot@thirdpath.org
215-471-5767

Hans Massaquoi
26054 York Road
Huntington Woods, MI 48070-1311
hmassaquoi@lewismunday.com
313-510-7721

From your class representatives: “How is everyone handling joining the 55 club this year? I’m starting to have the aches and pains and doctor visits that go along with turning #fitty5. I have to admit it definitely sounds like a grown up age to me. We’re now older than the characters in the movie *The Four Seasons* and older than Dudley Moore when he had his midlife crisis in *10*. Several of us got together over the summer at **Sally (Newcomb) Field**’s house when **Sandra Altamero-Downing** made her trek to the West Coast from Australia and we celebrated our birthdays together.

“Keep up with us throughout the year on the secret Facebook page ‘oldskoolabbies.’ Only members see the pics and comments we post, so be sure to ask any of us for an invite if you’re not already in the group.”

Allan Hurst shares his contact information: “My address is 1168 La Rochelle Terrace, Unit A, Sunnysvale, CA 94089. My landline is 408-744-0447; my cell is 650-207-0215; my email is allanhurst@gmail.com.”

Class of 1983 classmates gather for dinner at Quartino Ristorante in Chicago



80s

1980 Class Representative

Rhonda Gans
Apartment 112 440 North McClurg Court
Chicago, IL 60611
rygans@sbcglobal.net
312-645-0248

1981 Class Representative

Paul Robertson
Suite 1408B 8750 Georgia Avenue
Silver Spring, MD 20910
pjr4@georgetown.edu
301-588-3859

1983 Class Representative

Cheryl Buckingham
csamp2002@yahoo.com

From your class representative: “Hello to the class of 1983! Although this wasn’t a milestone year for us, a group of us here in Chicago decided to get together for a great dinner with plenty of laughs and great fellowship during Alumni Weekend. A fun time was had by all! Thanks go out to **Susan Evans**, who generated the idea and found us a great place to dine called Quartino. It was awesome to see **Ericka Voss Turckes, Camilla Hudson, Olga Suszczyk, Maurice Sykes, Lucille Morris Tomlinson, Reuben Collins**, and **Jill Reed Washington**. If you didn’t make this event, don’t fret, more to come! And don’t forget, only two years until our 35th reunion!”

Thalia Field’s publicist reports: “Thalia spent 20 years compiling and translating documents by and about nineteenth-century French vivisectionist Claude Bernard and his wife Fanny to construct a story about their disastrous marriage, his introduction of the scientific process to laboratory medicine, and her animal activism avant la lettre. With a cast of characters that includes Darwin, Zola, and Balzac,

Thalia’s film *Experimental Animals* is a study of the history of science, a modern novel of animal activism with roots in the Victorian anti-vivisection novel.”

Bill Morrison writes, “My film, *The Great Flood*, was screened at the Blanc Gallery in October.”

1984 Class Representative

Susan Mack Taple
drsusantaple@gmail.com

From your class representative: “**Chris Pardo** finds himself at 50 with three kids in high school, celebrating 20 years of marriage to his wife Laura, and having spent the last 16 years at Plus Relocation Services. He started when the company was around 20 people and has helped build it into a global company with 200 people supporting clients like Google, Tesla, Uber, Target, and eBay. While he loves living in Minneapolis, he realizes what a very special place Hyde Park is the longer he is away.”

George Cole, Jr. reports: “Currently my wife and I are living in the Bay Area. I am a medical director at Pharmacyclics and my wife is an anesthesiologist at Stanford. We are looking forward to the next reunion.”

1986 Class Representative

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

1987 Class Representative

Barbara Harris
harriswoodard@gmail.com

Michael Greenstone, a leading economist, was named director of the University of Chicago’s Becker Friedman Institute in December. The institute continues the University’s strong legacy of economic research and brings together leading economists from around the world to build public outreach programs.

Michael will also retain his current position as director of the UChicago Energy Policy Institute. His research expertise covers issues including energy and the environment, growth of countries, and financial markets. He also has extensive policy experience, including serving as chief economist for the White House Council of Economic Advisors from 2009–2010 and currently

serving on the US Secretary of Energy’s Advisory Board, and as a consultant to governments around the world. His new appointment takes effect July 1, 2017.

