

LabLife

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

Fall 2019



LabLife

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FROM DIRECTOR
CHARLIE ABELMANN

Summer is a teaching and learning recharge



At Lab, we embrace lifelong learning and support all members of our community in their continued pursuit of knowledge.

Dear Friends,

At Lab, the summer offers opportunities for adults and kids to connect to new experiences and to have a teaching and learning recharge.

Nearly 1,000 children attended one of our mission-driven Summer Lab programs. These programs have the added benefit of helping our students connect to new friends as many campers and summer school students do not attend Lab during the school year. A large number even come from abroad for an immersive Lab experience.

More than 50 U-Highers had the chance to participate in a Summer Link science, humanities, or civic engagement activity, almost all of which are made possible by a University of Chicago professor, department, graduate, or a local employer. Another 17 High School students went to the Bay Area as Lab piloted an age-appropriate version of the UChicago undergrad program called Career Treks. Our visits to Wag Hotels, Google, and other

companies were possible because Lab is part of the University and that connection enhances so much of the Lab experience. It was exciting for me to visit Facebook with our students and learn about the importance of teamwork and interdisciplinary thinking as we listened to our hosts talk about their jobs.

The summer also offers an important time for Laboratory Schools teachers to connect with one another around special projects or to recharge their practice by participating in professional development activities. Over break, Lab had more than 150 educators engaged in a wide range of activities including:

Attending the Harvard Graduate School of Education Project Zero Institute to consider what is required to create a powerful learning experience in the 21st century. In a Project Zero classroom, teachers are learners who model intellectual curiosity and rigor, interdisciplinary and collaborative inquiry, and sensitivity to the ethical and aesthetic dimensions of learning.

Hosting a two-day Collaborative for Academic, Social and Emotional Learning (CASEL) Summer Institute. Attended by the 30+ faculty, staff, administrators, and parents who make up Lab's new Wellness Councils, this customized program will help the Councils support social-emotional learning and health and wellness at Lab, and plan for the upcoming school year.

Collaborating around curriculum. Computer Science (CS) faculty worked together to review and re-articulate the scope and sequence of CS education at Lab from grades N–12.

Developing lesson plans that leverage Vivian Meier photos from the UChicago Special Collections Research Center to teach preschoolers lessons that cross social-emotional learning, fine art, and writing.

At Lab, we embrace lifelong learning and support all members of our community in their continued pursuit of knowledge. By doing so, we are better able to ensure that we

realize our mission, both in and out of the classroom, of “igniting and nurturing an enduring spirit of scholarship, curiosity, creativity, and confidence” in each student.

We welcome your engagement with Lab and hope you will share your expertise, time, and resources to help Lab continue to be a first choice for so many. Our admission yield rate this year was nearly universal, which is a testament to the passion people bring to Lab when they join our community. We are thrilled to have you all as part of the Lab family and I am excited to be working with the provost's office in new ways to strengthen our partnership with the University's departments, programs, and other K–12 initiatives.

Welcome to the new school year and thank you for all you do to support Lab.

Best,

Charlie Abelman

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

Director
Charles H. Abelman

Editor
Catherine Braendel, '81, MLA'19

Contributors
Megan E. Doherty, AM'05, PhD'10
Heather Preston
Paul Schellinger

Design
Janice Clark

Photography
Anna Johnson
Chris Kirzeder
Kathryn Smidstra

Lab Notes Correspondents
Dozens of diligent alumni agents

Publisher
University of Chicago
Laboratory Schools
1362 E. 59th Street
Chicago, IL 60637
www.ucls.uchicago.edu

Please send comments or updated contact information to alumni@ucls.uchicago.edu, or call 773-702-0578.

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Kids in the Kitchen

PA grant helps teachers
expand curriculum



“No one is born a great cook; one learns by doing.” Those are Julia Child’s words, but they sum up Lab’s approach very well and could have been spoken by Dewey himself.

Eli Johnson’s second-graders not only learned the iconic chef’s quote; they put it into action in the Kids in the Kitchen program that Johnson and second-grade teacher **Catie Gillespie** are sponsoring.

“We’ve been cooking with kids in our classroom for a solid 10 years,” Johnson noted. “This year we wanted to take it to another level,

which we were able to do thanks to a grant from the Parents’ Association.” This has allowed the program to expand its scope to include field trips, a food drive, and guest chef demonstrations.

Students use a different main ingredient every month, learn about how it grows, its nutritional values, and then use it in the food preparation. “It’s an integrated program,” Johnson noted. “There’s math involved, and science. The kids have to read a recipe carefully, and collaborate and work as a group.” They also learn knife skills, the difference between tasting and eating, and how to read a recipe.

Another important aspect of the program is its involvement with the Chicago Food Depository. While all second-graders participate in this food drive, Kids in the

Kids learn knife skills, the difference between tasting and eating, and how to read a recipe.

Kitchen are in a leading role for collecting food and seeing it delivered to the depository for distribution.

“I’ve been very impressed by how independent the kids become in their cooking skills,” Johnson said. “They need adult supervision less and less. It’s a very organic and authentic way to teach kids how to work together, and it definitely fits Dewey’s idea of learning by doing.”

One further byproduct of the program involves publishing a cookbook—with a twist. While making gingerbread, for example, students wrote “fractured gingerbread tales,” adapting classic fairy tales and changing them according to the students’ imaginations.

“It’s been a truly well-rounded program, with an emphasis on making in all its forms,” Johnson noted. “It has also been wonderful to involve parents who might not otherwise be able to get directly involved in their children’s education. They can help shop for food, or come to the classroom and help prepare it.”

Recommended reading

Members of the sixth grade Sutherland Committee review this year's winner, *Where Ocean Meets Sky*, by Eric Fan and Terry Fan



As told to *LabLife* by sixth grade students Sebastian Gans, Maxine Hurst, Ayush Mishra, Sonakshi Mutreja, and Zane Reese

We call them picture books, but they are not only for little kids. There's lots and lots of meaning behind picture books if you really look into it, because the authors have put a lot of time and thought into their work. No matter what your age is, you can really feel with the character.

Ocean Meets Sky is about a boy who goes on an adventure through his imagination. The story takes place on what would have been the grandfather's 92nd birthday. Finn decides to build a boat to honor his grandfather. While he is in the workshop (where he spent many days with his grandfather) he falls asleep and has a dream about a special, magical realm that his grandfather had described to him many times: the place where ocean meets sky.

We were part of the group that "fought" for this book

to win. The pictures and the text work together to really immerse you in this adventure. It's almost like the text becomes part of the image in a way—they work hand-in-hand to create this magical place. The magical sense shows up on so many pages, and it's just beautiful and there is so much detail.

If we just had the text it would not be truly representative. The pictures help show how big Finn's imagination is and they give a real sense of trueness to his imagination.

It's almost like the text becomes part of the image in a way—they work hand-in-hand to create this magical place.

Even the construction of the book adds to the story. When you take off the dust jacket you see magical images (all of them are in the book) and it is golden and it glimmers. The

FROM THE SYLLABI

Students as real-world literary and art critics: The 2019 Sutherland Award



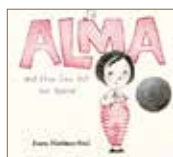
BEST ILLUSTRATION
BEST OVERALL

Ocean Meets Sky
Terry Fan and Eric Fan



BEST TEXT

Nothing Stopped Sophie
Cheryl Bardoe and
Barbara McClintock



FINALIST

Alma and How She Got Her Name
Juana Martinez-Neal



FINALIST

The Dam
David Almond and
Levi Pinfold



FINALIST

The Patchwork Bike
Maxine Beneba Clarke
and Van Thanh Rudd



Ocean Meets Sky by Eric and Terry Fan won Best Overall and Best Illustration. This is the second Sutherland for the Fan Brothers whose book, *The Night Gardener*, won the 2017 Sutherland.

In an important

At the end of April, author Jeanette Winter stood before the hushed audience in Gordon Parks Arts Hall. When she announced the title of the 2019 Zena Sutherland award-winner, the crowd went wild. Lower and Middle Schools students stood screaming and cheering for their favorite, some moaned the agony of defeat. All this emotion—over a book.

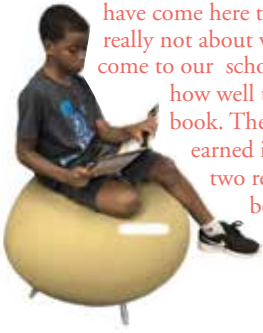
It is the culmination of a process that lets kids be critics and gives real-world purpose to their critical thinking and communication skills—in support of excellence in children's literature.

Lab tradition, each spring, the school brings the previous year's Sutherland award-winning author to campus. Ms. Winter's title, *The Portrait is Not a Rectangle: A Portrait of Architect Zaha Hadid*, won Best Overall in 2018. Students host the award ceremony, introducing the author who announces the newest winners.

Created and funded in honor of Zena Sutherland (a former UChicago faculty member and still considered among the world's most influential scholars of young people's literature), the Zena Sutherland Award for

covers are so different but they mean the same thing. It is a great thing done by the Fan brothers.

It's a really big deal for the authors to have won Sutherland twice. People might be like, "Well they shouldn't have come here twice," but it's really not about who gets to come to our school. It's about how well they did the book. The Fan brothers earned it for making two really amazing books.



Children's Literature is one of the only kid-selected book awards in the United States and has grown an international reputation.

