

LabLife

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

Fall 2018



LabLife

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FROM DIRECTOR
CHARLIE ABELMANN

Honor, foster, connect, support



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

Dear Friends,

During the summer, Lab’s mission remains alive and well.

Across our campus, nearly 1,025 children joined us for Summer Lab: sports camps, CSI-style science classes, theater, and activities that allowed our campers to take advantage of our great city. We also sent students on explorations to Ecuador and, funded by a special gift, we were able to take faculty and high school students from Lab and the UChicago Charter Schools on study tours to China. All of these activities are grounded in our commitment to learning by doing and our belief that all benefit when we share our different perspectives.

You have heard me speak about the importance of “leaning into history,” and these examples of experiential learning are so much what John and Alice Dewey wanted for their school. (You will notice

that I like to mention both John and Alice. He is famed for the ideas, but she did an important share of the work!)

This year, we will be working with our many constituents—all of you—to gather input to our strategic planning process. Through this process, Lab will define a path so that we can continue to be an outstanding institution, continue to improve, and ensure that we appropriately prepare our students for citizenship in a complex world. Last year, we focused on four key areas, and those will continue to ground our work as we complete our strategic plan:

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

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

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

Supporting All Students
Issues of inclusivity, affordability, access, and opportunity to learn are paramount. This year we will increase our financial aid budget

by 20 percent. We will continue to focus on meeting each child at his or her own level, and having our program meet the academic, social, and emotional needs of each student. I am thrilled to welcome this year’s 2,156 students and their families, and I look forward to speaking with alumni at reunion or when I am visiting other cities this year.

With warm regards,

Charlie Abelman

In the Halls



Lab’s littlest superheroes have a big impact



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

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

That’s when the fun really began. Each Friday Mr. Kaleta and Ms. Tomaszewski take their class on a “Friday Adventure,” which is an opportunity to get out of the classroom and try something different. One Friday—armed with a list of student-generated

“We wanted our students to start thinking not only about ways they might want to change the world when they’re grown, but also about what they can do now, as children, to make a difference.”

questions—they walked to First Aid Comics on 55th Street to ask an expert—the owner—about super powers.

Once they had the answers they needed, it was back to the classroom to get to work. The students created a list of superpowers and incorporated them into a huge chart. Each

student decided which three superpowers they would like to have, and the results were graphed.

“Flying was very popular,” Ms. Tomaszewski reports. “As was teleporting, super strength, climbing walls, and shooting lasers out of their eyes.”

Next came the photo shoot: the students posed in front of a white backdrop and struck their best superhero poses. Mr. Kaleta worked a little PhotoShop magic to white out everything except the students’ faces and hands, and then they paired with their fifth-grade buddies to draw their superhero costumes. The resulting masterpieces were displayed in Gordon Parks Hall during LabArts.

From there, it was time to switch gears and talk about real people who have changed the world without superpowers. Together the class read books from Brad Meltzer’s “I Am” series, in which each title

features a real historical figure who changed the world—Rosa Parks, Jane Goodall, Jackie Robinson, Martin Luther King, Jr. To make the books relatable for children, Meltzer depicted each subject as a child.

“These stories focus on children who grew up to change the world,” Ms. Tomaszewski says. “We wanted our students to start thinking not only about ways they might want to change the world when they’re grown, but also about what they can do now, as children, to make a difference.”

After some brainstorming, the class settled on a community service project: a student-run lemonade stand, the proceeds from which would be donated to help save the endangered red panda. When all was said, and done, \$191.47 was raised and gifted by our littlest superheroes to the World Wildlife Fund.

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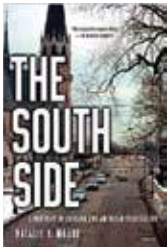
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Recommended reading

History teacher Naadia Owens recommends *The Southside: A Portrait of Chicago and American Segregation*



The *Southside: A Portrait of Chicago and American Segregation* by WBEZ reporter Natalie Moore immediately piqued my interest when it arrived on the book scene a few years ago. A well written non-fiction narrative that explores

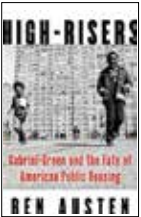


the history, and current impact, of de facto and de jure segregation on Chicago's identity, it has been the perfect addition to my US and African American history courses.

Ms. Moore, born and raised in Chicago, intermingles her story of growing up in the Chatham neighborhood with important research and insights from experts on why and how segregation continues to plague Chicago—costing it a billion dollars in income each year. The book is a great way to connect students to the south side of the city, dispel myths, and challenge assumptions by introducing topics like food

justice and gentrification, and foster a local current events study in the classroom. Any opportunity for students to make a connection between the classroom and current events is an important one, especially if it helps them to become more civically active.

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



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FROM THE SYLLABI

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



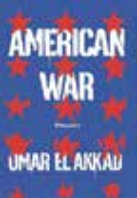
La Belle Sauvage
Philip Pullman



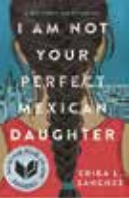
The Word is Murder
Anthony Horowitz



When Dimple Met Rishi
Sandyha Menon



American War
Omar El Akkad



I Am Not Your Perfect Mexican Daughter
Erika Sanchez



Dear Martin
Nic Stone



Lucky Jim
Kingsley Amis



Bull
David Elliott

In the Halls

Second-graders revive the lost art of letter writing

A biography project connects young and old



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

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

The goal of the Biography Project is for students to form connections with people by swapping stories of real-life experiences. "A lot of residents have histories here in Hyde Park, and so do our students,

so when they talk about places, the kids are really excited and invested," Mr. Ratliff noted.

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

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

Architecture exhibit builds interest among kindergarteners



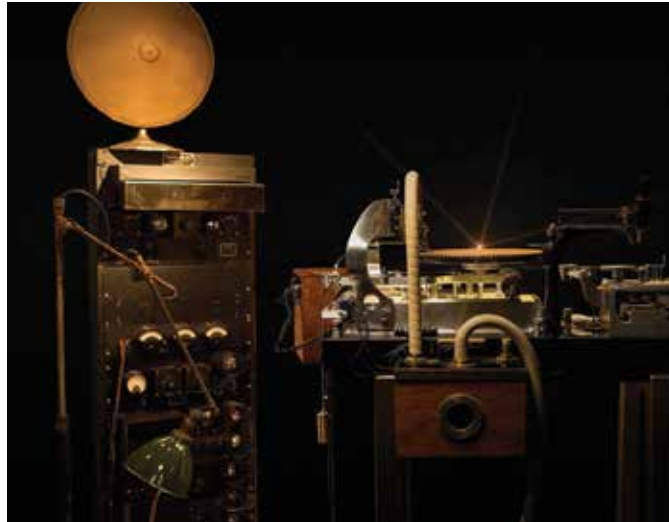
Marie Randazzo's kindergarten class experienced architecture in a new light: a field trip to the Chicago Architectural Biennial at the Chicago Cultural Center allowed them to explore design visionaries from around the world.

In structuring the visit, Ms. Randazzo emphasized quality over quantity: rather than rushing the students through the entire exhibit, she encouraged the children to take their time and focus closely only on the structures that captured their interest. Different students were drawn to different installations—some were captivated by the largest

buildings on display, while others were most intrigued by the models complete with miniature furniture. Prior to the field trip, Ms. Randazzo had noticed that this kindergarten class was more interested in storytelling and the visual arts than in building, but after seeing the creativity and innovation on display at the Chicago Architectural Biennial, the students started engaging with blocks more as part of their daily play. This was an exciting development in their learning, Ms. Randazzo says. "Blocks enhance the learning of mathematical concepts, design, and even physics." For Ms. Randazzo, this field trip exemplifies Lab's focus on experiential learning, as well as its strong ties to its urban environment: "We want to encourage the children to see themselves as Chicagoans engaged and interacting in their city with their peers."

Making history in 3.5 minutes

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



Allison McGourty and Bernard MacMahon, creators, writers, producers, and directors of a multi-part BBC/PBS documentary, *American Epic*, that explores the birth of the recording industry, served as Lab's inaugural Kistenbroker Artists in Residence. Lab spent the past year working with them to help shape a curriculum to go with the documentary as it is used as a teaching tool at schools across the country. At the end of May, during their final visit to Lab they brought a special "guest," the original 1920s Western Electric recording system—the only one still in existence—used in the *American Epic* films, and which allowed the music industry as we know it to come into existence.

Engineer Nicholas Bergh, who pieced together the machine over a ten-year labor of love, personally drove the parts from California and re-built the machine in Lab's Corvus Gallery. Mr. Bergh then "produced" student recording sessions. This

was the first time the machine has "traveled" and no one else—save for the musicians recorded for the documentary (and helped by Jack White and T Bone Burnett)—has ever recorded on it.

Students of all ages shared their art and practice, from Middle and High School spoken word artists, to a U-High jazz trio. On the last day of the Lab sessions, 125 kindergarten students sat on the floor of the Gordon Parks Arts Hall John Rogers lobby, surrounding an antique microphone, sang (and signed!) the hopeful classic, *What a Wonderful World*. They may not have sung the same words at the same time, but they succeed in just one take.

In all, Labbies made more than 40 recordings, which Mr. Bergh will take back to his studio and return in a digitized format.

"You have to remember that we are recording on equipment that is almost 90 years old," Mr. Bergh told an audience of Lower School students during

one of more than a two dozen classroom experiences held in the Corvus Gallery. Duke Erikson, an *American Epic* writer and producer assisting Mr. Bergh in the gallery-turned-studio, says, "seeing student reactions, listening to their great questions, and observing the looks on their faces when they hear themselves" on vinyl makes this form of sharing American history rewarding. He notes that Labbies have a level of curiosity he has not before experienced.

"We wanted to make sure that the *American Epic* experience was available to the entire Lab community," said Music Department Chair Roz Torto. In addition to the historic arrival, and use, of the Western Electric recording system, staff and faculty had their first "guitar social" with musicians from the Old Town School of Folk Music, and the week culminated with a concert by multi-instrumentalist and *American Epic* session artist, Hubby Jenkins.

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

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

Mr. MacMahon was moved by essays Lab students wrote about the Hopi tribe featured in

the film: "The music of families in the 1920s has been passed on to a new generation here at Lab. The opportunity to interact with history—through the machine that allowed America to hear itself for the first time—these ideas that are being nurtured could expand to other classrooms across America."

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

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



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

in the renovated building on the east side of campus.

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

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

The students took the lead. "I tried to keep my hands off as much as possible," Ms. Alicea stated. "The students did their own color selection and mixing—the design, the content is all their choice. I try to give the children as much freedom

as possible because it's their school and their mural. I want their artistic voice to be seen and heard in it."

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



Middle School mural project



Expanded athletics program attracts more students



The number of athletic team participants increased nearly 20 percent versus last year with 923 “roster spots” during the 2017–18 school year. It is a long-term trend, and the increased number of athletes is outpacing the growth of the Lab student body overall.



923
“roster spots” in
2017–18

67%
of Middle Schoolers play
on at least one team

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

Not only did Lab expand Middle School offerings to include new sailing, fencing, and squash programs that mirror the High School—Lab opened up all Middle Schools sports to students starting in the sixth grade. Last year, about 50 percent of Middle Schoolers played on at least one team. In 2017–18 that number

jumped to 67 percent. At the High School level, in addition to adding new sports over the past years, many have added a frosh/soph team to the traditional JV and varsity line-ups. This range allows more students to compete against other schools and to have that experience at appropriate levels of competition.

“These past few years, as Lab has grown, we have been able to support more options

High School
athletics: **32** teams,
19 different sports

Middle School
athletics: **22** teams,
11 different sports

and our students’ interests are helping us to make those choices,” says Athletics Director **Dave Ribbens**.

“We are proud of our longstanding no-cut policy which is designed to encourage students to participate—it works! Being part of a team can be transformative for a student socially and emotionally. And we can help that happen while still competing at very high levels—just look at our two state championships this year.”

U-High musicians performing at highest levels



JENNY WANG, TERESA XIE, GIACOMO GLOTZER



WANG IN WASHINGTON, DC

When Lab built Gordon Parks Arts Hall, Lab educators oft said, “We are creating arts spaces that will finally match the talents of the students and teachers who will be using them.” Labbies are in fact making great use of these new performance and practice spaces, and the nation is noticing.