Class of 1988: Interested in volunteering to serve as your class representative?

Email the Alumni Relations & Development Office at labnotes@ucls.uchicago.edu.

Katherine Davis writes: “I gave birth to our second child, Autumn Claire, in June. Big sister Zoe is thrilled!”

1989 Class Representative

Mekeda Johnson-Brooks
7425 South Rhodes Avenue
Chicago, IL 60619
mekeda27@gmail.com
773-783-0445

90s

1990 Class Representatives

Dan Kirschner
606 Forest Avenue
River Forest, IL 60305-1710
dsk@corboydemetrio.com
312-346-3191

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

1991 Class Representative

Mariann McKeever
mariannmckeever@comcast.net

From your class representative: “Hi everyone! As you know we recently celebrated our 25th reunion and I was very happy to see many familiar faces at the various Alumni Weekend events.

“Our very own **Smita Shah** received the Rising Star Professional Achievement Award at the Alumni Awards Ceremony!



The Class of 1996 celebrating their 20th reunion at Lab Alumni Weekend 2016

Francisco Meza, Sara Tartof, '96, and Shira Lee Katz, '96, read the Midway newspaper while on a tour of the schools during Lab Alumni Weekend 2016



“I encountered **Roger Fong, Thalia Myrianthopolous, Ben Yu, Dillian Siegler, Dan McGinn, Tom Michael**, and **Wayne Hoffman** at the Alumni Family Festival having a great time with their families. The younger children were definitely fans of the bouncy houses, but everyone seemed to have a good time eating and catching up while the band played cover songs from our youth. “The reunion dinner was well attended with about 35 classmates and their significant others. **Elizabeth Ascoli, Bill Cook, Laura Chulak Georgianna, Aaron Helsinger, Natalie Howse, Adam Berklehamer, Johanna Kenney, Charlotte Koh, Debbie Stulberg**, and **Greg Pine** were among the attendees, and many of us found ourselves hanging out after the dinner at the semi-new A-10 restaurant’s bar. **Kiera Iannantuoni, Alison Seigler, Michelle Webb, Monica Horton, Raymond Arneccilla, Monica Dyson, Alev DeCosta**, and **Edmund Gartkiewicz** were a few of the late night revelers who continued the festivities.

“I also caught up with **Steve Sirotzky** over reunion weekend. He was kind enough to compile an email list of the class members who were in attendance at the reunion dinner.

1992 Class Representative

Shrunali Rai
shrunali@me.com

1993 Class Representative

Alan Heymann
2703 Dennis Avenue
Silver Spring, MD 20902
alanheyman@gmail.com
202-468-9554

1994 Class Representative

Michelle Maffia Tarkowski
mamaffia@hotmail.com

1995 Class Representative

Dan Hartley
danielaaronhartley@gmail.com

David Scheinfeld, '00, Melissa Scheinfeld, Catherine Chandler, '99, Adam Zachary, '00, Adam's fiancé Lauren, Judith Disterhoft, '00, and Judith's fiancé, Neil, attending the December wedding of Haviland Rummel, '00, in Puerto Vallarta, Mexico



“I also wanted to mention **Helene Colvin**, who spoke at our graduation. She was diagnosed with MS a week before our graduation. The way she told it, it was perfect because what better way to get a bunch of high school students to pay attention to the graduation speaker than to be delivered in an ambulance and a wheelchair to the ceremony.

“She was an amazing woman and trailblazer. Working in politics and leadership, she was an outspoken and engaging woman who worked to improve the lives of all the communities in Chicago, working with Mayor Washington, Senator Carole Mosely Braun, and Senator Ted Kennedy.”

Smita N. Shah writes: “It was great seeing and catching up at our reunion. Some of you I have not seen in 25 years. I’m glad to see how well everyone is doing.

“I’m also very proud that my fellow classmates are giving back to society; many through education, entrepreneurship, out-reach, positive child-rearing, law, finance, and technology.”