Here's why it's so special:

It's student led, with adults providing structure.

Lab librarians review new children's books and narrow the group to 20, from which sixth-grade students choose five finalists based on criteria they help shape.

It integrates critical thinking and analysis.

Sixth graders work from November to March negotiating the finalists and then promote each book, writing and giving persuasive presentations in support of their "candidate."

It's predicated on cross-grade collaboration.

Older children take leadership positions, but the younger ones are also empowered as Lower Schoolers vote on best illustration, best text, and best overall.

Summer Lab students got guts

Dogfish Shark dissection surprises and delights



Sick of hearing "Baby Shark" yet? The fifth through eighth grade students in **Micyella Sanders'** Summer Lab class "Got Guts?" aren't. Sanders explains they were all in for quite a surprise during their dogfish shark dissection:

"The dogfish shark dissection was amazing because we didn't know our sharks were pregnant. Some dissections are individual, some are paired, and some are performed in either one or two groups with myself as the facilitator. The dogfish shark dissection was held in two groups as I facilitated. While looking for the small intestine, one of the groups noticed a large sac with smaller, firm round tissue inside that wasn't on the diagram. When we cut it open we found five or six baby sharks inside of each mama shark! They were all screaming and singing 'baby shark do do do do do do,'

it was great!"

Sanders describes Got Guts? as "yucky, but cool!" The course examines the internal and external anatomy of different specimens and then compares and contrasts them to our own. They start small, dissecting a cherry, then an owl pellet, then a chicken wing. As the course goes on, the class moves to larger, more complex specimens like a mink, a pigeon, a fetal pig, and a rat. In addition to dissection procedures and anatomy, students learn about biotic and abiotic factors, characteristics of living things, research techniques, and organ systems.

Sanders says, "I'm all in for every specimen except the rat, when we get to that one in the last week I tell the kids they're on their own. They've learned so much by then they don't really need me to be as hands on anyway."

A century later, John Dewey's travels to China influence a new generation

Lab hosts colloquium on 100th anniversary of founder's seminal visit



JAMES HECKMAN



A year after traveling across China together, a group of 10 students shared their distinct journey with educators, policymakers, and scholars during the Centennial Colloquium on Dewey: Then & Now. The high schoolers—from Lab, the UChicago Charter Schools, and from Lab's Beijing partner high school, RDFZ—had retraced the very steps taken by pioneering philosopher and educator John Dewey 100 years earlier.

"There are ways in which you can learn about a culture and learn about a country and history, but until you go it doesn't really connect. There's something really solidifying about being there and standing

there," said Lab junior **Gershon Stein**, during the discussion moderated by Larry Hickman, emeritus professor Southern Illinois University, who served for more than 20 years as director of the Center for Dewey Studies.

The students underscored how the ideas of Dewey and his landmark trip through China continue to resonate. To mark its 100th anniversary, Lab brought together at the colloquium senior Chinese officials, teachers and students, and internationally-known policymakers, philosophers, and practitioners.

During three days in May, more than 250 people reflected upon Dewey's role in education and his relevance today in the United States and China. Speakers included James Heckman, Nobel laureate and the Henry Schultz Distinguished Service Professor of Economics at UChicago, and Shi Zhongying, director of Mingyuan Institute of Education and a professor

of education at Tsinghua University.

"The conference brought together leaders from around the world to discuss Dewey's ideas and his global influence, and to see how his philosophies of education are being practiced at Lab," says Director **Charlie Abelman**. "Building from the ideas of our founder, we are teaching students the skills to reflect upon real-world experience, discuss and respectfully debate their ideas with peers and educators. This is learning by doing in action."

The conference was designed to deepen international connections in the area of pre-collegiate education, with Dewey's seminal two-year trip to China serving as a starting point. As Dewey and wife Alice traveled through China, he gained what some have called "superstar" status, with people flocking to his lectures or reading in books and newspapers translations of the talks, and then widely

**"There are ways in which you can learn about a culture and learn about a country and history, but until you go it doesn't really connect."
—U-High student Gershon Stein**

applying his philosophies of education.

During the colloquium, educators from the United States and China visited Lab classrooms to see the Schools' internationally regarded program, one that embodies Dewey's ideas on learning by doing, being child-centered, and helping young people develop into meaningful contributors to a democratic society. The

Books and narratives and lab reports, oh my!

Second-grade writing curriculum spawns well-rounded authors



speakers, panelists, and presenters came from institutions across the United States, including UChicago, Princeton University, and Texas Tech University, and from across Asia, including Peking University, Beijing Normal, Tsinghua University, and Hong Kong University.

“This effort reaffirms Lab’s history as a convener of original thinkers and an international leader in education,” Abelmann says.

Watch Learning by Dewey in China, a documentary film made by high school students from Lab, UChicago Charter Schools, and RDFZ: <https://vimeo.com/334071437/1d0f99464a>

Lab thanks the following for their generous support and partnership: Jun Zhou of Jefferson Education Group; Fushun Li; Demay Education and HnR; and Mingyuan Institute of Education



Will a Hot Wheels car travel further on carpet or bare floor?

Catie Gillespie’s second graders set out to answer this, and other inquiries, using the scientific method, carefully logging their results in a specific, Lucy Calkins lab report format.

“My assistant teacher, **Kathy Iatarola**, and I have been using the Lucy Calkins writing curriculum for three years,” says Gillespie. “It

affords students opportunities to use various types of writing, and affords teachers the opportunity to take a multidisciplinary approach.”

The writer’s workshop begins with a 10-minute mini lesson during which students learn a specific writing technique, such as how to grab a reader’s attention or how to use descriptive language. Then the students work individually or with partners to try out the method. After one such lesson on informative writing, the students chose topics on which they felt they were experts—cats, soccer, Rubik’s Cubes, and dogs were among the topics kids picked—and proceeded to write and illustrate their own nonfiction books. The last step in the writing process is sharing: Students share their work in front of the class or with partners.

As a culminating event, families were invited to the classroom to read the personal narratives, books, and lab reports their young authors created. Commenting sheets were attached to each piece of writing so that families and fellow students could leave compliments. Flowers were placed on each table for a nice touch.

“The students were so excited to share their work,” says Gillespie, “and their families glowed with pride.”

Circuit town

A science-computer science-maker space construction



Down Kimbark, a left on Kenwood, and a right on Woodlawn, you'll reach a house—this one made out of plywood. Third graders spent three months this spring creating an entire neighborhood, each building lit up with its own electric circuit.

"They're really excited to be trusted with stuff they think only big kids get to use. This made them feel empowered," says science teacher **Sushma Lohitsa**. She and computer science teacher **Katie Lechowski** collaborated to bring "Circuit Town" to life. They taught the class about electricity and how to use the software for laser cutters.

Working in pairs, the students created 72 buildings, each approximately 3 by 3 inches, that were mounted on a 6 by 4-foot platform. After cutting the materials using templates and assembling them, students created their own circuits for each building. The kids scavenged for possible materials like copper tapes, paper clips, and note cards. Some engineered switches with buttons, others designed levers to turn their buildings' lights on and off.

"This is creativity and collaboration, having them use everything they've learned about figures, math, spatial awareness, materials, problem-solving, and tinkering," says Lohitsa. "We also modeled failure for the kids. Even grownups stumble through things a few times. But you try a few times and it gets better."

Cycling Chicago

Alumni return as Summer Lab leaders and educators



Students have enjoyed biking as part of the Summer Lab program for several years, but recently the school's Cycling Chicago offering has seen a new twist: Lab alumni are leading the six-week class.

Ruby Koontz, '14, along with **Isabella Light, '18**, organizes outings for students ranging from grades 6–12. This summer, 12 Lab students joined Koontz and Light each weekday morning to explore the city's lakefront and beyond. Destinations included Navy Pier, Northerly Island, Shedd Aquarium,

"If someone's bike breaks down, everybody stops and helps. If I forget the directions, the kids will always speak up."

Buckingham Fountain, and Chinatown. They've even participated in scavenger hunts around Hyde Park.

This is Koontz's second year sponsoring the program. "I absolutely love this class," she noted. "It's a dream job for me." Her unique position as a former student lends special flavor to her new role. "As a student, I wanted to have freedom, go fast, feel trusted," Koontz said. "Now, I really

Lab welcomes new leaders



want the kids to experience that same freedom and trust.”

She emphasizes the element of adventure and discovery as students learn valuable tools, both practical and ethical. “We learn bike maintenance and safety,” she noted, “and we also learn how to work as a team. If someone’s bike breaks down, everybody stops and helps. If I forget the directions, the kids will always speak up. If I don’t know something, someone will always have the answer.” Koontz values seeing students function as a unit, building attentiveness, kindness, and empathy.

“It’s all a huge learning experience,” Koontz remarked. “Lab is about learning by doing, and in this class, if you tell me what you want to do, we do it!”



Paul Beekmeyer,
High School Principal

Paul served as the assistant head of upper school for academics at Brooklyn Friends School in New York, an independent, pre-K through grade 12 Quaker school. In that role, he oversaw their academic program, assessment, and curriculum reviews, and helped the community of Brooklyn Friends navigate a period of change and complexity.

Before that, Paul spent nearly a decade working in schools overseas: as high school principal and teacher at the Casablanca American School in Morocco, and at the American University of Afghanistan and in an International Baccalaureate program in Turkey. Paul obtained his BA and bachelor of teaching from the University of Western Sydney before going on to Macquarie University School of Education for his Masters in Education Leadership.