> U-High’s Flianello Trio—2018 graduates **Teresa Xie** (piano), **Giacomo Glotzer** (cello), and **Jenny Wang** (flute)—received an invitation as one of the six Junior Wind Division ensembles to be semi-finalists for the 2018 M-Prize International Chamber Arts Competition held at the University of Michigan School of Music, Theatre & Dance.

This prestigious international competition seeks to provide a world-class performance and adjudication platform for chamber arts and to launch and advance the careers of chamber ensembles

through prizes, visibility, and professional development opportunities.

> Senior flautist **Jenny Wang** placed second, and won a \$500 scholarship, for “The President’s Own” United States Marine Band Concerto Competition for High School Musicians, in conjunction with the Marine Corps Heritage Foundation. She was among only five finalists, selected from a pool of nearly 100 musicians, competing at the John Philip Sousa Band Hall in Washington, DC.

Music teacher **Hsing-Huei Huang** reflected on her opportunity to work with the Flianello Trio and what they, and students like them, represent for Lab. “Flianello’s success gives me a chance to reflect on how special the Laboratory Schools really are! Many students that succeed at prestigious competitions like those are not coming

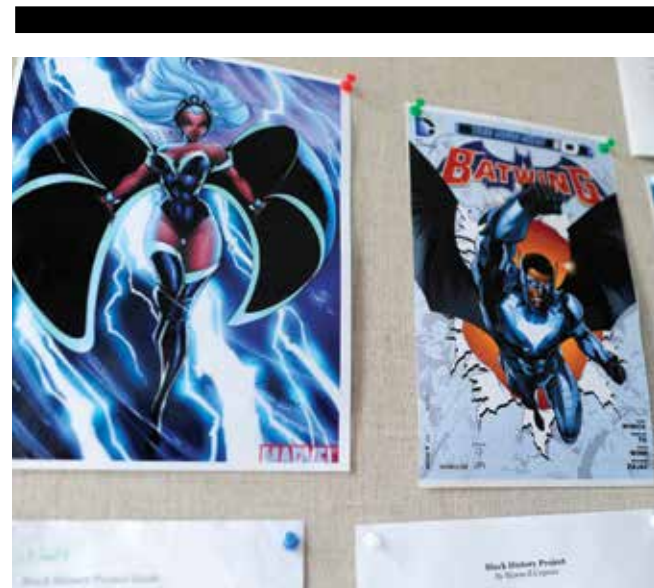
Often overlooked by those outside the experience is the deep interconnectedness that allows a group of musicians to, well, literally make music together.

from normal, secondary schools. They often come from community music schools that are organized outside of school hours (e.g., on Saturdays) and that can draw on students from across the entire Chicago area. Such music schools are focused only on music preparation and have tremendous institutional support for musicianship. Given that we have the students to be able to field a

successful chamber group like Flianello is exceptional!”

Often overlooked by those outside the experience is the deep interconnectedness that allows a group of musicians to, well, literally make music together. Says. Ms. Huang of her coaching: “Working on details of the music—articulation, eye contact, phrasing, dynamics, stage presence, the balance between the three instruments—and teaching the different styles of classical music, expanding their chamber music repertoire, building friendships, teaching them how to communicate through music, and just seeing them grow together as musicians has been a rewarding and exciting journey! Words cannot convey how proud I am.”

Comics and collaboration



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

It all started when Ms. Beaulieu and Mr. Kerney recognized an overlap in their curricula: Mr. Kerney teaches a Black History unit every year, while Ms. Beaulieu holds a multi-disciplinary unit on Afro-Futurist artists such as Sun-Ra, Octavia Butler, and Janelle Monae.

They decided to collaborate on a project highlighting African and African American characters in comics. The timing was particularly well aligned with the blockbuster February release of *Black Panther*, a comic book movie strongly associated with Afro-Futurist aesthetics and themes.

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

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

Second graders leave their mark

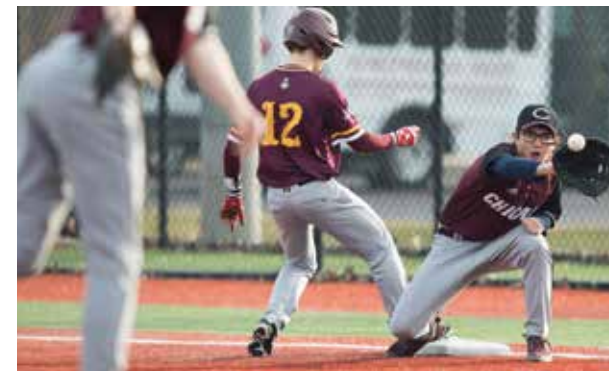


A couple of years ago, some N-2 teachers developed a project in which students decorate letters to make signage for the Lim Family Library. Librarians Lee McLain and Mary Ogilvie partnered with art teachers Illia Mazurek and Ana Romero to help second graders leave a legacy at Earl Shapiro Hall as they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

This year's letters are collaged with black and white pages from discarded books—a fitting use of the materials.

SPORTS

WINTER & SPRING HIGHLIGHTS 2017-18



BASEBALL

The baseball team won the IHSA Regional Championship and advanced to compete (for only the second time in Lab history) in the Sectional Championship game defeating CCHS 1-0 in the semi-finals before losing to Herscher. Sophomore southpaw **Eli List** was named 1st team All-State by the IBCA. Eli and seniors **Jake Leslie** and **John McKee** and sophomore **Zach Leslie** were named to the All-Conference team. First-year varsity coach **Ted Ratliff** was named ISL Coach-of-the-Year.

BOYS BASKETBALL

The boys basketball team finished with 16-12 season and 9-3 2nd place finish in the ISL First team All-Conference players were senior **Christian Brookens** and junior **Mohammed Alausa**. Junior **Jamie Miller** and freshman **Tolu Johnson** were named Honorable Mention.

GIRLS BASKETBALL

Girls basketball advanced to the 2A Regional Championship game and finished in third place in the ISL. Seniors **Roxanne Nesbitt** and



Tia Polite were named 1st team ISL All-Conference and **Mizan Raoul** was selected Honorable Mention.

FENCING

The fencing team hosted the Great Lakes High School Fencing Conference Championships on in February. Seniors **Clemente Figueroa** and **Jacob Shkrob** finished 2nd and 3rd, respectively, at the Illinois State Championship meet and 5th and 3rd, respectively, at the Great Lakes Conference meet.

GYMNASTICS

Freshman **Tierney Cunningham** represented the Maroons in the IHSA Gymnastics Regional Championship meet where she scored a 29.2750 on all 4 events; balance beam, floor routine, vault and uneven bars.

GIRLS SOCCER

The team won the IHSA Regional, Sectional, and Super-Sectional championships finishing 4th place in the State—Lab's strongest season in the 34-year history of girls soccer at U-High. The Maroons played two matches at the Final Four at North Central College in front of large crowds cheering for the Maroons. All-Conference honors went to seniors **Anna Kenig-Ziesler**, **Ileana Minor**, and **Tia Polite**. Kudos to second year varsity coach **Bannon Stroud** and assistant coach **Josh Potter**.

SQUASH

The squash team competed in the inaugural Chicagoland Squash Conference, taking 3rd place. Senior **John Grissom** and his brother, sophomore **Peter Grissom**, were named CSC All-Conference 1st team. **Gaurav Shekhawat** and **Ethan Tyler** were named CSC Honorable Mention.



BOYS SWIMMING

The boys swim team set four new school records this season: Senior **Horace Shew** in 100m backstroke, 51.46; junior **Mitch Walker** 59.91 in the 100-yard breaststroke; and senior **Sonny Lee** with school records in the 6-dive dual meet with a score of 128.20

and the 11-dive record of 223.50. The Maroons finished fourth in the IHSA Sectional Meet.

BOYS TENNIS

The boys tennis team won the IHSA Class A Sectional and State Championship. Sophomore **Arjun Asokumar** won the State Singles championship. The Maroons tied in points with Normal University High and both teams are considered State Champions. This is our first-ever team championship in tennis and the first State team championship since boys track and field in 1919. Congratulations to seniors **Ayaan Asthana**, **James Dill**, and **Sam Fleming**, sophomores **Arjun Asokumar** and **Danesh Patel**, freshman **Antonio Feliciano**, and head coach **Dawuad Talib** and JV coach **Asa Townsend** for this historic accomplishment.

BOYS TRACK

The boys track team competed well at the IHSA State Championship: junior **Abraham Zelchenko** finished 13th in the 3200m; sophomore **Ismael Figueroa** ran a 51.86 400m; and the 4x800m relay team of seniors **Ashwin Aggarwal**, **Harrison Shapiro**, **Nathan Blevins** and freshman **Nick Edwards-Levin** set a season personal record of 8:34.59. Sophomore **Franzi Wild** won the ISL and qualified to State in the 3200m while freshman **Viviana Glick** qualified to State in the 1600m.

DANCE TROUPE

Special thanks to the Dance Troupe for their participation at basketball games and school assemblies.

Graduation and beyond



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

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

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

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THE CLASS OF 2018 WILL MATRICULATE AT:

ALLEGHENY COLLEGE	MIDDLEBURY COLLEGE	UNIVERSITY OF CALIFORNIA, BERKELEY
AMERICAN UNIVERSITY	MOUNT HOLYOKE COLLEGE	UNIVERSITY OF CALIFORNIA, LOS ANGELES
AMHERST COLLEGE (2)	NEW COLLEGE OF FLORIDA	UNIVERSITY OF CHICAGO (15)
BARNARD COLLEGE (2)	NEW YORK UNIVERSITY (7)	UNIVERSITY OF DENVER
BOSTON COLLEGE	NORTHWESTERN UNIVERSITY (5)	UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN (4)
BOSTON UNIVERSITY	OBERLIN COLLEGE OF ARTS AND SCIENCES (2)	UNIVERSITY OF MICHIGAN (5)
BOWDOIN COLLEGE	PITZER COLLEGE	UNIVERSITY OF MISSOURI COLUMBIA
BRYN MAWR COLLEGE (2)	PRINCETON UNIVERSITY (4)	UNIVERSITY OF PENNSYLVANIA (4)
BUTLER UNIVERSITY	PURDUE UNIVERSITY	UNIVERSITY OF PITTSBURGH
CALIFORNIA INSTITUTE OF TECHNOLOGY	REED COLLEGE	UNIVERSITY OF PUGET SOUND (2)
CARLETON COLLEGE	RICE UNIVERSITY	UNIVERSITY OF TORONTO
COLUMBIA UNIVERSITY (3)	SAINT LOUIS UNIVERSITY	UNIVERSITY OF WISCONSIN, MADISON
DENISON UNIVERSITY	SKIDMORE COLLEGE (2)	VANDERBILT UNIVERSITY (2)
DEPAUL UNIVERSITY (2)	ST. JOHN'S COLLEGE	VASSAR COLLEGE (2)
DUKE UNIVERSITY	STANFORD UNIVERSITY (2)	WILLIAMS COLLEGE
EMORY UNIVERSITY	SWARTHMORE COLLEGE (2)	YALE UNIVERSITY (4)
GRINNELL COLLEGE	SYRACUSE UNIVERSITY	
HAMILTON COLLEGE – NY	THE GEORGE WASHINGTON UNIVERSITY	
HARVARD UNIVERSITY (4)	THE UNIVERSITY OF IOWA (2)	
HAVERFORD COLLEGE	TUFTS UNIVERSITY (3)	
KNOX COLLEGE		
LEWIS & CLARK COLLEGE		
MACALESTER COLLEGE		
MARQUETTE UNIVERSITY		
MCGILL UNIVERSITY (2)		
MIAMI UNIVERSITY, OXFORD		

Urbs in horto

Third-graders debate the placement of the Obama Presidential Center



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

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

Olmsted—who designed New York’s Central Park and Chicago’s Jackson and Washington Parks—has been back in the news as of late regarding the construction of the OPC in Jackson Park.

Ms. Phillips and her students, like many Chicago residents, believe that public parkland should be protected. From there, a perfect opportunity for the students to hone their persuasive writing skills and debating styles was born.

The students were separated into two groups: affirmative and negative on the OPC /Jackson Park plan. Many were faced with the challenge of arguing a side they do not agree with.