Junior Elizabeth Van Ha, a Maroon Key student ambassador, leading Eric Larson, '06, and other alumni on a school tour during Lab Alumni Weekend 2016



1996 Class Representatives
Shira Katz
260 Chattanooga Street
San Francisco, CA 94114
shikat@hotmai.com

Elena Arensman McPeak
elena.mcpeak@gmail.com

Shira Katz writes: “Our class really represented at Lab alumni weekend, with 40-plus classmates and their families showing up for our 20th reunion in full force. People were so impressed with the building on Stony Island and the arts wing, and many reminisced on memorable teachers, projects, and even class retreats. We really waxed nostalgic when we were sent to **Mr. Biser**’s classroom for our class dinner. This was the scene of many a middle school play (*I Remember Mama*, *Up the Down Staircase*) and unforgettable drama exercises (lips, teeth, tip of the tongue). Thanks to everyone who came out!”

1997 Class Representative
Win Boon
10433 Lochmere Court
Fort Wayne, IN 46814
win.boon@gmail.com
260-918-2228

00s

2000 Class Representative
Tiago Pappas
3654 N. Lincoln
Chicago, IL 60613
tiago.pappas@gmail.com
773-435-0447

From your class representative: “**Ryan Beck** and his girlfriend, **Missy Corey, '02**, have been working at Virtue Cider’s farm in Fennville, MI, making major improvements to its operations and environment. While attending the University of California–Santa

Cruz after Lab, Ryan worked at the school’s arboretum, and he’s been studying and working with plants and farms ever since. At Virtue Cider, Ryan has the opportunity to apply his experience to plan and shape the future of the farm’s fields, orchards, and recreational areas. This summer Ryan opened several new fields and indoor growing areas and harvested a strong crop of apples for cider and peppers, herbs, tomatoes, and eggplant for the culinary program.

“**Nora Geary** moved to Atlanta for a job with the Centers for Disease Control and Prevention in 2014. Before moving, she worked at the University of Chicago conducting research on improving diabetes care and outcomes on the South Side of Chicago. At the CDC, Nora focuses on childhood obesity prevention and manages First Lady Michelle Obama’s *Let’s Move!* child care initiative. She also had an opportunity to support the CDC’s emergency response to the Ebola outbreak in 2014. Lab alum and faculty will remember her sisters **Caitlin Geary, '02**, and **Allison Geary, '06**. Caitlin lives in New York City and works in digital strategy at Cartier. Allison is pursuing a master’s degree in historic preservation at the University of Oregon–Portland.

“**Haviland Rummel**’s wedding was in Puerto Vallarta, Mexico in December and it was fantastic. Many of our classmates were in attendance, including **David Scheinfeld, Adam Zachary, Judith Disterhoft, Stephanie Lentz, Elizabeth Egan, Lauren Wolf, Libby O’Neill Monta**, and **Nora Geary**. Others Labbies in attendance included **Catherine Chandler, '99, Max Mearsheimer, '98**, and **Vickie Kamberos, '60**.”

2001 Class Representative
Greg Kohlhagen
gkohlha@gmail.com

2003 Class Representative
John Oxtoby
joxto@y@gmail.com

2004 Class Representative
Marcelo Pappas
marcelopappas@gmail.com

From your class representative: “I am looking forward to serving as class representative and continuing to connect to the Lab community.

My wife and I welcomed our daughter, Gabriella Rose Pappas, into the world on February 29. Gabriella, a lifelong Cubs fan and Wrigleyville native, was overjoyed when she finally got to see the Cubs win a World Series!

“**Benjamin Brichta** just celebrated his one-year wedding anniversary and is living in the Uptown neighborhood of Chicago with his wife, Alex, and dog, Dosa. After receiving his master of architecture degree from Columbia University, Ben moved back to Chicago and is now director of development for Property Markets Group, a real estate development firm based in New York. Ben works on development projects around the country and recently completed ‘L,’ a 120-unit luxury apartment building in Chicago’s Logan Square neighborhood.”