Carol Rubin, Associate
Director of Schools

Carol has nearly 30 years of experience in leadership positions in nonprofit and public organizations, including the Chicago Public Schools, Chicago Transit Authority, and Chicago Park District, where she was chief administrative officer. She worked at UChicago and has a track record of success in helping organizations work through challenges.

She brings deep knowledge of Lab to her work: She is the parent of two “lifers” and has served as a volunteer leader at Lab, beginning nearly 20 years ago. Carol earned her bachelor’s degree from Colgate University and a master’s degree in public policy from the Kennedy School of Government at Harvard. She currently serves on the boards of High Jump and College Possible.



Daniel Ryan,
N-2 Principal

Daniel has a wealth of experience in independent and public schools, is deeply knowledgeable about the Reggio Emilia philosophy that underpins Lab’s N-2 program, and is committed to progressive education and John Dewey’s ideas. Before joining Lab, he served as: assistant superintendent for the Winnetka Public Schools, grades K-8; director of the Baker Demonstration School; and founder of Children’s School of Oak Park.

Daniel has also served as an executive leadership coach at the Chicago Public School New Teacher Center, an assistant dean at National-Louis University College of Education, and served in the Peace Corps. He received his PhD in educational administration from the Teacher’s College at Columbia University and his master’s in educational administration from Harvard.

How many is 100?



“100 Day” at Earl Shapiro Hall is so important to the kids that only Halloween gives it a run for its money as a Lab tradition

100 Day (yes, the 100th day in school) is the culmination of mathematical conversations during which Lab’s youngest students are learning to understand the very concept of what 100 means. It arrives with the excitement and anticipation a major holiday-like event deserves.

As part of 100 Day, special classes have their own special activities. In PE, for example, the children did “100s of things,” think sit-ups or jumping jacks.

In homeroom classes, the work moves from thought to celebration. The nursery children in **AJ Jennings** class had questions about big numbers. How many is 10? How many is 20?

“Young children can’t yet

conceptualize large numbers, but know they are important and interesting. That’s why you often hear young kids say, ‘I am 794 years old!’ or ‘There are 924 candies in my pocket,’” says Jennings. The students wondered if their classroom could fit 100 kids. So they invited other classes to come see if they could all fit.

Says Jennings, “At this age, children are learning one-to-one correspondence—1 number = 1 thing. So to understand 100, they needed to see 100 people. They counted off by tens and were delighted to discover that 100 people could, indeed, fit inside their classroom.” Similarly, across Earl Shapiro Hall, children were gathering collections of all sorts of items—as long as the collection totaled 100. There were collections of beads, pennies, even 100 uneaten Halloween candies!

You haven’t lived until you’ve plunged a toilet

Seniors learn “adulting”



For the second year, U-High seniors got a special dose of life skills in the form of “adulting” classes. Senior advisory cohort leader **Hannah Roche** continued the workshops begun last year by **Meghan Janda**, and she looked to both the seniors and their advisors in shaping the topics.

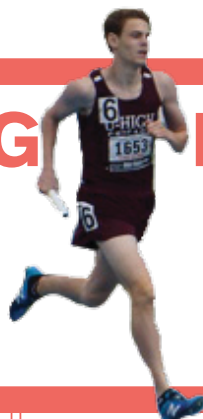
In one workshop, students gathered outside to learn how to change a tire and jumpstart a car. As the instructor opened the trunk and removed the floor panel to reveal the spare tire, one of the students—clearly not expecting a hidden tire—exclaimed, “Whoa! That’s crazy!” In a sewing workshop a student asked, “Is it supposed to look this messy on the back?” And instructors doled out great advice like “Don’t use bleach on your socks unless you want your feet to be itchy,” “Pick good roommates,” and

“You haven’t lived until you’ve plunged a toilet.”

This year’s workshops, led by senior advisors and a few guest workshop leaders included:

- > How to do laundry
- > How to find a rental property and complete a rental agreement
- > Time management (on a more open schedule)
- > Dealing with racism (all the isms)
- > Dorm room eating: cheap and healthy meals
- > Making medical appointments and staying healthy
- > What to do if you get in a car accident
- > The transition to college life (what they don’t tell you)

WINTER & SPRING HIGHLIGHTS 2018-19



BASEBALL

The baseball team won the IHSA 2A Regional Championship for the second consecutive year defeating Harlan High School in the championship game at the Kroc Center. All-Conference ISL honors went to juniors Zach Leslie, Eli List, Noah List, and freshman Colin Leslie. Southpaw pitcher Eli List was named ISL Player-of-the-Year.

GIRLS BASKETBALL

The Maroons finished the season with a 7-14 record under first year head coach Sumayyah Muhammad. ISL All-Conference honors went to junior Eve Grobman and senior Haley Wanner.

BOYS BASKETBALL

The Maroons finished with a 15-13 record (10-2 in ISL second place). Winning All-Conference honors were seniors Mohammed Alausa and Jamie Miller and sophomore Tolu Johnson. Senior Johny Brown was selected honorable mention.

FENCING

The Maroons earned a medalist (top 8) with sophomore Jonathan Liu at the Great Lakes High School Fencing Conference Championship meet. Jonathan won a silver medal in the Illinois State Championship tournament.

GIRLS GYMNASTICS

Sophomore Tierney Cunningham competed for the Maroons for her second season. She had a 5th place finish at the Riverside-Brookfield Invitational and competed at the IHSA Glenbrook South Regional Championship meet.



GIRLS SOCCER

The girls soccer team finished with a 8-10-2 record (4-2 ISL). The Maroons were 2A Regional finalists losing to Nazareth on penalty kicks under the lights on the new Jackman Field. Students named All-Conference included: first team player junior Liz Gately; second team sophomore Izzy Kaufman-Sites, junior Isabella Kellermeyer, and sophomore Iris Xie.

SQUASH

The squash team competed in the Chicagoland Squash Conference under first year varsity coach Seetreeon Torres. Juniors Peter Grissom and Gaurev Shekhawat won All-Conference honors.

BOYS SWIMMING

Senior Mitch Walker set an IHSA Sectional meet record and new school record in the 100m breaststroke with a 59.13. Mitch qualified for the IHSA State Swim Championships at New Trier High School. Freshman Will Maharry set new school diving records in both the 6m and 11m compulsory dive events. Diving coach Will Guedes was named IHSA Sectional Diving Coach of the Year.

BOYS TENNIS

The boys tennis team sent the doubles team of sophomore Danny Han and junior Charlie McGowan to the IHSA State Championship meet, where the team scored 4 points in their 6

matches. Sophomore Freddie Tang won All-Conference ISL honors winning the second singles draw.

TRACK & FIELD

Freshman Amanda O'Donnell won All-Conference ISL honors winning the 3200m. Amanda also qualified to IHSA 2A State winning the IHSA 2A Sectional Championship. Sophomore teammate Aanika Atluri finished second and qualified to State in the 3200m. Junior Franzi Wild won the 2A IHSA Sectional Championship in the 1600m and teammate freshman Sophia Park finished second and qualified to State in the 1600m. The Maroons 4x800 relay team—senior Hannah Herrera, freshman

Amanda O'Donnell, freshman Sophia Park and junior Franzi Wild—won the IHSA Sectional and qualified to State. Amanda finished 15th in the 3200m at the IHSA State Championship meet.



The boys 4x800m relay team won IHSA 2A All-State honors with a strong sixth place finish, setting a new school record of 8:08.99. The relay team consisted of sophomore Nicky Edwards-Levin, junior Eli Ginsburg, junior Luke Sikora, and senior Abraham Zelchenko. Luke won the ISL and IHSA Sectional 1600m, and Abraham and Nicky qualified to State in the 3200m. Nicky, Eli, Luke and Abraham also qualified to State in the 4x400m relay. Junior Stanley Shapiro won All-Conference honors in the 100m.



The Class of 2019 matriculates



For the 120 graduates in the Class of 2019 their choices for next year are as varied as the students themselves. One is postponing college and moving to another country. One is doing a post graduate program for athletics and at least one other is still deciding on a gap year. As has been the case in recent years, several are going abroad for college. “The international options are fantastic growth opportunities in countless ways, not to mention economical,” says college counselor **Patty Kovacs**. “They usually are far more affordable than American colleges and universities.”

She continues, “Our Lab graduates this year have much to be proud of, and we are very proud of them, too. They have chosen a wide variety of institutions to attend, and their visions for the future will take them far!”

“The international options are fantastic growth opportunities in countless ways, not to mention economical,” says college counselor Patty Kovacs. “They usually are far more affordable than American colleges and universities.”