A trip to Jackson and other public parks around the city sparked an interest in which areas might be lacking clean, natural spaces. Students used the site parkserve.org (provided by the Trust for Public Land) to help them ascertain which areas have this deficit, and asked themselves what they could do about it. Working in groups, they designed and created models



of parks for their chosen areas, then wrote letters to aldermen to propose construction.

“I’m most proud of the advocacy work they’ve done,” says Ms. Phillips. “They’ve really taken up what they feel strongly about. It’s been exciting to see them take part in our democracy.”

John and Alice Dewey would be proud.

Father and son revisit *Interlocking*



Virginia Ferrari is an internationally acclaimed sculptor whose artistic ideals focus on the interaction between the work and the person. The University of Chicago is home to many of his public works. One, *Interlocking*, was gifted to the Laboratory Schools by Don and Marlene Mazzoni and Charles and Mary Chuman to commemorate the completion of the then–new Middle School building. Completed in 1993, *Interlocking* is meant to be an interactive bench, three curved parts of different sizes pieced together to form a circular structure with breaks in between. Made of stainless steel and situated in Kenwood Mall, the bench has become a place for students to sit, talk, and even play a site-specific invented game

called “Circle Soccer”, which uses the piece as circular goalposts. Mr. Ferrari and his son, Marco, ’93, MFA’13, recently visited Lab. Marco, a video artist, filmmaker, lecturer in communications and media studies at John Cabot University in Rome, and curator of V. Ferrari Foundation is filming a documentary about his father.

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

More than 2,000 people. Seven songs. One All School Sing.

Singing and clapping, Lab starts new all school traditions



“When we come together for a shared experience, we build bonds that are important to being one community.”

More than 2,000 people. Seven songs. One All School Sing. In April, Lab held its first-ever All School Sing, a flash mob experiment on Jackman Field. Every grade came together to see just what it looks like when all of Lab shows up in one place at one time—many in maroon and white. They shouted their favorite teams during *Take Me Out to the Ball Game* and,

later, held hands, swaying to *We Shall Overcome*, during what was billed as “a possibly messy, possibly imperfect experiment.”

“We need to be intentional about bringing together our entire school,” says Director Charlie Abelmann. “When we come together for a shared experience, we build bonds that are important to being one community.”

Then, in early June, as they left their last-ever Lab assembly, seniors paraded through the Historic Campus where students and teachers from every grade lined the halls, holding signs, cheering, “Let’s go, seniors, let’s go!” and “clapping out” the soon-to-be-graduates.

Says Mr. Abelmann, “Coordinating this many people and schedules takes

real effort. But we are a laboratory school: It needs to be ok try things that might not work.”

These two efforts did work, and they are already on the calendar for Spring 2019.

SummerLab

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



In someone else's shoes

Inviting family traditions into the classroom



When kindergartener Zara's parents visited their daughter's classroom to share the love of their two countries—Azra is from Bosnia and Juraj from Slovakia—they made the moment experiential: students listened to stories and learned to count to 10 in Bosnian. They tasted apple custard and creamy cheese with fresh bread. And all this food and fun laid the groundwork for something more important: "Research shows that family involvement is the most accurate predictor of student academic success," says kindergarten teacher **Kiran Younus**. By inviting families to share a tradition or a passion, she hoped to foster the connection between home and school that helps enrich the Lab experience. "We learned about how we are similar and how we are different, started thinking about our own identities, and opened our hearts and minds to others in

our classroom family," she says.

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

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

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

> Evan's dad shared his love of chemistry with "awesome" experiments. First, he blended cabbage to make cabbage

"We learned about how we are similar and how we are different, started thinking about our own identities, and opened our hearts and minds to others in our classroom family."

juice. Then he added different acids and bases to it—a great chance for the kids to make observations and notice the changes. For snack, he made ice cream using liquid nitrogen.

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



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

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

Behind the Scenes

LA VIE ARTISTIQUE

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



Ten years ago, **Vicki Schneider** saw a painting at a museum in France that made her do a double-take. It reminded her of a Rothko, yet she was standing in a room of paintings from the 19th century. Who could have created it?

"I was so excited that I wrote his name down incorrectly," says Ms. Schneider, who has taught French in the Middle School for the past 28 years. "I tried looking him up, but there was almost nothing on the internet about him."

She started contacting curators from local museums and learned that the artist, Auguste Pointelin, had been a well-known painter during his life, but his achievements were eventually overshadowed by the global success of the impressionists. Although his work had won awards at the 1893 World's Fair in Chicago, he wasn't interested in the Paris art scene. He returned to his hometown to paint in peace.

"I was fascinated by how much his work stood out from the rest of the 19th-century paintings," Ms. Schneider says. "Pointelin enjoyed much success during his lifetime, but after his death he was relegated to the status of 'regional painter' and fell into relative obscurity."

Anytime she was there, she returned to the museums in the Franche-Comté region, close to the Swiss border, to study his work and learn anything else she could about his life. Then two years ago, she learned that one of the local museums, the Musée de Beaux Arts in the town of Dole, was planning to hold the first Pointelin retrospective since 1970. Ms. Schneider, who had once considered a career in art history, saw her chance and approached the museum staff to offer her help.

"It was a thrill, a dream come true, to enter a museum through the door for administration for a few months," she says.

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



Her task was to put together the body of information that already existed about the artist, digitize it, and look for any new material. By contacting family members and collaborating with the Institut Pasteur (Louis Pasteur—who discovered the principles of vaccination—and Pointelin were friends), she found 500 previously unknown letters and a short film about him.

Ms. Schneider says the retrospective, which opened June 27 and will run through November 11, was "fantastic." She, along with her two children and Lab librarian **Lee McLain**, made the journey to attend—even

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

with a broken ankle, she made the opening, equipped with markers in "Pointelin colors" so everyone could sign her cast.

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





CONNECTIONS 2018

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



Robert McCullen, Evelyn McCullen, Holly Warchauer, and Bruce Warchauer



Juan de Pablo and Marina de Pablo



Florence Almeda, '18 performs with alumni band



Antonio and Sabrina Gracias



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



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



Doug Grissom, Ann Grissom, Katherine O'Connor, and Michael O'Connor



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



Akilah Harris, '14 adds a leaf to the Giving Tree



Lucas Roh, Jeffrey Craig, and Charles Diawara



Charlie Abelman and Liz Parker



Law School for Teens

In a seminar on the rights of minors, law students taught local high schoolers—and saw the law through a new lens

By Becky Beaupre Gillespie

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

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

of character, and confidence necessary to succeed in college—and in life.

The vision and generosity of Peggy and Yung Bong Lim brought much greater intentionality to how the organizations work together. As hoped, many activities have enhanced the school experience—high schoolers are connecting, UEI parents, teachers, and students are included in lectures

and presentations at Lab, and a special relationship has evolved across the third grades.

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

This story is excerpted from the longer piece published by the University of Chicago Law School. Read the full story at www.law.uchicago.edu/news/law-school-teens.

UChicago Law School student Darrius Atkins had a question for the four teenagers who were gathered in a University of Chicago Law School seminar room one night:

did the US Supreme Court get it right when they ruled in *Wisconsin v. Yoder* that the state couldn't force Amish parents to send their children to school after eighth grade? Should an Amish family's right to express their religious beliefs trump the state's interest in educating children?

The high school students were quiet at first, listening as Atkins and his fellow teaching assistant teed up the conversation about the 1972 case. It was nearing 7 pm, and the teens had already had long days at school. But they were among 16 youth—half from the University of Chicago

Woodlawn Charter School and half from the University of Chicago Laboratory Schools—who had signed up for Professor Emily Buss's special Law School seminar on the constitutional rights of minors, and they were looking to dig in. This was a chance to experience a slice of law school, explore issues that affect young people, and learn from the eight Law School students who were serving as Buss's teaching assistants.

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

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

"Maybe not every Amish kid wants to be a farmer," he said.

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

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

"I learned how reasonable and rational high school students are in discussing their constitutional rights," teaching assistant Michael Conway said. "It makes me think their voices ought to be considered more when courts try to determine the shape of constitutional rights in schools. Several Supreme Court cases seem to fear that affording students too many rights will lead to a Lord of the Flies situation. But in

this experience, students were willing and capable of recognizing limits to a student's constitutional rights relative to an adult's—even when they advocated expanding student rights."

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

"On the first day, they discovered that the Woodlawn students have constitutional rights in school and the Lab students don't—the Constitution doesn't apply at Lab because it's not a state actor," Buss said. "That was a funny moment. But then [the Lab students found] that pursuant to school policy, they had many of the same protections, set out in their student handbook. Still, they realized: that, unlike their Woodlawn classmates, those protections were not enforceable rights under the Constitution."



Making: Shop Class for the 21st Century

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

By Heather Preston

Biology

“There’s a freezer full of dead things,” U-High biology teacher Daniel Calleri whispers mischievously, as he crosses his classroom and picks up a mounted opossum skull.

Mr. Calleri—a biologist with a background in contracting—endeavors to steer his students away from “throw-away culture.”

“Our taxidermy may not be perfect... but if we stuff a piranha or mount an opossum skull rather than tossing them in the trash...well, I’ve done something more than just show my students a picture.”

John and Alice Dewey would agree. They founded Lab in 1894 to breathe life into his ideas about rational empiricism: learning is sensory, learning is experimental. Today Dewey’s beliefs are alive and well, as Lab educators across all levels and disciplines employ project-based curricula. Now, with new makerspaces available to Lower, Middle, and High School students, Labbies can follow their imaginations even further.

“I always hesitate with the term ‘makerspace,’” says Mr. Calleri. “Some of us never stopped making things. The DIY movement didn’t begin recently. It’s always been there.”

Nomenclature aside, the High School now has a space filled with saws, hammers, drills, band saws, a spindle sander, a bench grinder, and other intimidating pieces of equipment that teachers like Mr. Calleri can’t wait to get into their students’ hands. Possible upcoming projects include tabletop 3D phylogenetic trees and avant-garde beehives.

“I look at objects and I question their design. I think about how I can improve them. Take those beehives,” says Mr. Calleri, who is also Lab’s head beekeeper. “Modern beehives were designed to best facilitate human needs: to create as much honey as quickly as possible to turn a profit. But what design is actually best for the bees? My students can research that, and thanks to the new work space, they can build new hives here.”

Not that craftsmanship is new to Mr. Calleri’s classroom. One student constructed and mounted the skeleton of a black-throated monitor—a large

Learning is sensory. Learning is experimental.



lizard in the same genus as the Komodo dragon—for her independent study project. (“I used the monitor’s hide to make pocket protectors,” Mr. Calleri reports. “Nothing goes to waste around here.”) Another saw that an old human skeleton in the classroom was missing two bones, and he used a 3D printer to create replacements.

Mr. Calleri hopes that bringing these new work spaces to Lab will inspire some students to follow career paths that involve making—or at the very least, to increase their marketable skills.

“It’s a complaint I hear from college professors all the time: ‘Yeah, this kid

looks great on paper, but they can’t actually do anything,’” Mr. Calleri says. “These are universal skills. Planning, measuring, list-making...everyone does that to a degree. Even if you’re a lawyer, you still need to gather everything you need, organize it, make sure it’s all there and ready to go.”

Another possibility on the horizon: A periodic Saturday when people can bring in broken items—toasters, coffee pots, lamps—and see if they can be repaired in the makerspace.

“You can shout ‘go green’ all you want,” he says. “But if you’re not encouraging [students to repair things], you’re missing a big component of that.”

Engineering

“I tell students that lots of people in their lives will help them prepare for a test,” says eighth-grade science teacher Michael Wong. “Lab students should also be prepared to fix a flashlight and engineer their way out of a problem when the power goes out.”

Like Mr. Calleri, Mr. Wong has always been a proponent of project-based learning. The opening of the new makerspaces, however, will take the realm of creative possibilities to a higher echelon.

“In eighth grade, we do a number of different engineering challenges, and we

teach basic building skills,” Mr. Wong says. “And every year, each student builds their own car.” From scratch.

At the beginning of the school year, each student was given a list of 43 instructions to mark off as they go, links to 41 instructional videos (each of which was filmed by Mr. Wong and his students last year), and some safety guidelines. From there, they are given materials and classroom time to build the foot-long cars themselves. Currently, the classroom doubles as a workshop, but with the advent of the makerspace, things may change.

Upon completion, the electric cars must be able to move forward and backward and have working headlights. But the beauty is in the details, and the aesthetic differences in the cars are where the students’ personalities really shine through.