2005 Class Representative
Mark Berberian
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mark3@uchicago.edu
773-348-7233

Class of 2006: Interested in volunteering to serve as your class representative?
Email the Alumni Relations & Development Office at labnotes@ucls.uchicago.edu.

2007 Class Representative
Molly Schloss
molly.j.schloss@gmail.com

2008 Class Representative
Victoria Rogers
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2009 Class Representative
Jaya Sah
jaya.t.sah@gmail.com

10s

2010 Class Representative
Loren Kole
loren.kole@gmail.com

2011 Class Representative
Rachel Sylora
rachelsylora@gmail.com

2012 Class Representative
Ary Hansen
ary.hansen@gmail.com
773-324-4012

Alumni enjoying a tour of Lab’s Earl Shapiro Hall during Lab Alumni Weekend 2016



2013 Class Representatives
Sarah Curci
sarahcurci@gmail.com

Amartya Das
amartya.das78@gmail.com

Jordan Davies writes: “I’m in my senior year at Williams College, freaking out about trying to find a post-grad job. I am president of All Campus Entertainment at Williams, where I am an English and art history double major. I have studied abroad, and I just interned at the White House this past summer. I’m hoping to go into film and television production after school. I studied abroad in Rome. I finally mastered laundry.”

2014 Class Representatives
Lillian Eckstein
leckstei@bowdoin.edu
773-548-7390

Boluwatife (Bolu) Johnson
johnsonb4@carleton.edu
708-351-8473

Obituaries

1950s

Sandra Mosley Schneider, '58, died November 1, 2016 at her home in Los Angeles, CA. After graduating from Lab, Sandy received a BA from Mills College and an MS from California State University–Los Angeles. Working as a vocational rehabilitation counselor and as an expert witness, she was intelligent and had an unparalleled work ethic. Her family and friends remember her as funny, witty, and quick to laugh. She spent her free time playing tennis and bridge and working crossword puzzles. Sandy is survived by her husband **Roland Schneider, '43**, four children, eight grandchildren, and her siblings, **Gail Mosley Libman, '60**, and **Kim Mosley, '63**.

1960s

Victoria Reitman Kapp, '60, died on November 5 in Brownsville, Texas. Victoria was born in 1942 in Chicago to Benjamin and Medina (Oliver) Rietman. She attended the University of Chicago Laboratory Schools and went on to UChicago, where she received a bachelor degree in education and an associate degree in nursing. Victoria was a nurse, teacher, homemaker, and a mother. Victoria was a member of the Daughters of the American Revolution, the Orland Park Presbyterian Church, various book clubs, and garden associations. She is survived by her husband, Edward, four children, 11 grandchildren, and her sister, **Medina Reitman Gross, '58**.

Thomas J. Stern, '63, died in October. Tom attended Lab until his mom moved them north and he switched to Francis Parker School. He went to Knox College, and then taught high school English in

Hollandale, WI. After a year or two in Vermont, he settled in the San Francisco Bay Area.

He played in various bluegrass and acoustic bands, and in the 1980’s produced and played on 12 albums. He wrote pieces on music, movies, culture, and politics for Marin County newspapers. Most recently, he became an author of *The Blue Book of Grammar*, and wrote a blog on grammar issues for the Blue Book website. Tom is survived by his brother **David Stern, '61**.

Daniel Kritchevsky, '64, died on July 24. Dan was a musician and an artist. He was a quiet person with a sharp wit and a subtle sense of humor.

Tom Aldrich, '67, died on September 5 at his home in Pelham, New York, after a 10-month battle with pancreatic cancer. Tom received his BA from Swarthmore College and an MD from University of Minnesota. He completed his residency training at University of California–Irvine, followed by a pulmonary/allergy fellowship at University of Virginia and postdoctoral fellowship in respiratory physiology at University of Pennsylvania. He was board-certified in internal medicine and clinical care medicine. He was a professor of medicine and director of the Pulmonary/Critical Care Training Program at Montefiore Medical Center, and he continued to pursue his research in environment-triggered pulmonary diseases among the 9/11 first responders until almost the end of his life. Tom had a highly productive clinical research career with over 100 published papers. As a teacher, Tom was highly engaged and devoted to students, residents, and fellows and served as a role model for them. He is survived by his wife, Susan, children, Katie

and Drew, and his siblings **Carol Aldrich Barkin, '61**, and **Robert Aldrich, '69**.