THE CLASS OF 2019 WILL MATRICULATE AT:

ARIZONA STATE UNIVERSITY	MICHIGAN STATE UNIVERSITY	UNIVERSITY OF CALIFORNIA, SANTA CRUZ
BARNARD COLLEGE (4)	MIDDLEBURY COLLEGE	UNIVERSITY OF CHICAGO (19)
BOSTON COLLEGE	NEW YORK UNIVERSITY (2)	UNIVERSITY OF COLORADO AT BOULDER
BOSTON UNIVERSITY	NORTHWESTERN UNIVERSITY (5)	UNIVERSITY OF ILLINOIS AT CHICAGO
BROWN UNIVERSITY	PRINCETON UNIVERSITY (2)	UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN (6)
COLBY COLLEGE	REED COLLEGE	UNIVERSITY OF MIAMI (2)
COLLEGE OF DUPAGE	SCRIPPS COLLEGE	UNIVERSITY OF MICHIGAN (9)
COLORADO COLLEGE	ST. OLAF COLLEGE	UNIVERSITY OF NOTRE DAME
COLUMBIA UNIVERSITY (3)	STANFORD UNIVERSITY	UNIVERSITY OF PENNSYLVANIA (2)
CORNELL UNIVERSITY (2)	SWARTHMORE COLLEGE	UNIVERSITY OF PITTSBURGH
DENISON UNIVERSITY	SYRACUSE UNIVERSITY	UNIVERSITY OF ROCHESTER
DREXEL UNIVERSITY	THE GEORGE WASHINGTON UNIVERSITY	UNIVERSITY OF VERMONT
DUKE UNIVERSITY (2)	THE NEW SCHOOL	UNIVERSITY OF WISCONSIN, MADISON
GEORGETOWN UNIVERSITY	THE UNIVERSITY OF IOWA (2)	VANDERBILT UNIVERSITY
GUSTAVUS ADOLPHUS COLLEGE	TUFTS UNIVERSITY (3)	WASHINGTON UNIVERSITY IN ST. LOUIS (3)
HARVARD COLLEGE (2)	TULANE UNIVERSITY	WILLIAMS COLLEGE
Haverford College	UNIVERSIDAD CARLOS III DE MADRID	YALE UNIVERSITY (4)
ILLINOIS INSTITUTE OF TECHNOLOGY	UNIVERSITY OF BRITISH COLUMBIA	
INDIANA UNIVERSITY AT BLOOMINGTON	UNIVERSITY OF CALIFORNIA, LOS ANGELES	
KENYON COLLEGE	UNIVERSITY OF CALIFORNIA, SAN DIEGO	
LAWRENCE UNIVERSITY		
LOYOLA MARYMOUNT UNIVERSITY		
MACALESTER COLLEGE		
MCGILL UNIVERSITY		

Identity talks

Fifth-graders tackle complex social-emotional topics



Every Wednesday, **Carl Farrington's** fifth grade class circles up to do a mindfulness exercise, and then they wade into some hard conversations. Everything from anxiety about school to competition in PE class to race, gender, and police brutality is on the table. These "peace circles," which have their origins in the restorative justice movement, model how to agree and disagree respectfully.

"It creates a safe place where students can have these conversations," says Farrington, who has been holding the weekly talks with Lower School counselor **Christine Sullivan** since October. "It teaches listening and empathy, regardless of one's own experiences and belief systems."

The peace circles grew out of "identity talks" that University of Illinois at Chicago professor, and parent of a Lab fifth-grader, Amanda

Lewis led for all fifth-grade classrooms.

To understand gender identity and unpack stereotypes, the students watched a video about gendered marketing in stores and thought about words that could be used to describe themselves. After school that day, a male student went to the doctor, who told him he must be pretty active because he's a boy. "And our student said, 'Well, that's a stereotype,'" says Sullivan. "They're really getting it."

Lewis visited Farrington's class a second time to talk about inequity. Groups were given different bags of materials. Some got colorful paper, others newspaper. Some bags came with helpful directions, others didn't get any guidance at all. The point was to demonstrate how some people are handed more resources and help that others

"They're learning about classmates who are different from them and their perspectives, and that a lot of what they feel or fear, others do, too. They're not alone."

are denied, purely by virtue of traits they're born with.

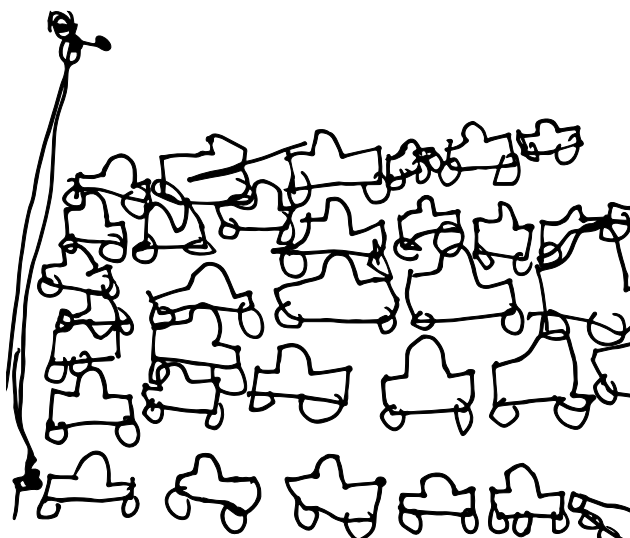
Lewis gave input on how to continue handling discussions about race, gender, and religion on an ongoing basis. The resulting peace circles, which other fifth-grade classrooms have adopted, have helped students continue practicing

vulnerability, respect, and emotional generosity.

"At the beginning of the year, there were kids who wouldn't say anything. But now, everyone makes a comment every time," says Sullivan. "They're learning about classmates who are different from them and their perspectives, and that a lot of what they feel or fear, others do, too. They're not alone."

Mark Making: A Journey To Joy

Art show at Corvus Gallery highlights
Nursery and Kindergarten art



“We want people to know that this isn’t refrigerator art,” says Nursery assistant teacher and artist **Wendy Minor** with a laugh. “This show is about children making their mark. They have utilized various mediums...clay, watercolors, collage, pencils, blocks...so they may share their unique perspectives with us.”

The show—which runs from June 20–September 20 in the Corvus Gallery at Gordon Parks Art Hall—was Lab’s first to highlight the art of three to six-year-old students. It was also Minor’s brainchild.

“For years I’ve envisioned an art show for Nursery and Kindergarten students,” says Minor. When the Corvus Gallery opened, she saw her opportunity. She presented a proposal—complete with images of student artwork—to the gallery board, and found an outpouring of support at every turn.

“It was important to me that teachers not do any extra work,” says Minor. “So I visited classrooms to find out what kind of art projects the students were already working on.”

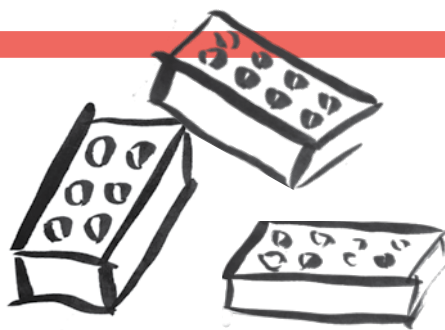
Her findings were plentiful. In **Tracey Aiden’s** Nursery class, students were all shown the same dandelion and asked to paint a picture of it with watercolors. The students in **Elspeth Stowe-Grant’s** Kindergarten class, after completing a unit about trees, were all asked to paint a tree from memory. **Nisha Ruparel-Sen’s** Kindergarteners created self-portraits with accompanying shadows, in which they wrote words to describe themselves, i.e., “I ama big sistr”; “I am you neek.”

“This exhibit speaks in the language of art where learning and play are not separate, where marks give voice to the human motivation to represent experience,” says recently retired Principal Carla Young. “Every child is a maker, and every mark is an intention.”

“This exhibit speaks in the language of art where learning and play are not separate, where marks give voice to the human motivation to represent experience.”

DAVE KALETA

Kindergarten teacher moonlights as a Lego artist



If you were to visit the home of Kindergarten teacher **Dave Kaleta, '95**—and his students have, as part of his class's "adventure curriculum"—you would find the usual: furniture, appliances, books...and an art studio dedicated primarily to building with Lego.

Kaleta, who has been co-teaching Kindergarten with **Amy Tomaszewski** for 12 years, started building with Lego bricks when he was four years old. Well-meaning adults would admire his advanced structures and opine, "You should be an architect!" He listened, and entered Miami University—Ohio as an architecture major.

"Both of my parents were educators, so architecture was my futile attempt to do something different," says Kaleta with a laugh. "But education was where I belonged."

To change his path, he switched to an interdisciplinary major with an emphasis on art education,

then pursued his masters in early childhood education at the Erikson Institute. But his love of Lego never relinquished.

"Until the dawn of the internet, I never knew there was a community of people out there who love Lego as much as I do," Kaleta says. That's how he found out about Brickworld, which is the largest Lego fan convention in North America.



"I attended for the first time in 2009 and I haven't missed a year since."

Kaleta also attends building competitions. He excelled in a 2010 tournament with a piece called "Dissected Frog", which he constructed from the prompt "Lego anatomy." An incredible opportunity arose from this experience: A curator at the Victoria and Albert Museum in London found an image

At home, he is working with his son on a series of spaceships, each of which is shaped like a different letter of the alphabet.

of "Dissected Frog" online and asked to include the piece in an exhibit about expert crafting.

"I don't glue any of my sculptures, so I had to send the frog in several pieces, along with a 60-step photo guide so their curators would be able to reconstruct it," Kaleta says. "Lab generously flew me out to see the show, and it was pretty amazing. My Lego bricks were next to Alexander McQueen's shoes."

The pieces he holds most dear, however, are the pieces in his autobiographical series: a scene of how he met his wife at the Lurie Garden; the bride and groom he designed to top their

wedding cake; his son taking his first steps in their living room; and a piece titled "Sleep Regression": an exhausted Kaleta asleep on the floor and a very-much-awake toddler standing in a crib.