“The creativity of the designs is really something to be judged by each individual student and what they were trying to emulate,” Mr. Wong says. “What is creative to one person may be viewed as cutting corners and just making a really small car to someone else.”

Math

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

To help prove this point—and in hopes of fostering a love of math



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

Ms. Mitzenmacher and Ms. Bloom’s students started with a standard-sized Jenga, recorded all the measurements and dimensions, and calculated how to blow them up. Then, Ms. Maguire led students to the makerspace, where they sawed and sanded the 2x4s themselves.

“Measure twice, cut once, measure twice, cut once” was our mantra,” Ms. Maguire says with a laugh. “We repeatedly preached caution, but that was all for naught. The students were very careful and precise.”

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

“We asked the students to think as much about what they don’t see when they look at the painting as what they do see,” Ms. Maguire explains. “What’s

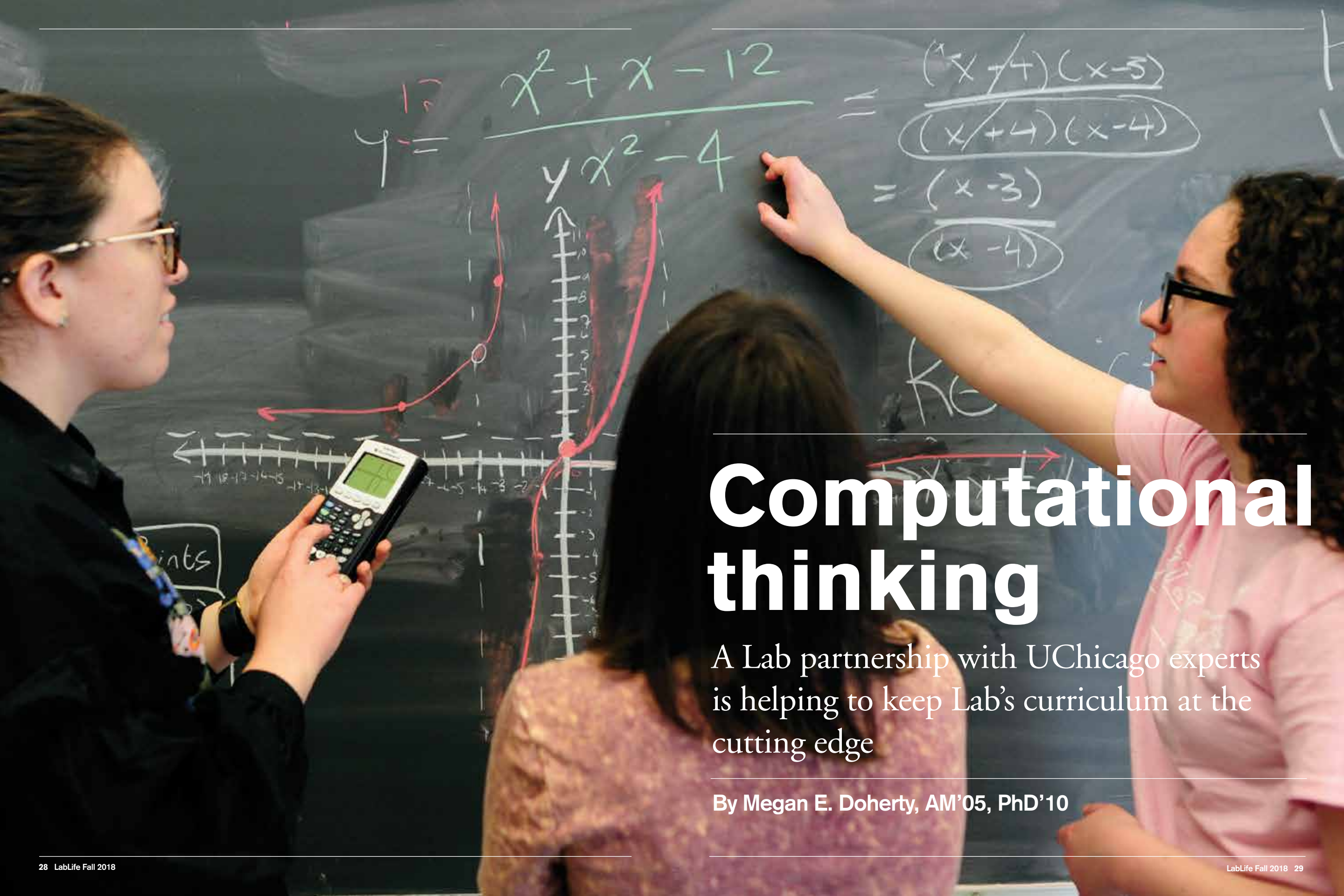
behind the chair? What’s in the box? What’s on the bookshelf?”

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

Next up? Building scale models of Lab’s outdoor classroom.

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

Perhaps Ms. Maguire has answered the question students have asked in classrooms for generations: “When are we ever going to use this stuff?”



Computational thinking

A Lab partnership with UChicago experts is helping to keep Lab's curriculum at the cutting edge

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

From web-based research to interactive textbooks, computers and other digital media have become nearly indispensable in education. Students and educators increasingly rely on computers in every academic discipline, and digital technologies have helped expand and redefine the parameters of instruction. Recognizing this trend, several teachers at Lab, working with teams from the University's Computer Science Department and STEM Education, have inaugurated a Schools-wide program known as the "Computational thinking (CT) Initiative" to foster greater understanding of what computing and digital technologies make possible.

"The overall goal of the project is to improve computational thinking instruction at all levels at Lab, so that students have a cohesive nursery through grade 12 experience," says Jeremy Schwartz, Lab's Computer Science Department chair. "We want to increase the use of computing and computational thinking in classrooms generally, not just during the time students have in computer science classes." The challenge was how to increase students' involvement with computation in their homerooms or other classes.

"The big ideas for me," says Mr. Schwartz, "are that it gives us an opportunity to rethink the curriculum and move it forward with respect to all

the developments that are happening. The opportunity for us to keep Lab at the forefront of computer science education, to draw from the depths of knowledge at the University of Chicago at a time when we are going to strategically expand our program, is really exciting. It allows us to incorporate concepts like data science, physical computing, and so many others so that students have deeper and more meaningful exposure to these concepts and developments."



The project got off the ground when Research Associate Professor Diana Franklin from the University's Computer Science Department and UChicago STEM Education gave a presentation to Lab's N-2 teachers last fall. The presentation was designed to help those teachers understand what computational thinking looks like in different age-appropriate, non-computing contexts. "It's truly revealing when you start to look at it just what qualifies as CT," Mr. Schwartz noted.

At the N-2 level, the initiative helps teachers identify where computational

Teachers identified picture books and games that lend themselves to the kinds of processes behind CT: problem decomposition, spatial skills, debugging, programming.

thinking is already happening—possibly without their realizing it—and to strengthen those activities with explicit connections to CT. Teachers identified picture books and games that lend themselves to the kinds of processes behind CT: problem decomposition, spatial skills, debugging, programming. Robot Turtles—a coding board game designed for preschoolers—was found to be a good opportunity for such thinking. Among the many books identified to contain strong material conducive to CT was Margaret and the Moon by Dean Robbins, the true story of Margaret Hamilton, a NASA engineer who taught herself to write code and program computers at a young age.

In the Lower School, the CT approach is taking on a more hands-on cast. This year, one third grade classroom will be enhancing the Cardboard Challenge, a widely successful project already existing in the Lower School, to incorporate a more explicit focus on CT.

Students design and build elaborate objects, such as pinball machines, using recycled materials. To incorporate CT methods and principles, students will learn to integrate digital sensors, LED displays, and buttons. Through CT students can build from previous experience and take a given project a step or two further. Gradation is a key concept throughout the entire spectrum of CT pedagogy.

By Middle School, students are ready for another layer of learning and lessons incorporate concepts like "blockchain," which is used in crypto-currencies, among other technologies. Students learn by actively simulating a blockchain system, rather than passive instruction.



"Concepts such as computational trust, de-centralized data storage, encryption, these are what we wanted the kids to learn. Blockchain and cryptocurrencies are important contemporary topics, and we wanted to see how we can start teaching students to understand with a hands-on approach, through active simulation," says Mr. Schwartz.



held out as a basic tool for learning—is embraced. The Computer Science and Math departments are partnering to explore how CT can be integrated more fully into math instruction, including using 3D modeling and 3D printing to improve geometry instruction, making learning more engaging and helping students build their tool sets for solving problems in other subjects.

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

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

"The overall goal of the project is to improve computational thinking instruction at all levels at Lab, so that students have a cohesive nursery through grade 12 experience."

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

"We're working with Professor Franklin and UChicago STEM to evaluate the current course offerings, and asking how can we add new courses that are engaging and relevant for students wanting to take AP computer science, as well as students who might not be as CT savvy." Mr. Schwartz emphasizes that High School should be where CT as a way of solving problems—clearly and consciously





Following in John Dewey's footsteps. Literally.

Standing before a crowd of more than 300 people posted to social media, a group of high school students—some American, some Chinese—gave a speech. A 100-year-old speech.

By Catherine Braendel, '81



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

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

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

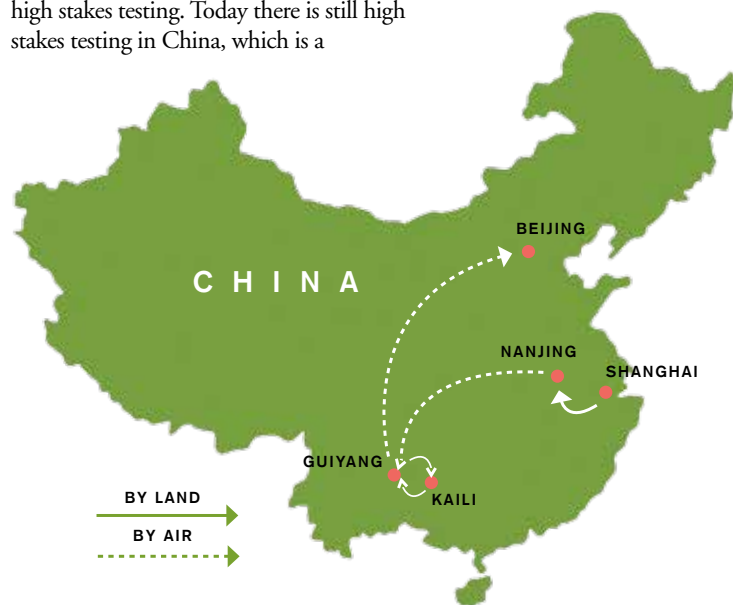
his works continue to be translated into Chinese.

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

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

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

—John Dewey, Beijing, 1919



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

LEFT: DEMAY PRESCHOOL IN NANJING



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

With the guidance of documentary filmmaker Ben Kolak, who also joined the group, the students recorded their experience and reflected upon how their different perspectives shaped that experience and influenced one another’s. They will be completing their

documentary in the coming months. Says student Alice Jiang, “We were encouraged to take some risks while we were filming—use your brain to think about alteration, and your cameras to observe and testify your thoughts.”