David Joseph Lifton, '69, died in December 2015 after suffering a sudden brain aneurysm, surrounded by family and friends at the time of his death. Robert “Bud” and Norma Lifton raised their children to be liberal thinkers and care about social inequities. A year after graduating from Lab, he formed a commune with friends at Jump Off Joe Creek in southern Oregon.

In 1972, he moved to Portland, where he was part of the United Front Book Store and helped found the Clinton Street Theatre. His longstanding involvement with KBOO Community Radio began in 1974.

After earning an MAT at Lewis and Clark College in 1991, he spent most of his 25-year teaching career at Creative Science School and retired in 2015. In 1978, he met his wife of 26 years, Beverly Wong. He was a dedicated teacher, music aficionado, jazz radio DJ, downhill skier, nature lover, political and social justice activist, philanthropist, loyal friend, playful uncle, caring brother, loving son, best father to Anyi, and Beverly’s dancing partner for life.

He is survived by his wife, Beverly S. Wong; daughter, Anyi Wong-Lifton; step-mother, Carol Rosofsky; and sisters, **Amy Lifton Moss, '66**, Julie Lifton, and Emily Lifton-Herman.

2000s

Maria Birukova, '08, died in September after she slipped and fell hundreds of feet while trying to traverse Bear Creek Spire in Inyo National Forest southeast of Yosemite National Park. Maria, a 26-year-old native of Moscow, was a fourth-year graduate student at the Stanford University School of Medicine. Maria started at Stanford in 2013 after her graduation from Yale University in 2012. Using her biomedical engineering background, her research focused on innovative ways to treat deadly infections caused by antibiotic-resistant strains of viscous clumps of bacteria known as biofilms. Maria is survived by her parents, Konstantin Birukov and Anna Birukova, both faculty members at the University of Chicago’s Pritzker School of Medicine.

Faculty and Staff

Camilla Fano died on November 3 in Chicago. After graduating from high school in Milan, she attended the University of Milan’s Engineering College. There she completed four out of five years as one of only two women in the entire college, before leaving Italy due to fascist laws. During and after WWII she worked for several US government institutions as a biologist, physicist, chemist, and mathematician.

Camilla taught at the Laboratory Schools from 1966–1982. She came to Chicago and the Laboratory Schools when her husband, Ugo Fano, UChicago professor emeritus in physics and the James Franck Institute, first joined the University. At Lab she taught math and science, primarily in the fourth grade but also in third and fifth grades.

After having to retire from Lab at age 65, Camilla held a variety of roles across Hyde Park: helping to catalog objects in the basement of the Oriental Institute, teaching at St. Thomas School, tutoring at the Blue Gargoyle, volunteering at the Museum of Science and Industry, helping Regenstein Library switch from a physical to a digital card catalogue, and being very involved with grandsons **John (Tony) Giacomoni, '93** and **Carlo Giacomoni, '96**, both Lab-lifers.

Corrine Elnora Helmke Niedenthal died of ALS on October 2. Corrine was born in Madison, WI, just minutes after her identical twin, Carol. Corrine attended the University of Wisconsin–Madison, and earned a bachelor of science in art education degree with honors in 1951. In 1954, she won the grand prize for her painting “The Crucifixion” in the Wisconsin Salon of Art. In 1955, Corrine married Morris Jerome Niedenthal. In August of 1967, Corrine and Morris moved to Hyde Park. Corrine took a position at the University of Chicago Laboratory Schools and taught third, fourth, and fifth grades for 26 years until her retirement in 1994.

Corrine is survived by a son, **Simon Niedenthal, '76**; a daughter, and six grandchildren.

Book doctor, conservator

Betsy Palmer Eldridge, '54

Betsy Palmer Eldridge, '54, comes from a long line of doctors, but she chose to treat a different type of patient—books.