"They say if you're an artist, you should create what you know," Kaleta says. "Autobiographical work is something I haven't seen other Lego artists do."

Kaleta shares his love for Lego with the children in his life: his own son and his students. For a 100th day of school project, his students build structures using 100 bricks in the "beginner's studio" he has carefully designed in his classroom. At home, he is working with his son on a series of spaceships, each of which is shaped like a different letter of the alphabet.

He credits his wife—who is an art director—as a creative partner as well as a source of support and inspiration.

"She builds with Lego as well, and she helps me conceptualize my autobiographical pieces," Kaleta says. "And those are the pieces that resonate the most with people at Lego conventions."

To see Kaleta's Lego art portfolio, please visit <http://www.davekaleta.net/>

ALUMNI WEEKEND 2019

After a several years-long experiment, and in response to alumni preference, Lab returned to hosting Alumni Weekend in the spring, concurrently with UChicago reunion activities. Having already hosted more than 350 alumni in October 2018, another 400 returned in June to reconnect with classmates and the Lab community, celebrate milestone reunion dinners, and enjoy special programs and events. In addition to better weather and easier travel, many Lab alumni (some with other UChicago degrees) enjoyed the chance to attend University lectures and reunion events.

New this year at Lab: The Alumni Awards Ceremony as a new lead-in to the reunion dinners—a perfect opportunity to socialize, celebrate outstanding alumni, and get “in the spirit” of reconnecting with Lab; and, an all alumni after-party. Alumni said they loved the “Club Lab” motif and dancing to “grad year” music.



Miranda Garfinkle, Blake Hensel, Arjun Nandy, Sam Curry, and Rush Brown, all Class of 2014



Lab Alumni Weekend after party



Distinguished Alumna Award winner Valerie Jarrett, '73, with U-Highers



Karl Wright, '79, and Rachel Kligerman, '79



Eric Larson, '06, Cheryl Cortez, '92, Rising Star Professional Achievement Award winner Amanda Williams, '92, Alumni Service Award winner Susie Stein, '45, and Zach Levin, '03



The Class of 1999 celebrated their 20th reunion



Lab's Alumni Authors Collection



Leah Taylor, '78, Lab parent Ruth Slaughter, Kimberly Bragg, '92, Edith Williams (mom to award winner Amanda Williams,) and Cheryl Cortez, '99

Career Treks

Tailored for high schoolers, this variation of a UChicago program gives U-Highers a better sense of the work world



Over several days in June, a group of 17 rising juniors traveled to San Francisco to visit Facebook, True Ventures, Google, Peet's Coffee, and Wag Hotels, to see just what it looks like to work in one of these environments.

The Lab Treks program is an age-appropriate adaptation of a program offered by the University of Chicago to undergraduates. Says Director Alumni Relations Michael Zarobe, who worked with UChicago Careers Program Director Tara Ford, "Our goal when we began developing this idea with the UChicago Office of Career Advancement was to use our University connection to give Lab students a unique opportunity for career exploration, and to visit industry-

specific employers." While the High School students are years from choosing a profession, this program is designed to give students a practical understanding of the jobs available and the daily life in a possible field of interest. Students also learn about professional networks and have the opportunity to meet and connect with UChicago and Lab alums.



Says Mr. Zarobe, "So many of us graduated from college not even knowing what kinds of jobs exist out in the world. Career Treks help give Lab students a better understanding of what's out there is the real world—and a vocabulary—in an experiential way. It's a very Dewey approach."

Says Director Charlie Abelman who joined the group for a day, "The students



were everything you would expect from a group of Labbies: They actively engaged with the company hosts (even CEOs!) and asked intelligent, thoughtful questions. Our students were open to the many astute perspectives they heard—on careers, business models, and organizational strategies, missions, and values.”

CALL TO ACTION:

Lab hopes to run Career Treks in the coming years to New York City, Washington DC, Boston, and Los Angeles, with a focus on other vibrant industries. Please join us in supporting this innovative program for current and future students at Lab by offering to host a visit or by supporting this program philanthropically. Contact Michael Zarobe, mzarobe@ucls.uchicago.edu.

Alumni Honored

ON SATURDAY, JUNE 8, THE LAB COMMUNITY CELEBRATED THREE EXTRAORDINARY ALUMNAE AT THE 2019 ALUMNI AWARDS CEREMONY DURING LAB ALUMNI WEEKEND.



Distinguished Alumni Award

LAB'S HIGHEST ALUMNI HONOR, THIS AWARD CELEBRATES THE ACCOMPLISHMENTS OF ALUMNI ACROSS SPHERES OF PROFESSIONAL AND PERSONAL ACHIEVEMENT, PUBLIC AND CIVIC SERVICE, AND PHILANTHROPIC AND VOLUNTEER ENGAGEMENT.

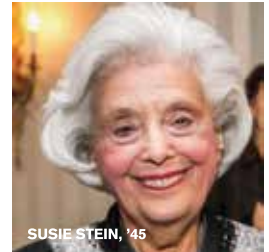
Valerie is a distinguished senior fellow at the University of Chicago Law School. As the longest-serving senior advisor to President Barack Obama, she oversaw the Offices of Public Engagement and Intergovernmental Affairs and chaired the White House Council on Women and Girls. She currently serves on the boards of Ariel Capital Management Holdings, the Kennedy Center, the Economic Club of Chicago, When We All Vote, 2U, and Lyft. Her memoir, *Finding My Voice: My Journey to the West Wing and the Path Forward*, appeared in 2019. Valerie is the proud parent of Lab alumna Laura Jarrett, '03.



Rising Star Professional Achievement Award

THIS AWARD RECOGNIZES A LAB ALUMNUS OR ALUMNA WHO HAS GRADUATED WITHIN THE LAST 30 YEARS AND HAS MADE AN IMPACT IN HIS OR HER FIELD.

A Chicago-based visual artist who trained as an architect, Amanda has exhibited widely, including at the Museum of Contemporary Art in Chicago and the Pulitzer Arts Foundation. Her art is in the permanent collections of the Museum of Modern Art in New York City and of the Art Institute of Chicago. She is a member of the Obama Presidential Center Museum Design Team and a frequent lecturer. Amanda's creative practice employs color as a way to draw attention to the complexities of race, space, and value in cities. Her many accolades include a 2018 USA Ford Fellowship, and she is also a Joan Mitchell Foundation awardee. Amanda was Lab's Mark Plotkin | Muriel Rosenthal Alumni Speaker in 2016. She and her husband are the proud parents of two current Lab students.



Inaugural Alumni Service Award

THIS BRAND-NEW AWARD RECOGNIZES ALUMNI WHO HAVE DEMONSTRATED AN EXTRAORDINARY COMMITMENT TO THE LABORATORY SCHOOLS AND THE ALUMNI COMMUNITY.

Susie is a passionate volunteer leader and tireless supporter of Lab. She has been a committed member of the Lab Alumni Association Executive Board, serving as reunion committee chair and regional outreach advocate. In addition, Susie has served on Lab's Connections Committee as well as on the University of Chicago Women's Board, UChicago Urban Education Institute's Partners Committee, and the UChicago Music Department Visiting Committee.



Celebrating half a century of Rites of May





More than 1,200 people, a record number of performers, booths, and t-shirt sales, more inflatables than ever, dozens of parent and student volunteers, and a spectacular spring parade leading into a maypole dance.

This was one of the largest Rites of May ever, taking over all of Kenwood Mall, Scammon Garden, and Lower Kovler Gym.

Starting a few years ago, Lab parent Tria Smith, formerly a principal of the renowned Redmoon Theater, rejuvenated the idea of the maypole dance by adding a parade full of

puppetry and pageant to the event. She devotes hours of her time, in partnership with many other parent volunteers. This year the parade included the magic of a giant bird puppet manned by three adults and students, plus costumed children, teachers, and parents, all led by Grand Marshal Principal Carla Young, who retired from Lab in July after more than three decades.

Says Director Charlie Abelmann, "A school works because of how people care for each other and come together in public spaces to deepen relationships and create meaning—it is even better when everyone is having so much fun."