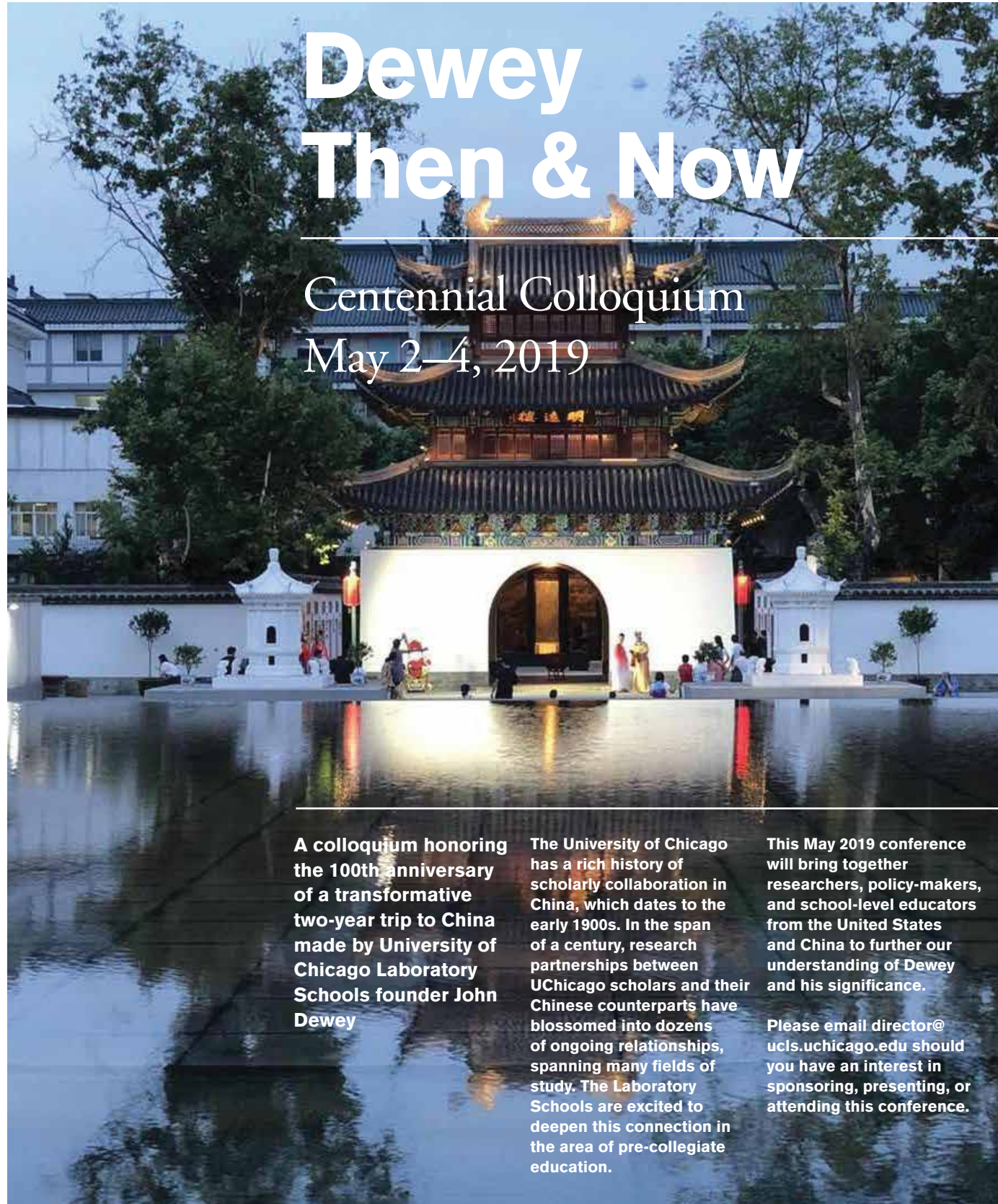
Says Mr. Abelman, “The camera gave our students a means of looking at their word through a different lens—literally. It also allowed them an opportunity for self-reflection in a profound way.”

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



Dewey Then & Now

Centennial Colloquium May 2–4, 2019



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

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

This May 2019 conference will bring together researchers, policy-makers, and school-level educators from the United States and China to further our understanding of Dewey and his significance.

Please email director@ucls.uchicago.edu should you have an interest in sponsoring, presenting, or attending this conference.

KEYNOTE SPEAKERS



FORMER UNITED STATES SECRETARY OF EDUCATION
ARNE DUNCAN, '82



NOBEL LAUREATE
JAMES J. HECKMAN,
THE UNIVERSITY OF CHICAGO
HENRY SCHULTZ DISTINGUISHED SERVICE PROFESSOR OF ECONOMICS



YAJUN CHEN, DIRECTOR OF THE DEWEY CENTER AND PROFESSOR OF PHILOSOPHY, FUDAN UNIVERSITY

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.

30s & 40s

EMERITUS ALUMNI REUNION
OCTOBER 12–13, 2018

Classes of 1940–43: Interested in volunteering to serve as your class representative? Email the Office of Alumni Relations and Development at labnotes@ucls.uchicago.edu.

Jean Hirsch Priest, '43, received the Albert Nelson Marquis Lifetime Achievement Award from Marquis Who's Who. She says, "I am not able to travel much these days, so I cannot come to reunions, but my health is OK for age of 90! I live in a retirement home in Cheyenne, WY, to be near my daughter's family."

1944 Class Representative
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1945 Class Representatives

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1946 Class Representative

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1947 Class Representative

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702-648-9913

Joy Carlin writes, "I am still directing and acting in theatres here in the Bay Area. I recently attended a gala at the San Francisco Ritz-Carlton celebrating the 50th anniversary of the Berkeley Repertory Theatre at which I was actor, director, and interim artistic director at one time or another since 1973. Perhaps my passion for



Joy Carlin at a gala at the San Francisco Ritz-Carlton celebrating the 50th anniversary of the Berkeley Repertory Theatre

the theatre began with Miss Bobp, although I think it started earlier than that. I send my best wishes to any and all my classmates who are still alive."

Class of 1948: Interested in volunteering to serve as your class representative? Email the Office of Alumni Relations and Development at labnotes@ucls.uchicago.edu.

70TH CLASS REUNION / 1948
OCTOBER 12–13, 2018

1949 Class Representative

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50s

EMERITUS ALUMNI REUNION
OCTOBER 12–13, 2018

Class of 1950: Interested in volunteering to serve as your class representative? Email the Office of Alumni Relations and Development at labnotes@ucls.uchicago.edu.

1951 Class Representative

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From your class representative: Keeping in touch is one of the themes of this issue's column—at least **Arthur Koff** and I have been doing some of that. Art reports lunching with **Phil Lyons**, who attended the Lab grammar school for a couple of years. They had not seen each other in 65 years. Phil lives in Tucson, is a part owner of the White Sox, and has children in Chicago. Art was planning lunch in June with **Robert Abrams**, whom he had not seen in 18 years.

Further, Art writes: "We have recently returned from visiting my brother-in-law and his wife who live in Australia and returned through Bali, Java, Brunai, the Philippines, Taiwan, and Hong Kong. We are taking a much anticipated trip later this summer up the Columbia and Snake Rivers in Oregon ending in Idaho."

Joseph Kreines sent me a reprint of a nine-page article titled "A Life in Music: A Conversation that he retired from teaching

with Joseph Kreines" that appeared in the Winter 2018 issue of the *National Band Association Journal*. The content consisted of a serious, comprehensive, and fascinating interview covering the scope of his education, interest in music, development of his professional career, thoughts about music and teaching, and multiple accomplishments. I found it a terrific read. Joe had a successful premiere of his band's transcription of Brahms' "Variations and Fugue, Op. 24" at Western Illinois University last fall and hopes to be publishing his "English Songs and Dances" within the next year. Meanwhile, he continues to enjoy his music, his friends, and his life in Florida.

I have also been keeping in touch. In April, I made an overdue trip to Chicago where I had wonderful visits with **Judy Friedman Meyers**, **Andrea Arentsen Atllass**, and **Bobbe Press Wolf**. Andrea will leave Miami in early October on a four-month cruise through many ports including Cuba, the Panama Canal, Hawaii, New Zealand, and circumnavigation of Australia. On a less ambitious scale, Jack and I just returned from a lovely two-week cruise on the Hurtigruten ship that delivers the mail to the Norwegian coastal communities all the way up to the Russian border. My next planned trip is to the Opera for the Ring cycle in May 2019.

While I was in Chicago, Lab's new director, Charlie Abelman, graciously spent some time with me. He is extremely eager to learn more of the Schools' history, of which we are now a part! For example, he knew nothing of Harris Vail, Curtis Edgett ("Russer, Prusser, and Austrier"), Miss Helmkamp, and our other beloved teachers. If you have any good stories about our rituals, routines, symbols, songs, hands-on learning projects, and the like, please write them down and send them to him or to me (I shall forward them to him).

More musical news: **Phil Marcus** sent me the *Famous Opera Choruses* program from the Bradley University Community Chorus in which he sings. We learned many of the choruses in Mr. Vail's class. I sing in the Galveston College Chorale which has performed some of them. Phil also wrote the narration for the program, tying all the pieces together. His bio that appeared in the program reported that he retired from teaching

mathematics at both Eureka College and Bradley University and now sings in multiple community choirs. For several years, he wrote music reviews for the now defunct *Peoria Times-Observer*.

Phil also sent this charming reminiscence: "My ninth-grade algebra teacher was Gladys Willcutt. She got married that year and changed her name to Gladys Willcutt Junker. The story I like is that with Lab being a progressive school, she used to have us vote on whether or not we wanted to do homework, and we always broke her heart by voting no. But we did get the message that algebra wasn't something that was going to run us over but was a process of which we were in control. I lost all fear of math in that class, and in fact that class laid the foundation for my improbable career as a college math teacher; 10th-grade geometry with Mrs. John was another story entirely."

Michael Padnos sent an entertaining story (alas, too lengthy to run here) about his recent two-week sojourn in southern Italy and the imagined theft of his new cell phone. He enjoyed revisiting Naples, Sorrento, and Amalfi. He also briefly visited Copenhagen.

1952 Class Representative

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1953 Class Representative

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815-677-0093

From your class representative: The Class of 1953 held an event-packed 65th reunion this past Memorial Day Weekend. Traveling from both coasts and points in between, 17 classmates gathered in Chicago for the reunion on Saturday and Sunday, May 26–27, with pre- and post-reunion events also scheduled for Friday and Monday. Classmates attending the reunion included

Neil Adelman, **Theo (Bunny) Bobrinskoy Shepherd**, **Deanna Cartman Strickland**, **Cordelia Dahlberg Benedict**, **Bill Domm**, **Tony Finder**, **Norman Goldring**, **Jean Gourfain Callahan**, **Dorothy Hess Guyot**, **Lynne Holt** (Chuck's widow and honorary class member), **George Karcazes**, **Evelyn Lee**, **Molly Morony Cox**,

Tom Rossby, **Linda Krueger MacLachlan**, **Edan Unterman**, and **Bob Wiesenek**.

Activities were planned by the coordinating committee of Dotty Guyot, Tony Finder, Edan Unterman, and Corky Benedict. Events included the following: observing classes at U-High, meals in Hyde Park, a "discussion among great U-High minds" moderated by Molly Cox, a docent-led architectural cruise on the Chicago River, a play at Lookingglass Theater in the Water Tower Water Works building, and a tour on Monday of The Nature Conservancy Nachusa Grasslands surrounding Corky Benedict's farm, to view their large herd of wild bison.

The main reunion event was our dinner on Saturday evening, held downtown at The Berghoff Restaurant. Joined by spouses of several classmates and Molly's sister, **Mary Morony, '56**, we were 22 at dinner. Edan assembled and read notes and greetings sent by several classmates unable to be with us in person. Following are excerpts from those greetings:

Barbara Koenig Englehardt wrote from Colorado that her life continues to be very active. She works with Dotty as treasurer of the Myanmar Foundation and continues "to be amazed at the impact [Dotty's] students are already making in the world and in their beloved country." Barb and her husband, Tom Ryan, moved to a retirement community in Loveland earlier this year. Together, she and Tom have eight children, 12 grandchildren, and one great-granddaughter. Barb recently resigned from her position with the Presbyterian Church after serving for 10 years as clerk of session and plans to become more involved with her retirement community. Barbara recommends to us the book *Being Mortal* by Dr. Atul Gawande and would be interested in hearing reactions from classmates who read the book.

Catharine (Dixie) Wilder Guiles wrote from Maine that her vision has become much worse and that she has been "suffering all kinds of remorses" about not being able to attend our reunion. She sends greetings and love to all.

Trudy Martin Hatter wrote from California that she now is the oldest female of her close and fairly large family since the death of her mother at age 100 in 2014. All four of Trudy's younger sisters also attended Lab at one time or another. Trudy's husband Terry has

taken what the federal bench calls "senior status," but remains active and works every day. Trudy and Terry have four children and four grandchildren: the eldest graduated this May from Georgetown Law School, his sister attends the University of Pennsylvania Law School, and the two youngest grandchildren are 13-year-old cousins born on the same day.

Gretchen MacLane wrote from New York, reminiscing that when she arrived at Lab in Miss Flickinger's sixth-grade class, she learned that Langston Hughes would be poet in residence at the school during that year. "It was all new to me—in Norwalk, CT, where I'd attended fifth grade, high school was racially divided—the black high school was over the hill, some distance from the white high school. Studying Hughes led me to more reading. I particularly remember Ethel Waters' [autobiography] *His Eye is on the Sparrow* which made me weep. I read it several times."