"I like to make things work, and if it's broken I like to fix it," says Ms. Eldridge, a book and paper conservator for 55 years. "It's a combination of everything: science, art, history, technique."

She remembers becoming interested in "old things" at her family home in Kirkwood, Illinois, which her great-grandparents built in 1878. Its well-preserved collection of Victorian-era books once drew the University of Chicago rare books librarian out to Kirkwood, near the Iowa border, for a weekend.

It wasn't what was inside those books that was of interest to Ms. Eldridge. She was more intrigued by their physicality.

"It's a combination of everything: science, art, history, technique."

After taking an introductory college course in the book arts, she later traveled to Germany and France to be trained as a bookbinder. She worked for a conservator

in New York before establishing her own practice in Toronto in 1973.

Since then she's had her hands on some important and rare specimens. A private collector once brought her a prayer book from 1260 made with vellum, its original binding disintegrated. On another occasion she preserved the medical history of Leonard Thomas, which detailed the first use of insulin to treat diabetes.

"It had been bound a in cheap archival binding and had been lost," she says. "There were so many different papers, like lab papers and doctors' notes, each with different chemical properties and problems, and many different inks to worry about too. What I do is really applied science."

Ms. Eldridge has been awarded lifetime achievement awards from the Canadian Bookbinders and Book Artists Guild as well as from the American Guild of Book Workers, which also gave her the Laura Young Award in 2007. In 2010 the American Institute for Conservation of Historic and Artistic Works honored her with the Keck Award for teaching and advancing conservation in the field; she is the only bookbinder to ever receive it.

"Books are quite an amazing thing," she says. "They're responsible for the whole history of human thought. They've been the primary vehicle for passing on all understanding and education for several hundred years. I guess I don't like to see the past disappear."

Successful, meandering journalist

George Anders, '74



For author and journalist George Anders, '74, everyone's got an interesting story. And if you're curious enough, you can find it.

"Journalism is like being in the CIA, but you don't get shot at," he says. "It's a wonderful license to ask questions of anyone, anywhere."

Mr. Anders began his career at the *Wall Street Journal*, where he shared a Pulitzer Prize for National Reporting in 1997. His curiosity was sparked much earlier, at Lab. From unstructured projects in the Learning Center to lively class debates about *Brave New World*, he was molded by a philosophy of exploration.

"Lab was in touch with Rousseau's wild child," he jokes.

While a U-High junior, a story he wrote about a classmate on an Outward Bound program caught the eye of his journalism teacher, **Wayne Brasler**, who submitted it to *Quill and Scroll*, a national contest for high school journalism. His senior year he served as sports editor at the U-High paper, the *Midway*, a position he continued at the Stanford University newspaper, where he eventually became managing editor.

After two years at Stanford, he'd taken classes

in 14 different departments. "I was like the six-year-old chasing butterflies," he says. "It was very much an unstructured ramble, and I didn't realize this would come in handy in journalism, where you need an unstoppable appetite for the news."

He followed that appetite to the *Wall Street Journal*, where he spent 22 years before moving on to *Fast Company*, *Bloomberg View*, and *Forbes*, where he remains a contributing writer. Over the course of his career he's tackled finance, health care, Silicon Valley, and human-interest stories.

"My goal is to restore meandering's good name."

"The willingness to hunt for the new and explore, which served me well as a journalist, also serves me well as a writer," says Mr. Anders, who has published four books, including *New York Times* bestseller *Perfect Enough: Carly Fiorina and the Reinvention of Hewlett-Packard* (2003).

His next book, which comes out in 2017, is about the power of a liberal arts education and the benefits of embracing adventurous choices instead of settling for the safe ones.

"My goal is to restore meandering's good name," he jokes. "There's a lot of attention lately on the notion that engineering and technology degrees are the way to prosper, but that's too narrow a view. Sometimes people need to be reminded of life's other options."

An engaging photographer

Roger Rowley, '81



Photographer and gallerist Roger Rowley, '81, remembers the first photo he ever took. When he was seven, his family took a trip to Egypt, and he asked to borrow the camera, training the lens on the courtyard of a mosque. What intrigued him were the roofline shapes.