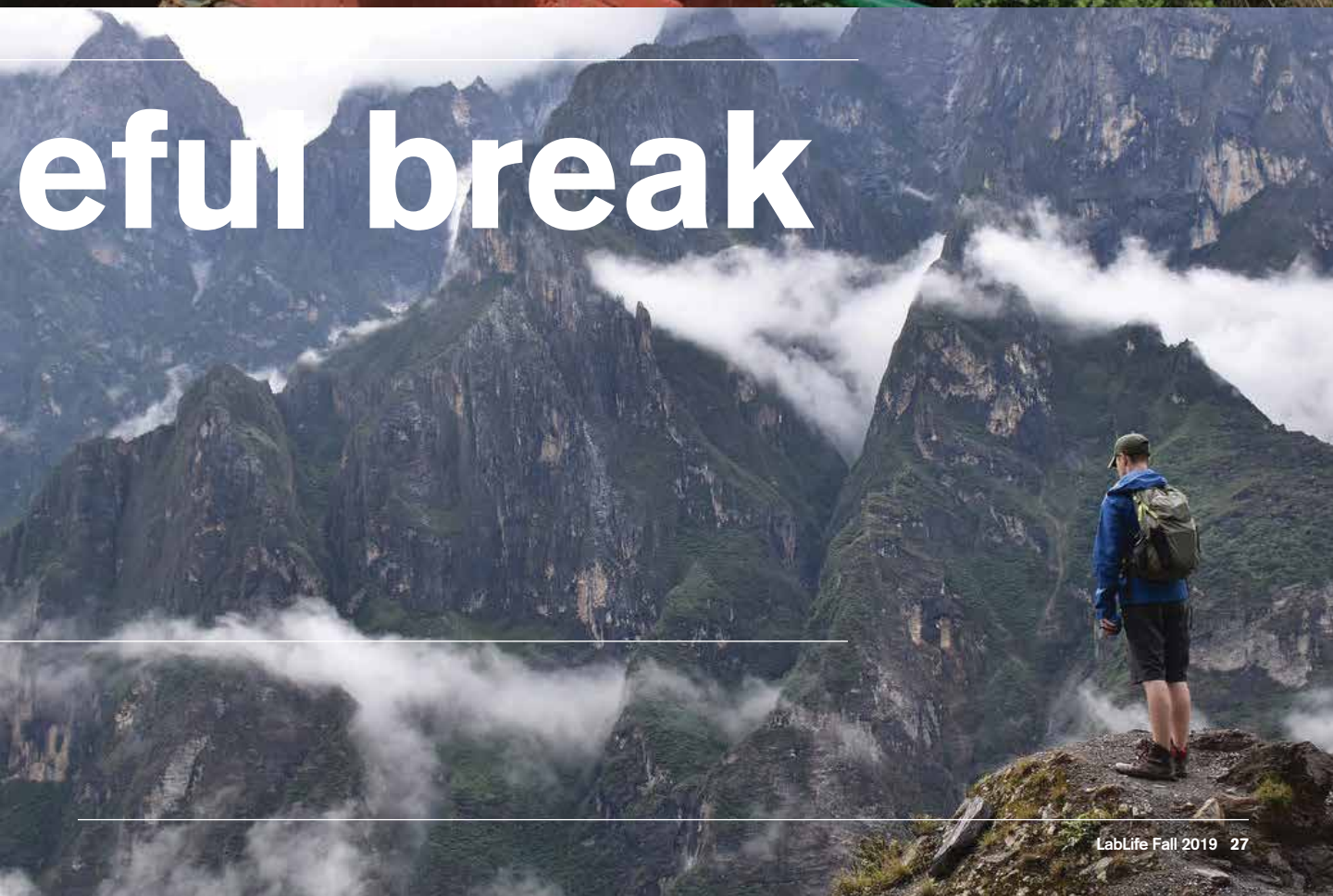
Taking a purpose before college

The “gap year” as a learning bridge to
college and beyond

By Megan Doherty



eful break



When Brazil elected its new president, Natalie Glick, '18, started getting emails. Her friends in college were taking international relations classes, but they wanted her to explain it to them.

"It shook across the world, but living there, specifically in the south of Brazil, gave me this insight that people who don't understand Brazilian culture wouldn't understand," said Glick. "I was living through it."

Glick is describing her "gap year," typically when a student takes time between finishing high school and starting college. Some work, some travel, some volunteer, others may use the opportunity to focus on health or family issues. While still not commonplace in the United States (estimates suggest about two percent of American students take a gap year,) the experience is the norm elsewhere, like Ireland.

"Because it's not part of the standard educational pattern here, our American culture became used to a covert or even overt expectation that if you're going to go to college at all, it must happen immediately after your senior year of high school," said Patty Kovacs, college counselor.

This expectation feeds into certain myths, such as the perception that if a student takes a gap year, then it will look bad to prospective colleges and universities. But institutions of higher education don't all march in lockstep like that, advises Kovacs.

"There's also the fear from parents that if their child takes a gap year, they just won't return to college at all. This is another false myth," she said. "The vast majority report that students who take a gap year start their freshman year of college in a more settled way, because they've had real life experience. They see a higher purpose in education, and have a little bit more maturity to navigate college."

According to the Chronicle of Higher Education, research supports a period of purposeful, hands-on learning. The Gallup-Purdue Index, a large study that seeks to track college outcomes, has demonstrated that how students go to college is much more important than where they go to college. Their data suggest that the strongest predictors of future success are experiences that require initiative and agency—such as finding a



mentor, having an internship, and doing a project that takes a semester or more to complete.

Robert Hannah agrees.

"I could not be happier," said Hannah, '17, now at the University of Colorado Boulder. "Taking a gap year was more beneficial to my mental health and stability than anything else I possibly could have done. And, personally, I would recommend it to everybody."

In the spring of his senior year at Lab, Hannah was agonizing over which college to pick. He was stuck, and couldn't seem to find a way to move forward with his decision. His mom suggested he give himself permission to think on it some more, and he began exploring his gap year options. He decided to spend the fall with ARCC, one of many organizations that offer tailored gap year experiences around the world.

Through China, Vietnam, Cambodia, and Thailand, Hannah taught English and worked with kids who had been affected by the lasting effects of Agent Orange, used during the Vietnam War. He then went to South Africa with a company that engages in wildlife preservation in Kruger National Park. A few times a day, he would help the team with their animal research and preservation work, whether it be counting animals or taking down traps and nets.

After South Africa, he traveled to Australia with an internship for a company called Startupbootcamp, an accelerator focused on environmentally efficient or energy-focused startups. While there, he helped facilitate an event where companies from all over the world would show off their ideas and business plans to potential investors and partners. It was

exciting, and by this point Hannah had long since realized how much he made the right call.

“My decision to take a gap year was tough at first, because all my friends went straight to school. But my experience was honestly pretty life changing,” he said. “It can be hard to remove yourself from the idea that going to college immediately equates with success or happiness. That’s just something that’s preached to us.”

In fact, some studies have shown that taking a gap year boosts students’

“I see so much value in taking time away from a structured classroom setting and learning through conversation, and by failing, and by just being present in the world,” says Glick.

performance once they matriculate: The actual academic performance of those who took a gap year was higher than their predicted performance at the time they applied. This improvement was noted to last across all four years of college.

“Like a lot of people, I was set on going to a good school, becoming wealthy, having a life with certain milestones. But I realized that what I really want has nothing to do with any of that,” said Hannah. “It rather has to do with how I changed my mindset and how I now approach my life every day.”

Similarly, Guinevere Pandolfi, ’18, underwent dramatic shifts in her perception of what she thought she wanted. During high school, she was aiming for a very rigid science program in college. Now, she plans on getting a broader liberal arts education instead.

“I had been very mechanical in the way I made choices, but this gap year experience has shown me that I don’t have to be,” she said.

Pandolfi opted for a gap year because she wasn’t satisfied with the schools she got into. It was after having gone through the whole college application process that she felt she understood how to best navigate it. A gap year let her have a “do over.”

For five months, she spent her days at an olfaction lab that studies neural signals in rats’ brains when they learn to differentiate between scents. She helped train the rats and also did video coding to track their movements. Part of her job was to read science articles each week, which represented a shift from when she had to read articles to earn a grade.

“I learned to slow things down a bit and to read the material to truly understand it, not just for what I would need in order to get a better grade.”

Later, in Nepal with an organization called Where There Be Dragons, she had a couple hours of language study, followed by instruction in Ayurvedic medicine. Over a week at a Tibetan monastery where she learned how to meditate from the monks.

“I think I’ve grown a lot through this whole experience,” she said. “I’ve become a lot more confident in myself and my abilities, without following the normal, prescribed course that everybody else does.”

Glick has grown, too—she feels more comfortable with who she is and soaked up the calmer, slower Brazilian way of life—but instead of rethinking what she wants to pursue, taking this step back



from academics has reconfirmed for her that she really does want to work in politics or government one day.

Her program was run through Global Citizen Year, which focuses on cultural immersion. She lived with a host family and worked part-time at a nursery school while learning Portuguese. Since being abroad, she feels she’s getting the hang of how to be more than a student—she learned how to be a person outside of a school setting for the first time in her adult life.

Leah Iosevich, ’19, left in August for her gap year in Israel with the Bina International Gap Year Program. “I fell in love with languages even before I fell in love with chocolate, and I cannot remember a time when I did not worship chocolate,” says Iosevich who studied Latin at Lab, Italian at the University of Chicago, and Russian with a tutor at home. “I love all languages, but there is one that is especially close to me, the ‘72 percent cocoa with raspberries and sea salt’ of languages: Hebrew. Hebrew and family tradition are almost synonymous in my mind. It is in Hebrew that we pray in synagogue. It is in Hebrew, and in Israel, that I read my Torah portion. That’s why the Bina gap year is so important to me.” She hopes the year will increase her confidence and leadership skills and help her learn more about political differences in Israel. “I want to have the courage to act on my beliefs, help others, and be a leader.”

Says Glick, “Lab is a really special school, but there’s so much more out there. I would encourage students to look beyond the Lab bubble. Take an opportunity to live in another country. Now, I see so much value in taking time away from a structured classroom setting and learning through conversation, and by failing, and by just being present in the world.”





Getting their feet in the door

U-Highers embark on life-changing UChicago internships via Summer Link program

By Heather Preston

This summer dozens of U-High students participated in Summer Link, a program that connects Labbies to unique opportunities in the world-class offices, laboratories, and studios of the University of Chicago. Others join the work taking place at alumni- or University-connected businesses, arts organizations, and non-profits. These unparalleled opportunities reflect the unique reality that these high school students are learning within the context of a world class research university. Summer Link is a prime example of what makes Lab such a special place to learn.

senior Nathan Appelbaum's summer spent studying bimar octopuses at the University of Chicago.