Bob Perlman wrote from Chicago that he regretted not being in town the weekend of the reunion. Bob is retired from the University of Chicago but is still writing. "My interests have focused on the new field of evolutionary medicine, the integration of evolutionary biology with our understanding of health and disease." Bob and his wife, Caryle, have two children and four grandchildren ranging in age from 6 to 16.

Dartha Cloudman Reid wrote from Maine that she and Paul celebrated their 60th wedding anniversary this year. Darby "keeps the little grey cells going" by leading her writing group and as a member of the Ellsworth Literature Club which started in 1895. This past February, their oldest daughter and her daughter, Maeve (12), flew from Ireland so Maeve could experience snow and go sledding for the first time. And in May Darby and Paul drove to Ohio to visit with their son and his family.

Andy Stenn Stryer wrote from California that "it's with deep gratitude that I look back on my three U-High years. I entered the eighth grade from an antediluvian public school, where rote learning was the only way to educate, where there was only one right answer, and where one of the teachers still cracked the knuckles of the disobedient pupil with her pencils. What a revelation it was to hear differing opinions, shades of gray, not stark black or white, to have

teachers who wanted to interact, and to have access to a super library. It was a special time that has had a deep impact."

We also note with sadness the recent death of classmate **Edward Davis**. Ed was with us at Lab from kindergarten through U-High. We send our sympathy to his wife, Jane, and his children. If you would like to write to Jane please contact Corky Benedict, class representative, for Jane's address. (Ed's full obituary is found under In Remembrance.)

1954 Class Representative

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Class of 1955: Interested in volunteering to serve as your class representative? Email the Office of Alumni Relations and Development at labnotes@ucls.uchicago.edu.

Class of 1956: Interested in volunteering to serve as your class representative? Email the Office of Alumni Relations and Development at labnotes@ucls.uchicago.edu.

1957 Class Representative

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1958 Class Representative

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60TH CLASS REUNION / 1958
OCTOBER 12–13, 2018

From your class representative: "The class of 1958 will celebrate its 60th reunion at Alumni Weekend this coming October. Notices with the details will be sent in July. I hope you are able to join me in the celebration."

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

Earl Silbar, Jim Rubovits, Ellen Leavitt, Phil Leavitt, and Ian Dresner, after enjoying dinner at Lou Malnati's



Phil Leavitt, '60, Arcelious Stephens, Ellen Leavitt, '60, and Michael Newsom, '60



60s

1960 Class Representative

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From your class representative: **Phil** and I continue our visits with Labbies. We are part of a group of eight that attend National Geographic presentations four, now five, times a year in Mesa. This group includes Susan and **Rich Goldsmith**, Carol and **Ian Dresner**, Harri and **Kenneth Dry, '61**, and Phil and me. In February, **Chuck Buben** and Colly Nichols stopped in for a few days on their way home from a Mexican vacation. Of course I had to have a little party and we met friends of Colly, a lovely couple who live here. This April we were in Southern California and were able to have lunch and dinner with **Wendy Grampp Tucker**. Next day was brunch on the beach with **Laurie Braude** and Lois Bostwick, and **Randy DeLave**. Then a quick visit with Susie and **Ronnie Anson**. Both Laurie and Ronnie had broken ankles: Laurie's being earlier was farther along in the healing process. That was followed by dinner with Richard and **Dee-Dee Just**. A very fun day and I forgot to take a single photo!! When we returned home, **Earl Silbar** and **Jim Rubovits** came for a great visit. They did some museum visits, enjoyed our many diverse restaurants, but spent

much of the time looking at old yearbooks and photos and just reminiscing. Not long after that, we enjoyed a terrific dinner, good wine and good conversation at the home of **Michael Newsom** and his partner Arcelious Stephens.

1961 Class Representative

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Class of 1962: Interested in volunteering to serve as your class representative? Email the Office of Alumni Relations and Development at labnotes@ucls.uchicago.edu.

Lloyd Graff writes, "I am continuing my writing career which I began on *The Maroon* 58 years ago. I have an online magazine, *Today's Machining World*, and a blog, *Swarf*, with about 20,000 readers. I am also still in the used machine tool business in Oak Forest, IL, which I prefer to call "treasure hunting," because we attempt to turn dross to gold on a daily basis. I have been doing it since surviving Vietnam and am still fascinated by it. I hope to never 'retire.' My main connection to Lab is coming to the UChicago Hospital for medical care. Ken Polonsky is the head of the hospital, a longtime friend. His three children, all Lab alumni, are also close friends of my sons. I played basketball for Lab and was very saddened to hear of the passing of **Zeke Upshaw, '09**. He was probably the best player ever at Lab, except **Arne Duncan, '82**, who played pro in Australia before becoming Obama's Cabinet buddy for one on one.

Naomi Pena writes, "I have taken up the cause of finding a way to raise funds to restore the interior of the Netherlands Carillon. A gift to the United States in thanks for liberation from the Nazis and for the Marshall Plan, it stands for democracy, freedom, and justice. An education program on what each person might do to prevent the loss of these societal attributes seems to be very topical. Anyone interested in helping out, let me know."

1963 Class Representative

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55TH CLASS REUNION / 1963 OCTOBER 12-13, 2018

1964 Class Representative

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Ruth Orden Leitner writes, "Having lived in Israel for almost 50 years, to my regret, I had almost no contact with Labbies. This year however, I have three events with fellow Lab alumni in a short space of three months. **Andi John** and **Alan Ehrenhalt** were in Israel for their first visit and we had the honor of hosting them in our home. **Peggy Avneri** is coming next week and we will meet in Tel Aviv and best of all, **Tanya Sugarman** and I are going to meet in Barcelona for a week, beginning of July. What a pleasure to have all this renewed contact. Anyone else coming is welcome to contact me: relocate4you@gmail.com.

Mark Plotkin donated his papers to The George Washington University Gelman Library Special Collections Research Center. Mark was honored at a reception held on March 29. Present at the reception were many local dignitaries including DC Mayor Muriel Bowser, and former Mayors Sharon Pratt, Anthony Williams, and Vince Gray. Mayor Bowser presented Mark with a copy of a resolution proclaiming March 29 as *Mark Plotkin Day* in DC.

Class of 1965: Interested in volunteering to serve as your class representative? Email the Office of Alumni Relations and Development at labnotes@ucls.uchicago.edu.



Andi John, Ruth Orden Leitner, and Alan Ehrenhalt in Ruth's home in Israel

Class of 1966: Interested in volunteering to serve as your class representative? Email the Office of Alumni Relations and Development at labnotes@ucls.uchicago.edu.

Stewart Herman and Linda Herman continue to tinker with their recently renovated 100-year-old house in Minneapolis. The house produces more than enough solar energy to cover what is used to run it. It is certified "net zero" by the International Living Future Institute. Recently it also was named Green Builder Home of the Year for "best historic remodel." And it has been certified as LEED platinum—the highest category for sustainability. The point of the project was to prove that an ordinary house on an ordinary lot in a chilly northern city could drastically reduce carbon emissions. The house offsets approximately 12 tons per year, at no sacrifice to comfort or attractiveness. Come visit!

Richard Notkin writes, "I am sure I speak for many of my classmates in mourning the loss of any sense of ethics or morality in our current government. Trumpism reminds me of a play that I remember being exposed to while at U-High, Eugene Ionesco's *Rhinoceros*. And I have always hated the misquoted saying, 'My country right or wrong.' It is rarely quoted in its full context: "My country, right or wrong; if right, to be kept right; and if wrong, to be set right." (Carl Schurz, 1872).

We have a lot of work to do to set our country right, and it begins with our votes this November. The very future of human civilization is currently at stake. This is our country, our world. Nobody threatens the future of my children and grandchildren. NOBODY! And we need to make sure our children and grandchildren—and their friends—vote, too.

I am truly grateful for my U-High education. I transferred from South Shore High School to U-High as a sophomore. My public school education had not prepared me for the study skills necessary for an in-depth education, and I struggled through my first year. I also found a true mentor in Robert Erickson. He encouraged my pursuit of art, gave me creative freedom and support, and steered me to apply to the progressive new freshman foundation program at the Kansas City Art Institute. It was a perfect fit, and I have since had a productive life as an artist.

My primary medium for the past 50 years has been ceramics.

In March of this year, I was the closing speaker at the annual conference of the National Council on Education for the Ceramic Arts in Pittsburgh, which was attended by 6,500 ceramic artists from around the world. The title of my lecture is "The Power of Art and Our Precarious Future." It contains a history of artists who responded to the follies of human civilization, an overview of some of my ceramic work in the realm of social and political commentary, and a plea to younger artists and students to recognize their responsibilities, to be alert, aware, and active. And to vote.

The lecture was recently uploaded to YouTube, and can be accessed by entering: Closing Lecture Richard Notkin.

If you watch, please let me know what you think. It's been a long time since our graduation from U-High, but I value the often difficult journey we took together in navigating our ways into the world beyond U-High. We had a good beginning.

1967 Class Representative

Barry S. Finkel
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Ellen Beigler Sanpere writes, "The Class of 1967 Reunion is still fresh on my mind—it was such fun to revive friendships after 50 years. Since then, I've relocated to St. Petersburg, FL, having faced the reality that living on a Caribbean island is best when one is young and healthy. Even before two Category 5 hurricanes hit the US Virgin Islands, the infrastructure was failing, so it was time to move. I'm adjusting to life on the mainland: enjoying the many conveniences, culture, big box stores, fresh produce, manicured parking lots, and air conditioning. Opera, theater, lectures, art and history museums, Amazon Prime, non-stop flights from Chicago—it's all really nice, though I miss the trade winds and turquoise waters of St. Croix. If any of our classmates are in the area, please get in touch!"

Steven Swerdlow writes, "I am sorry to have missed our reunion. I remain here in Pittsburgh still as professor of pathology and director for the University of Pittsburgh School of Medicine Division of Hematopathology. I do make it up to Chicago to see my

93-year-old mother (a graduate of the University of Chicago) and brother, **Gary Swerdlow, '70**, in part thanks to having regular meetings there as part of being a trustee and now secretary for the American Board of Pathology and a member of the Pathology Review Committee for the ACGME. I remain grateful for my Lab education beginning in fifth grade with Miss Lawrence whom I stayed in touch with after her return to England/ Wales until she died quite a few years ago. I received the *Harvey Goldman Master Teacher of the Year* award from the United States Canadian Academy of Pathology in 2017 and am very excited to be returning to Hyde Park later this spring to give the James Vardiman Lecture on Current Topics in Hematopathology in the Department of Pathology at the University of Chicago. I have been able to get a lot of frequent flyer miles thanks to being the lead editor for the *WHO Classification of Tumours of Haematopoietic and Lymphoid Tissues*, with a revised fourth edition just published in September, 2017. I am most proud, however, of my almost 20-month-old granddaughter, Mia Magnolia, who lives in Pittsburgh with my older daughter and her husband. My younger daughter is in early childhood education and reads LabNotes to see what's going on at Lab. My wife is retired but in her third career helping to take care of Mia."

1968 Class Representative

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

Bruce Baker writes, "I am happy to say that a dream-like situation has occurred! My name is Bruce Baker, a.k.a Idris Ackamoor. As you know our 50th reunion is this October and I plan to attend. To make things even more magical my band, Idris Ackamoor and the Pyramids, will be performing on the weekend of the reunion, Sunday, October 14, at the Empty Bottle in Chicago. I am happy to celebrate this important occasion with the premiere of my band in Chicago!

1969 Class Representatives

Kelley Anderson
ceprmail@att.net

Paula Fan writes "I've been seeing the world thanks to the piano and baritone player, Jeremy Huw Williams, beginning with glaciers off the tip of South America, to the Bay Area, India, and Wales. Then there's Phoenix up the road, where I performed all 10 Beethoven violin sonatas in a three-day June marathon with violinist Steven Moeckel. Life is good, and uh-oh, so is the plentiful food and wine. Need to shed some pounds before Walking with African Wildlife for Earthwatch in South Africa in August, and I need to learn how to climb a tree. Elephants, rhinos, and lions—oh my!"