"My mother was like, what are you doing? This is the picture you take?" says Mr. Rowley, director of the Prichard Art Gallery at the University of Idaho. (That mother was **Janet Rowley**, '42, PhD'45, SB'46, MD'48, a pioneer of cancer genetics. She and Roger's father, **Donald Rowley**, SB'45, SM'50, MD'50, were both professors at the University of Chicago.) "I was interested in the framing," he says. "The wonder of the rest of the world was always more appealing than portraiture or photographing within the social context of my immediate life."

Eventually Mr. Rowley began to work with a 4x5 large-format camera, which takes a significant investment of time to set up. "When you dedicate that much film space to an image, you consider it a little bit more than you would if you use your phone," he says, "and I can trace those ideas back to Lab. You really had to think about what you're about to write or argue in class."

In graduate school at the Visual Studies Workshop in

Rochester, New York, he had an internship coordinating the school's traveling exhibits, learning to communicate with galleries, build crates, and arrange public relations. Eventually the program hired him to continue running its exhibitions program outright, as well as teach in its graduate program. Incidentally, in 1991, Roger married **Carise Skinner**, '82.

As director of a gallery, he tries to bridge the distance between artist and audience. His own Fruit Plate Project (2005–09), for example, stemmed from his effort to encourage his kids to eat more fruit. About six years from idea to exhibit, it was a grid of colorful fruit plates, arranged chronologically and spanning 8x25 feet. He made the images with little "visual artifice between the subject and its representation".

"Hopefully all this helps to close the distance [between people and art]."

The project was exhibited at the Kennedy Center in 2015 as part of the Iberian Suite Global Art Remix Festival, and featured on CBS Sunday Morning. The web version allows people to sort by type of fruit, month, and where the fruit originated.

"Hopefully all this helps to close the distance [between people and art]," he says, "while also getting to some ideas that go a little further than 'this makes me hungry.' For example, 'Where does our food come from, and what are the systems that have made that availability possible?'"

Author and founder of children's media group

Natasha Tarpley, '89



One of author Natasha Tarpley's strongest literary memories is storytime in Lab's library. Ms. Tarpley, '89, can still see the bright orange carpet where the librarian drew an imaginary magic circle around the class to make stories a visceral, intimate experience.

"Creating spaces where imagination and words and stories spark the curiosity of kids is really important," says Ms. Tarpley, whose children's books include Amazon bestseller *I Love My Hair!* (1998) as well as *Princess Tiana and the Royal Ball* (2009). "This was really important for me growing up. Books were portals that allowed me to explore other things as well as my own imagination."

The former reporter for *Fortune* magazine previously received acclaim for her poetry, published in *Essence* magazine and the journal *Callaloo*. She won a National Endowment for the Arts Fellowship for her poetry in 1994. After writing two books for adult audiences, she pitched a children's book editor a story that had been "rattling around" in her brain: an African American girl getting her hair combed and the warm experience it creates between mother and daughter.

"I wanted to explore and expand the image of African American children," says Ms. Tarpley. Although she

devoured childhood favorites, she was tired of the lack of representation for children of color. Similarly, she wanted multicultural books to be well received by audiences broader than the communities explicitly represented. So she wrote *I Love My Hair!*, which is used in classrooms, libraries, and by adoption agencies as a resource for promoting self-esteem.

To further her mission of creating expansive and mainstream depictions of

"I wanted to explore and expand the image of African American children."

people of color, she founded an independent children's publishing and media group, Voonderbar! Media, with her mother, Marlene. Their first title, Ms. Tarpley's *Selma Takes the Stage*, was released in August.

Continuing to work with other publishers, in March 2016 she completed her first novel for middle grade students, *Harlem Charade*, based on her experiences witnessing gentrification in Harlem (where she lived from 1998–2004).

Ms. Tarpley, who is married to **Claude Fethiere**, '85 (they were introduced as adults by their former preschool teacher, **Gloria Needleman**), credits the education she received at Lab for sparking her curiosity.

"Lab opened up that early stage of inquiry for me," she says, "and I've carried it throughout my career ever since."



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