"I am extremely fortunate to be working at the Ragsdale Neurobiological Laboratory, the very lab that sequenced the octopus genome," Nathan says. Nathan joined three UChicago graduate students, two undergraduates, and Neurobiology Professor Cliff Ragsdale, whose team of researchers sequenced the octopus genome in 2015. For the first three weeks of his internship, Nathan worked with graduate student Grace Schulz to explore octopus arm regeneration. He was also involved in a study of the axial nerve cord, which runs

Time travel in the Media Arts, Data, and Design (MADD) Center

Meanwhile, in the Weston Game Lab, senior Leland Culver is connecting to the year 2049.

The lab, which opened in early 2019 in the MADD Center on the UChicago campus, features classrooms, studio spaces, open work areas for collaborative design and development, and access to the UChicago Library's collection of historically significant video games and consoles. Here students have access to digital fabrication, virtual reality, GIS, data visualization, and other cutting-edge technologies.

Along with Lab classmate Ella Beiser, Leland is working with a group that calls themselves the "fourcasters"—a team comprised of UChicago faculty and interns from the graduate, undergraduate, and high school levels—to build a virtual world. Their goal? To find possible solutions to climate change.

Leland and Ella are working with a group that calls themselves the "fourcasters"—a team comprised of UChicago faculty and interns from the graduate, undergraduate, and high school levels—to build a virtual world. Their goal? To find possible solutions to climate change.

"It's really exciting to be working on something as monumental as this," Leland says. "We are working on several games and other interactive media in order to help get students thinking about possible solutions to environmental predicaments and potential disasters facing us."



ELLA BEISER, CENTER,
AND LELAND CULVER, RIGHT

Summer Link began decades ago as an informal program run by retired U-High science teacher Murray Hozinsky, who helped students find summer jobs in the University's biological and physical science research labs. The program was so successful, however, that Lab expanded it to include other disciplines. This year's Summer Link interns embarked on individual adventures to explore the worlds of neurobiology, visual art, economics, and even game design.

Limb regeneration at the Ragsdale Neurobiological Laboratory

A laboratory...octopuses...arm regeneration...a professor...a high-school intern. That may sound like a choppy synopsis of a Spiderman movie, but really it's just a few of the highlights from Lab

inside the arms of octopuses and allows each arm to function independently. "The arms function individually as if they have minds of their own," Nathan says. "They reportedly even grab for food after amputation."

When Ragsdale and his team first sequenced the genome, Ragsdale described what they found as something that was "thrown in a blender."

"Aliens aren't going to land and offer themselves up for experimental neuroscience, so the next best thing is cephalopods!"

Nathan, for his part, is thriving in the laboratory environment.

"No day is the same as the last," Nathan says. "I am constantly challenged."



VERONICA GODINA

Part of his job is to build and maintain a server to support these projects.

"This is just the kind of work I want to do: social advocacy through gaming," Leland says. "We have the chance to communicate with the future. That gives us a kind of second chance, a chance to get things right now, and we're all about building the kind of environment for those ideas to flourish in."

Maintaining artists' visions at the David and Alfred Smart Museum of Art

If Veronica Godina could describe her summer internship in one word, it would be "unpredictable."

In a single day at the David and Alfred Smart Museum of Art, Veronica might make a coffee run, work the scanner, assist in the opening of an exhibition, or help maintain pieces of art.

One of the installations she's responsible for is "Untitled (We are a thousand petals to no one)" by Harold Mendez. It is an obsidian rock with a small pool of water in the center that is surrounded by petals, and each day Veronica is tasked with carefully refilling the water and replacing wilted petals with fresh ones. Another piece is comprised, in part, of ivy, which Veronica nurtures. "If the ivy plant dies, then the piece loses

a lot of its meaning,"

Veronica says.

"Maintaining the art work is maintaining the artists' visions. So, there is a small amount of pressure there."

She's even had the opportunity to visit some of the programs of which the Smart is a part, such as the Sweet Water Foundation, a neighborhood regeneration project which transforms some of the city's deteriorating buildings and vacant spaces into sustainable community assets.

"It is really cool to see the behind-the-scenes of a museum," Veronica says. "It takes a lot of people to run the Smart [and their programs], and I'm really happy that I get to talk to them and learn from them."

As it turns out, people are also learning from Veronica. She and another intern are translating some of the Smart's materials from English into Spanish. This furthers the museum's effort to make sure that everyone, regardless of what language they may speak, can fully enjoy the museum. As for her future, Veronica is keeping her options open, but working at the Smart has opened her eyes to the avenues available to a student with her potential.

"I didn't even know all the career possibilities at a museum," she says. "Being able to see this has broadened my perspective."

Social studies at the Kenneth C. Griffin Department of Economics

In 2018 TheBestSchools.org voted Lab parent John List, the Kenneth C. Griffin Distinguished Service Professor in Economics at the University of Chicago, among the top 25 behavioral economists in the world. And this summer, U-Higher Noor Asad worked by his side. List's award-winning research provides insight into discrimination and wage gaps, education incentives, pricing behavior, valuation of non-marketed goods and services, provision of public goods, and charitable giving. But List doesn't just describe the problem: He is yielding solutions. He pioneered the TMW Center for Early Learning + Public Health, a joint venture between the University of Chicago's Biological Sciences and Social Science divisions that fosters "evidence-based interventions to help parents and caregivers optimize foundational brain development in children birth to age five, particularly those born into poverty." List is grateful for his team members and the interns who help make his work possible. "The human capital that Summer Link, and more specifically this summer Noor Asad, provides to my research studies is invaluable," List says. "They provide the backbone to my work, and without this catalyst much less science would be completed."



NOOR ASAD



LabArts has earned its place as a full-blown Lab tradition




ed

Now in its eighth year, LabArts has earned its place as a full-blown Lab tradition—one of the Schools' signature all-community activities.

It began in 2011 with a display of photographs, paintings, sculptures, and drawings in Kovler Gymnasium. The event moved to Earl Shapiro Hall before finally finding its home in Gordon Parks Arts Hall. More important, over time, the exhibit expanded to two full weeks and from one floor to occupy three full floors with more than 1,700 pieces of art.

LabArts represents the culmination of work from students of every age at Lab—nursery through high school—and allows one to see the full arc of Lab's arts education. From traditional painting and drawing to photography, textile art, and sculpture, students have embraced a wide range of media and styles, producing work truly representative of the diverse arts curriculum at Lab.



Working alongside homeroom teachers, atelieristas, and Fine Arts, Music, and Drama faculty, students obtain the technical skills necessary to produce art with both intention and impact. The work exposes the passions of students and the subject matter they deem most critical in our world today. The LabArts exhibition illustrates, in a most powerful manner, the depth and breadth of Lab's arts program as well as the artistic directions many students will pursue in their next chapters—and it's only a fraction of the work our students create.

LabArts was originally conceptualized, and has been realized each year, under the leadership of parents Cynthia Heusing and Cheryl Rudbeck with help from many parents and a coalition of arts faculty. Together, they have grown this event into a truly magnificent, comprehensive, and joyful celebration of the arts at Lab.

CALL TO ACTION:

Heusing and Rudbeck are seeking a special parent volunteer or two who will have the time and experience to become ongoing LabArts owner/curator/leaders. Please email lab@ucls.uchicago.edu.



Alumni notes

50s

EMERITUS ALUMNI REUNION
JUNE 6, 2020

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
JUNE 6, 2020

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.

1944 Class Representative
RuthAnn Johnson Frazier
9109 Walden Road
Silver Spring, MD 20901-3529
randrfraz@aol.com

1945 Class Representatives
Bud Gibbs
Apartment 19E
146 Central Park, West
New York, NY 10023-2005
bhg1cg2@aol.com
212-362-0104

Susie Stein
211 Apple Tree Road
Winnetka, IL 60093-3703
steinsj@yahoo.com

1946 Class Representative
Judy Daskal
5050 South Lake Shore Drive
Apt. 1804S
Chicago, IL 60615
jdaskal@ameritech.net
773-493-8373

1947 Class Representative
Annette Martin Craighead
6650 West Flamingo Road
Apt. 209
Las Vegas, NV 89103
702-648-9913

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.

Roland Schneider writes: "I was married for 50 years to **Sandy Mosley**, who graduated from U-High in 1949 (maybe 1948). Sandy died in 2016. Currently, I'm still cooking. My novel, *Jesters*, is about to be published in paperback and Kindle e-book forms on Amazon, and soon other venues as well. A section is about the time the novel's protagonist spent at U-High. If you should want to buy a paperback copy, buy it from me, not Amazon. If any of my classmates survive, hello. If anyone wants to contact me: rhsnew1@gmail.com or 310-710-3802."

1949 Class Representative
Ernest J. Dunston
4 Tetilla Road
Santa Fe, NM 87508
santafe@moonrise.com
505-466-4346

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
Lynn Manaster Alperin
16 North Dansby Drive
Galveston, TX 77551
lynnalperin@gmail.com

From your class representative: I do hate to start with the bad news, but here it is: **Lou Dean** died on January 10. Two days prior to that, he sent me a text that read, "To keep things swift: I'm in the hospital with stage four cancer...I have between 2–5 months to live. Cancer has taken my voice, so talking on the phone is impossible."