70s

1970 Class Representative

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1971 Class Representative

Susan Yost
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Allison Booth writes, "Greetings from the early '70s in the nearly-'20s! I'm in frequent touch with **Katherine Hazard**, and on Facebook I get impressions of Jesse and **Eve Sinaiko, '73, Debbie Kovacs, Ginnie Smith**, and a spectrum of other good people! It would be nice to be able to get to a reunion one of these years, but Virginia is far. I do get to Chicago at times to see my mother, who lives at Montgomery Place. She's doing very well at 93.

My husband David and I have lived in Charlottesville going on 32 years now. Our daughter, Emily, has an event planning business, Events by Emily, in Durham, NC, and she does a fantastic job. She will be getting married in March, 2019. Our son Aaron lives with his wife in Riverdale, the Bronx, working in UX design for JP Morgan. They have a 3-month-old wonder, Eleanor; I'm delighted to be a grandmother.

I direct a digital humanities research center (12 full-time staff) in the University of Virginia Library—a very collaborative,

experimental endeavor that keeps me learning! At the same time, I'm still a professor of English, and enjoying teaching and writing. It would always be great to see any old friends in the DC area (we're up there fairly often).

1972 Class Representative

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Pamela (Wang) Anderson writes, "My company offered some older employees an early retirement package, so even though I am not quite 65 years old, I was able to retire on January 1. Since then, I've been sleeping late and pursuing the interests that I never had the time to pursue when I was working full time: photography, writing, and (oddly enough) knitting and crocheting. Recently, my husband (we've been together for 42 years) and I attended UChicago Alumni Weekend in order to attend his 45th class dinner. We had fun spending time in Hyde Park, and it was the first time in a long time I took a trip and didn't check my work email every five minutes. We currently live in Indianapolis and as we're planning to update our house, we're likely to stay there a bit longer."

Jo Jo Martin writes, "I am the director of a senior center in Park Forest, IL. I watch vibrant seniors—some age 90, driving, dancing, going on trips—just enjoying life. It truly has given me a positive perspective on getting older (which does beat the alternative). I have a busy social life which includes a lot of political events in the south suburbs. I am proud to say that the mayors and other officials I associate with are honest caring people and give politics a good name. I'm very grateful for my 12 years at Lab (kindergarten through high school) that gave me the skills to deal with many people in all situations. I run into **Judge Linzey Jones** out here but I am glad to have the chance to reconnect at the annual reunions."

1973 Class Representative

Kevin Spicer
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310-315-1833

Members of the Class of 1980 following a celebration of life for Steve Taylor at Jimmy's. Front Row: Chris Fitchen, Anne-Bernadette Weiner, David Sinaiko, Beth Browning, Deb Azrael, Rhonda Gans (on bended knee). Back Row: Brian Ragan, Debbie Schwartz, Adam Simon, David Hyman, David Lieberman, Laura Marmor, Alex Garbers, John Schloerb, Craig Truitt



45TH CLASS REUNION / 1973
OCTOBER 12–13, 2018

Peter van der Meulen writes, “Classmate **Kevin Spicer**, the persistent needle with a very strong thread, has managed to single handedly pull the class of ’73 back together thru Facebook! I was so pleased to see classmates at an informal gathering on June 1 at the Woodlawn Tap. Thanks to **Doug Patinkin** and **Peggy Fitch** for organizing! Hope to see more in October.

I remain an architect in Portland—30 years with ZGF Architects. I work with my wife Sharron, who designs healing environments for cancer patients (children) and corporate workplaces. My 19-year-old daughter, Ella, just completed her first year at the Dodge School of Film at Chapman University. After years working with the State Department on renovations to the American Consulate in Bangkok and Florence, and on new Embassy designs for Manila and Colombo (Sri Lanka), I am currently finishing work on the Biomedical Innovations Building at Stanford University, where critical research on genetics, otolaryngology, and orthopedics will be undertaken. I am so fortunate to work on significant building types that hold promise for friendship and future.”

1974 Class Representative
Dan Kohrman
3606 McKinley Street NW
Washington, DC 20015
dkohrman@aarp.org
202-966-2445

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

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

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
8835 South Harper Avenue
Chicago, IL 60619
pjr4@nih.gov
773-667-4012

Class of 1982: Interested in volunteering to serve as your class representative? Email the Office of Alumni Relations and Development at labnotes@ucls.uchicago.edu.

1983 Class Representative
Cheryl Buckingham
csamp2002@yahoo.com

35TH CLASS REUNION / 1983
OCTOBER 12–13, 2018

Kumari de Silva writes, “I’d like to thank everyone who donated to my GoFundMe campaign. After my diagnosis of cancer last year I’ve been in treatment. I am much obliged for all your kind contributions.”

1984 Class Representative
Susan Mack Taple
drsusantaple@gmail.com

Class of 1985: Interested in volunteering to serve as your class representative? Email the Office of Alumni Relations and Development at labnotes@ucls.uchicago.edu.

1986 Class Representative
Sam Perlman
P.O. Box 652
Baileys Harbor, WI 54202
samperlmandoorcounty@icloud.com

1987 Class Representative
Barbara Harris
harriswoodard@gmail.com

Leah Zonis Harp writes, “We are moving to Minneapolis! Please be in touch if you are coming up at leahharp@gmail.com.”

Class of 1988: Interested in volunteering to serve as your class representative? Email the Office of Alumni Relations and Development at labnotes@ucls.uchicago.edu.

30TH CLASS REUNION / 1988
OCTOBER 12–13, 2018

1989 Class Representative
Mekeda Johnson-Brooks
7425 South Rhodes Avenue
Chicago, IL 60619
mekeda27@gmail.com
773-783-0445

Ruth MacPete’s new children’s picture book, *Lisette the Vet*, is finally out! Ruth shares, “I am hoping my book inspires children to never run from their fears and believe in themselves. And of course I want children to know how amazing veterinary medicine is and be inspired to become veterinarians. Please check it out: www.lisettethevet.com”

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

Walid J. Tamari is founder and named member of Tamari Law Group, LLC, which has been named by the *National Law Journal* to its prestigious “Plaintiffs’ Lawyers Trailblazers List for 2018.” The National Law Journal’s goal is to “spotlight those making a big difference.” Tamari is one of only 25 attorneys across the nation named to this year’s list. Tamari said, “I am honored to be included by the National Law Journal among this elite group of attorneys and recognized for our continued advocacy on behalf of plaintiffs.”

1991 Class Representative
Mariann McKeever
mariannmckeever@comcast.net

1992 Class Representative
Shrunali Rai
shrunali@me.com

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

25TH CLASS REUNION / 1993
OCTOBER 12–13, 2093

1994 Class Representative
Michelle Maffia Tarkowski
nateelle@hotmail.com

1995 Class Representative
Dan Hartley
dhartley@alum.mit.edu

Johanna Jacobsen Kiciman writes, “I’m a librarian at the University of Washington, Tacoma, and loving it. The commute from Seattle is a bit much but I adore connecting undergrads with the information they need and helping them find tools to evaluate information. Now a rock climber, I’ve enjoyed pushing myself to reach new (actual) heights. Climb on!”

1996 Class Representatives
Shira Katz
1068 Ashbury Street
San Francisco, CA 94114
shikatz@hotmail.com

Elena Arensman McPeak
elena.mcpeak@gmail.com

Cassandra Bissell writes, “After being a true gypsy for the past two years, with no permanent residence and traveling around the country for theatre work, I have settled in Door County, WI, where I appeared as Sherlock Holmes in the play *Miss Holmes* by Christopher Walsh at Peninsula Players from July 4 to July 22. This coming winter I will be appearing as Rosalind Franklin in the play *Photograph 51* by Anna Ziegler at Renaissance Theaterworks in Milwaukee, WI, from January 18 to February 10, 2019. The play focuses on the often-overlooked role of x-ray crystallographer Rosalind Franklin in the discovery of the double helix structure of DNA while working at King’s College London.

Current Lab student, Mohammed Alausa, ’19 interned this summer with Grant Hensel, for his company RoundUp App



1997 Class Representative
Win Boon
10433 Lochmere Court
Fort Wayne, IN 46814
win.boon@gmail.com
260-616-1022

Class of 1998: Interested in volunteering to serve as your class representative? Email the Office of Alumni Relations and Development at labnotes@ucls.uchicago.edu.

20TH CLASS REUNION / 1998
OCTOBER 12–13, 2018

Class of 1999: Interested in volunteering to serve as your class representative? Email the Office of Alumni Relations and Development at labnotes@ucls.uchicago.edu.



M.M. Naveen with his wife and two children

Emily Gunty and Anya Drew after completing the 2018 River to River Relay with fellow members of the “LabRats” Team



00s

2000 Class Representative
Tiago Pappas
1501 West Jackson Blvd.
Chicago, IL 60607
tiago.pappas@gmail.com
773-330-8583

2001 Class Representative
Greg Kohlhagen
gkohlha@gmail.com

Grant Hensel writes, “This year the company I founded launched a new fundraising tool called the RoundUp App, which is now being used by over 200 nonprofits. We are privileged to have Mohammed Alausa, a current U-High student, interning with us this summer.”

Class of 2002: Interested in volunteering to serve as your class representative? Email the Office of Alumni Relations and Development at labnotes@ucls.uchicago.edu.

2003 Class Representative
John Oxtoby
joxtooby@gmail.com

15TH CLASS REUNION / 2003
OCTOBER 12–13, 2018

2004 Class Representative
Marcelo Pappas
marcelopappas@gmail.com

M. M. Naveen writes, “I am now a child psychiatrist working for Atrium Health in Charlotte, NC. I live with my wife and two children. We have enjoyed some hiking trips and weekends at the beach this summer. Hope to make it back for a reunion sometime soon!”

2005 Class Representative
Mark Berberian
2540 North Spaulding Avenue
Chicago, IL 60647
berberian3@gmail.com
773-348-7233

Bangles? Beaus? Babies? Nope, just blood, sweat, and a whole lot of pain for **Emily Gunty** and **Anya Drew** as they ran 80 miles (or their shares of it) from the Mississippi River to the Ohio River in the 2018 River to River Relay Race as members of the “Labrats” Team. Teams of eight runners complete 80 miles with each runner taking three separate 5k legs. Nancy (Johnson) King started the Labrats in 2000. This was Anya’s second year and Emily’s fifth. Other members included Karen Duncan, Spike Wilson, Nancy King, Paul Gunty, and a few other new Lab teachers. They can’t wait to do it again!

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

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

10TH CLASS REUNION / 2008
OCTOBER 12–13, 2018

2008 Class Representative
Victoria Rogers
victoriamrogers@gmail.com

Linnea Madsen got married to Mohammad Albayari from Madaba, Jordan, in April. For the last four years **Charlotte Long** has been working and touring with the UChicago Alumni Manual Cinema, a theatrical cinematic shadow performance group that uses live score, sound, and overhead projector puppetry. She writes, “We have been to Germany, the Netherlands, Czechia, China, Taiwan, and all over the United States. In 2017, we went to *Under the Radar* at the Public Theater in Manhattan. When I am in Chicago, I live in Avondale with my best buds and teach teenagers about community service and spirituality. I’m currently working on a couple of art projects that will hopefully have residencies in Chicago. See you at the beach!”

Kyra Sturgill and Gabrielle Clark



2009 Class Representative

Jaya Sah
jaya.t.sah@gmail.com

Tom Stanley-Becker writes, “Hi all, hope to see many of you soon. I’ve found myself on the East Coast since we graduated high school. I just graduated from Princeton’s Woodrow Wilson School with a Masters in Public Affairs (focused on domestic urban policy).”

10s

2010 Class Representative

Loren Kole
lkole@uchicago.edu

Gabrielle Clark writes, “**Kyra Sturgill** and myself have been living in New York City since graduating from our respective undergraduate institutions in 2014. On June 22, Kyra and I hosted our going-away gathering in Brooklyn, NY, to which we invited many of our fellow Lab Alumni from the classes of ’06 through ’13. In addition to this great gathering, our event is hosted by **Timothy Thomas, ’11** and **Jeremy Woo, ’11**. Kyra is leaving New York to return to Hyde Park and attend the University of Chicago Harris School of Public Policy while I am also leaving New



Wanqi Zhu, Jonathan Lipman, and Rahul Mehta at Palantir's London headquarters

York to attend graduate school at the UCLA Anderson School of Management in Los Angeles. Kyra and I were so excited for the opportunity to connect with our friends from Lab in New York before leaving for graduate school and we are thankful that the Lab community is so close-knit even in cities outside of Chicago. I know Kyra is excited to be back in Hyde Park and I’m excited to connect with Lab Alumni in LA!

2011 Class Representative

Rachel Sylora
rachelsylora@gmail.com

2012 Class Representative

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

2013 Class Representative

Sarah Curci
sarahcurci@gmail.com

Amartya Das
amartya.das78@gmail.com

5TH CLASS REUNION / 2013
OCTOBER 12-13, 2018

2014 Class Representative

Lillian Eckstein
leckstei@bowdoin.edu
773-548-7390

Boluwatife (Bolu) Johnson
bolu.johnson0@gmail.com
708-351-8473

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

2015 Class Representative

Michael Glick
mglick608@yahoo.com

2016 Class Representative

Julian Lark
jlark@uchicago.edu

2017 Class Representative

Jonathan Lipman
jlipman500@gmail.com

Wanqi Zhu, ’17 (Stanford ’21) is in London with a startup. **Jonathan Lipman, ’17** (Stanford ’21) and **Rahul Mehta, ’14** (Princeton ’19) are working for Palantir, a leading computer security firm.



Obituaries

EMERITUS FACULTY



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

Alumni

Bettie (Morris) Magee, ’44, died on June 23. After graduating from Lab, Bettie attended Wellesley College and then graduate school at the University of Michigan. She raised her four sons in Ann Arbor, MI, before retiring to Fuengirola, Spain, for 11 years and then settling in Natick in 1997.

Mary Pennington Weatherall, ’46, died peacefully in her home on February 25, at the age of 88 in Ipswich, MA. Mary was a civil rights activist and more recently advocated for Syrian refugee organizations. She married writer John Updike in 1953, with whom she had four children. After marrying her second husband, Robert K. Weatherall in 1982, she focused more on her painting career.

M. Edward Davis, Jr., ’53, died surrounded by family on April 9 in Indianapolis, IN. After graduating from Lab, Ed then earned a BA from the University of Chicago in 1957 and was a member of the Psi Upsilon fraternity. Ed also received an MBA from the University of Chicago Booth School of Business in 1959. He spent the majority of his career at RR Donnelley and Sons, Chicago, followed by joining the United Way of Chicago in 1994 as a fundraiser until moving to Indianapolis in 1998.

Cheryl Booze Alvarez, ’66, died on October 24, 2017, from breast cancer. After graduating from Lab she earned a bachelor’s degree in Spanish and two master’s degrees from Roosevelt University. She had a three-decade career teaching Spanish as an adjunct college professor, middle school teacher, and high school teacher.

An avid traveler, she explored Europe, Africa, Central and South America, and the Caribbean with her family, and led tours to Mexico with her students. She

loved gardening, ice skating, swimming, and RV travel. She will be remembered for her kind and gentle nature, delightful charm, compassion for animals, and devotion to family.

Cheryl was preceded in death by her parents, Frederick and **Girtlee Booze, AM ’56**, and her sister, **Carolyn Booze Frizell, ’61**. She is survived and dearly missed by her husband of 43 years, José Alvarez; daughters, **Karen Alvarez, ’96**, and Kristen Alvarez; and many other cherished relatives.

Judith Rae Lashof, ’71, died of breast cancer on May 27 at McClure Miller VNA Respite House in Colchester, VT. After U-High, she earned a bachelor’s degree in urban problems and social change from the University of Michigan in 1974 and a master’s degree in adult literacy from the University of Pennsylvania in 1984. In 2009, she completed a certificate of study in elementary education at Castleton State College. Ms. Lashof was a lifelong educator, community organizer, and advocate for social change. While working with the Movement for a New Society, she co-wrote the book *No Turning Back: Lesbian and Gay Liberation for the ’80s*, published in 1983.

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

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

Film and television producer

Aaron Lubin, '88



Aaron Lubin, '88, wants you to know that you don't have to win the lottery to have a career in the arts.

"I thought that having a career in the movie business was as realistic as me being in the NBA. I assumed only the most connected people had opportunities, but it was a false assumption," says Mr. Lubin, who has been a film and television producer for 19 years.

Mr. Lubin, a "lifer" at Lab, fell in love with writing while working on the *U-High Midway*, of which he was eventually editor-in-chief. While he had a hunch he wanted to work in the movie business, he thought his best bet was to take an indirect approach: become a lawyer and work on the business, rather than the creative side.

But it was during law school at Loyola in Los Angeles that he realized he wanted to be a storyteller, not a dealmaker. He did a spate of internships at local studios and agencies, and after graduating he landed an entry-level job as an agent's assistant. Through a series of connections, he managed to parlay this experience into an interview with actor, writer, and director Ed Burns. The two quickly became partners, sharing a similar vision for the kinds of stories they wanted to tell.

Since 1999, together Mr. Lubin and Ms. Burns have made a dozen movies, as well as a TV series: *Public Morals*, which is set in 1960s New York City and explores the public morals division of the New York Police Department.

"We get to explore Irish gangsters and the culture in Hell's Kitchen. It's wonderful to get to play around with the things that inspired me, like Scorsese films, and reference them," says Mr. Lubin.

For each project that comes to fruition, there are many more that fail. He likened movies to start-up companies that face enormous odds. "The default position of anyone financing anything is to say, 'no,'" he cautions.

"For me, being a kid from the South Side of Chicago, telling a story about the South Side would be a dream come true."

His latest goal is to turn a book, *Gang Leader for a Day*, into a TV show. Written by Sudhir Venkatesh, AM'92, PhD'97, the book explores the challenges for residents of the Robert Taylor Homes. The project is currently in development with AMC (of *Mad Men* and *Breaking Bad* fame), and Mr. Lubin hopes it becomes one of the few ideas that overcomes the odds.

"For me, being a kid from the South Side of Chicago, telling a story about the South Side would be a dream come true," he says.

Analyst, investor, saké brewer, mochi maker

Russell Kohn, '03



Asking the right questions is a skill that helps Russell Kohn, '03, succeed in a career spanning research analysis for an investment company and founding New York's first saké brewery. It's an ability he traces back to his time writing for U-high's student newspaper, the *Midway*.

"It's always been about asking what information we need to decide the best way forward," says Mr. Kohn, adding that the value of a Lab education was less about facts than how to think about—and with—them.

While an undergraduate at Washington University in St. Louis, he needed advice on how to run a student investment fund that he'd started. He was eventually connected with John W. Rogers, Jr., '76, former Lab board chair and current UChicago trustee. Mr. Rogers, who is chairman of Ariel Investments, did more than give Mr. Kohn his thoughts about the undergraduate fund. He also offered him an internship, and then a job.

"John was a huge influence on me. In meetings he even referenced Lab history teacher, Mr. [Earl] Bell, who always emphasized focusing on what matters," he says.

After he sold his stake in the saké brewery, Mr. Kohn had an opportunity to try his

hand at mochi—a Japanese rice cake dessert with an ice cream filling. He broke it down to two questions: Are there good and trustworthy people behind this product, and could he both bring something to the table while learning from the experience?

Now Mochidoki's chief operating officer, he has spent the last six months helping to grow the business and expand their reach in high-end Japanese restaurants in the United States. Although tempted by some "out there" flavors like pistachio, salted caramel, and wasabi, his favorite so far has been passion fruit.

"The Lab toolkit is the same, no matter where I've applied it," says Mr. Kohn. At Ariel, his questions were about whether to invest or not. In the world of mochi, the spectrum of possible decisions is broader ("Do they use this brand or that brand?" "This ingredient or that one?"), but the fundamentals are the same.

Ultimately, asking the right questions and homing in on what's really important are the skills that have allowed him to succeed, without sacrificing his sanity.

"There's no pride in being busy, the pride is in getting things done," says Mr. Kohn. "It's not about how many hours you put in, it's about finding the things that really move the needle."

The value of a Lab education was less about facts than how to think about—and with—them.

Fashion industry strategist

Stephanie Horton, '99

Stephanie Horton, '89, likes to say she blows where the wind takes her. From the Middle East to Russia, China, and South America, her career at the intersection of fashion and technology has certainly been global.

"My job is very international and I cross a lot of borders," says Ms. Horton. A lifer at Lab, she benefited from foreign language instruction at an early age, and now speaks French, Spanish, and Italian.

As chief strategy officer at fashion brand Alexander Wang, she is responsible for creating a long-term pipeline of revenue, and crafting a plan for the company's future growth and ambitions. Tapping tech's potential, rather than being left behind by it, is her challenge.

"We jumped from a very analog-based society to a digital one really quickly. It almost happened overnight," she says. "Suddenly everything was social media and a smartphone. Industries need

to use it, and not be beat by it." Sony and Epic once ruled the music arena, she noted, but now it's Apple's and Amazon's world. How can fashion fare better than these former giants of other industries?

"We need to tailor technology solutions to partner brands, humanizing the retail experience," she says of her work

improving luxury shopping both on and offline. "This would deliver personalization to customers while empowering store staff."



Stephanie cofounded Fashion Tech Connects, a nonprofit devoted to helping women of color rise through the ranks in fashion and tech.

Ms. Horton wants to make sure people don't get left behind, either. Recently she cofounded Fashion Tech Connects, a nonprofit devoted to helping women of color rise through the ranks in fashion and tech.

"I've noticed a big underrepresentation of women and minorities in the tech industry, as well as at the top of the fashion industry," says Ms. Horton. "Why not use my contacts to help people gain entry and access to a closed industry that's hard to penetrate?"

They contacted about 20 universities with the news they'd be able to provide internships across five leading companies. So far, they've given six young women opportunities to work in fields including software engineering, ecommerce, marketing, and communication. News quickly spread: they've even been contacted by Facebook and Instagram, who are interested in working with them to provide internships to their pool of applicants.

"I want to reach back and make a difference. Being able to help other people get to this point in their career is a new and important part of what I'd like to do," she says.

Forensic engineer

Candi Hudson, '88



Like many members of her Chicago Police Department family, Candi Hudson, '88, solves cases. But instead of solving crimes, she sleuths out the root causes of accidents.

"I grew up in that environment where my family always sat at the kitchen table trying to put clues together," says Ms. Hudson, who is a forensic engineer. As the systems reliability section chief for the Bureau of Safety and Environmental Enforcement, she says, "It's just deeply ingrained in me to find that needle in the haystack."

Ms. Hudson always has a suitcase packed for the last minute calls that routinely take her offshore, sometimes by a two-hour helicopter ride into the Gulf of Mexico or off the California coast, or to a forensics lab in Houston. Working in the oil and gas industry, she analyzes everything from failures in the operation of large cranes to small bolts. These jobs require her to be onsite from as briefly as a few hours to days at a time.

"I'm always given the impossible cases, so everything is enjoyable," she says.

What she hasn't enjoyed is the discrimination that comes with being a female of color in a male-dominated STEM field. Repeatedly throughout her career, she's been told to go home and have children, or that she's not qualified because of her

gender or complexion. She traces her confidence back to her 12 years at Lab and the solid foundation in math and science she received there. This background gave her the self-confidence to ignore the doubters and naysayers and do her job.

It takes skill to assess technical elements in conjunction with human factors. To do it, Ms. Hudson relies on her research and materials background from her time working as a NASA fellow and then at Johns Hopkins Applied Physics Lab. This training helps her understand the behavior and performance of certain materials in a particular environment coupled with stressors like heat, pressure, electricity, chemistry, and fatigue.

Ms. Hudson always has a suitcase packed for the last minute calls that routinely take her offshore.

The investigation that affected her most was when she had to determine why the wires of a crane snapped, leading to the death of a young oil rig worker. The 19-year-old had been working offshore at the time to earn extra money for college. Ms. Hudson determined that the break was due to corrosion, leading to a loss of integrity and strength in the rope. The equipment was too old and hadn't been maintained properly.

"It's my duty to help people and find answers," says Ms. Hudson. "That's why I lose sleep. It's my way of helping families get these answers."



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LAB ALUMNI WEEKEND 2018

FRIDAY, OCTOBER 12 AND
SATURDAY, OCTOBER 13, 2018

All alumni are encouraged to return to campus and reconnect with the Laboratory Schools community. U-High class years ending in 3 and 8 will celebrate milestone reunions and enjoy special class gatherings and dinners.

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

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

save the date

Young Alumni Thanksgiving
Party
Saturday, November 24

Dewey Dance
Saturday, March 9, 2019