Last October Lou sent me a story that appeared in the Richmond, VA, newspaper, the *Richmond Times Dispatch*. The article was headed "Beloved Richmond radio host Lou Dean a tireless contributor to the community." I would like to share here some selected passages from that article with you:

"At a time when few radio stations stayed on the air past midnight, Dean's voice was a warm, comforting presence, a reminder that there was more to the dark than things that go bump," wrote a fellow broadcaster. "He was there for those who worked the midnight shift, for those out late on a date, and for those who liked a little music as they drifted off to sleep." Lou has been quoted as saying, "Today, it's about staying relevant, staying involved." He certainly succeeded in doing that and will be sorely missed! Please see the obituary section in the back of this magazine.

On to happier news. **Andrea Arentsen Atliss** followed up her three-month cruise circumnavigating Australia last fall with another in the Caribbean and Cuba in February. In June she headed to the Baltic for three weeks, and in January 2020 she will take a four-month around-the-world cruise.

Art Koff lunched recently with **Gail Meyers Elden**. He hears occasionally from **Jim Rosenblum** and from **Michael Padnos**, who is still living on his houseboat in Paris. Art and his wife traveled recently to Prague and Berlin, where they were "struck with the huge difference between the areas that were under Soviet rule for 30 years and those farther west that were not."

Compared with these world travelers, my escapades are a bit more modest. I did, however, manage a week in New York in May to take in the complete Wagner "Ring Cycle" at the Metropolitan Opera. Mr. Vail would have been proud of me. I had not been there in 30 years, and was quite tickled by the experience I relate below:

Standing in line waiting for the Metropolitan Museum of Art to open its doors, I began talking with a young woman standing behind me. She told me that she was an art historian at Vassar. The conversation continued like this:

ME: Do you live in the city?
SHE: Yes, where do you live?
ME: Galveston, Texas.
SHE: Galveston!
ME: My goodness, do you know it?
SHE: My father graduated from medical school in Galveston in 1972.
ME: The University of Texas Medical Branch?
SHE: Yes.
ME: My husband has been on the faculty at UTMB for 55 years. He may well have taught your father. What specialty did he enter?
SHE: He is a psychiatrist.
ME: Does he practice in New York?
SHE: No, he practices in Chicago. I grew up in Chicago and attended the University of Chicago Laboratory School.
ME: (dumbfounded) I went to the University of Chicago Laboratory School!

Gail Elden writes, "It was fun to talk to **Jim Rozenblum** and **Art Koff** recently. I am still doing therapy on Erie Street. Seeing the new Laboratory School is overwhelming!"

1952 Class Representative
William T. Salam
114 Prospector Pass
Georgetown, TX 78633
bill.salam@gmail.com
512-868-1915

1953 Class Representative

Cordelia "Corky" Dahlberg
Benedict
885 West Stone Barn Road
Franklin Grove, IL 61031
benedictcd@hotmail.com
815-677-0093

1954 Class Representative

Richard Heller
421 Ellendale Avenue
Nashville, TN 37205
richard.heller@vanderbilt.edu
615-343-0473

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

Elizabeth (Elsie) Hughes
Schneewind
Apartment 8A, 130 Eighth Avenue
Brooklyn, NY 11215
ehschneewind@gmail.com
718-783-0003

1958 Class Representative

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

From your class representative: The third week in August, my wife, Amy, and I hosted a three-day gathering of my fellow classmates, **Lee Preston, '61, Barry Preston, Murray Dry, Herb Simons, Eliot Finkel**, and their wives in Door County. We have been meeting twice a year for the past 15 years in various locations with each of us taking turns hosting. Our last gathering was in the LA area with Herb Simons and Eliot Finkel organizing the activities. As you can imagine, it was three days of love and laughter."

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.

Owen Cramer writes, "I've entered a new stage of life: My first grandchild graduated college (Williams) in June."

60s

60TH CLASS REUNION / 1960
JUNE 6, 2020

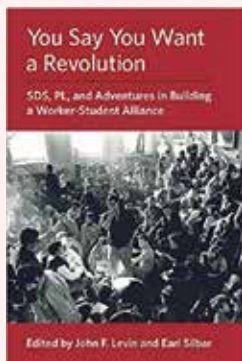
1960 Class Representative

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

From your class representative: **SAVE THE DATE!** Next year UChicago Alumni Weekend will take place on June 4-6. It will be our 60th reunion! Lab has planned a fantastic day and evening of activities, and all for a very reasonable price. Early polling indicated a number of you are interested in attending. Your reunion committee (which has already started planning), urges all who are physically able to attend. Last summer you should have received a blast email with more detail; please let us know you'll join in the fun.

In June, Phil and I spent a few days in SoCal doing business. Happily we were able to spend time with classmates **Wendy Tucker, Laurie Braude** (and Lois Bostwick), **Randy DeLave, Ronnie Anson** (and Susie), and **Dee Dee Bickson Just**. Back home we celebrated July 4 with **Ian Dresner** (and Carol), **Michael Newsom** (and Arcelious Stevens), and **Ken Dry, '61** (and Harri).

Sadly we lost another classmate with the death of **Karen Lisco Lieberman** on March 4. Karen attended Lab from Kindergarten through High School graduation. She married fellow classmate **Hal Lieberman** in 2001. Please see the obituary section in the back of this magazine.



Earl Silbar inspired and co-edited the book, *You Say You Want a Revolution: SDS, PL, and Adventures in Building a Worker-Student Alliance*.

1961 Class Representative

James Orr
Apartment 3802, 1660 North LaSalle Drive
Chicago, IL 60614-6027
jeo@aol.com

After graduating from Lab, **Gerry Kraines** went on to receive a bachelor's degree in Organic Chemistry from Oberlin College before attending Case Western Reserve School of Medicine. Upon completion of medical school, he completed an internship in internal medicine at the University of New Mexico Hospital and a residency in psychiatry and public health at the Harvard Medical School. During his career he has served as medical director of mental health centers in Littleton, NH, and Keene, NH. After that he opened a private practice in Keene which operated for 10 years before he left to be the CEO of The Levinson Institute, a position he still holds today. He plans on retiring around the age of 80 but says he is having too much fun to stop sooner. According to Gerry, "The central theme throughout my career has been a passion for developing healthy systems (community, healthcare, government, business) that release the full potential of organizations and the people who populate them." Additionally, he has served as a faculty member at Harvard Medical School since 1990. Gerry has been married twice and has three children, five granddaughters, two step-children, and three step-grandchildren.

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.

1963 Class Representative

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

C. E. Steuart Dewar sent this update: "After JoBeth passed away in 2015, the future seemed rather uncertain, but I am happy to report that life has taken an unusual turn

for the best. I moved to the Texas Hill Country, three years ago, just south of Fredericksburg and bought a small house with great views and a peaceful environment. Last year, I had the fortune to meet a wonderful lady who lives in San Antonio and we have been seeing each other now for almost a year. She's a piano teacher and a flutist (as well as a retired U.S. Marine), and we literally and figuratively make great music together! She has inspired me to start composing again, and I think I have inspired her to practice her flute more, too. I continue to be active in the Fredericksburg Theatre Company (in April of this year, had the roles of the Historian and Sir Bedevere in *Spamalot*), and hope to be in one of their 2020 productions. I continue to be active in astronomy, as well as spending a few hours a week maintaining my Android Calendar Software. My two grandsons are growing up fast—the older one, Charlie, is fascinated with space, so he was very excited when I showed him a tiny piece of foil from the Apollo 11 Command capsule that I have. My son, James, lives in Salt Springs, FL, and I will be going on a big trip in my camper to see him as well as check in on my old wildlife facility in North Georgia, which is now home to some 100 or so chimpanzees. I continue to follow the posts of fellow Lab alumni on FB and enjoy seeing what others are up to!"

Bob Factor writes from Madison, WI: "After 35 years working 10 hours per week at what used to be called the Mental Health Center of Dane County (now called Journey Mental Health Center) doing community-based treatment of people with serious mental illness, I retired in January. I continue to work about 10 hours per week doing similar work with an assertive community treatment team (ACT) through the VA, the only single-payer health system in the United States; and also about 10 hours per week doing psychotherapy and general psychiatry in an office across the street from the State Capitol Building (for those of you who know Madison). I'm still a Professor Emeritus at UW-Madison. I'm spending more time with friends, traveling, reading, and doing political work on progressive causes. My son, Sam, just finished his fourth year toward a PhD in

Marc Gold, Merle (Silverman) Gold, '64, Carol (Soble) Siegel, '64, and Charles Siegel



astronomy at the University of Texas at Austin, and he's probably got about two years to go. He very much enjoys research and teaching as a grad student, and living in Austin, which former governor Rick Perry described 'as a blueberry in a bowl of tomato soup, if you know what I mean!' I really enjoyed seeing so many classmates at the reunion last fall, and I hope we can do it again at 60. If you want to reach out my email is rmfactor@wisc.edu."

And **Chuck Weiss** was pleased to report that he and his wife took their extended family to Oahu to celebrate their 40th wedding anniversary in July.

1964 Class Representative

Robert Friedman
720 Appletree Lane
Deerfield, IL 60015
rfriedman@bensman.com
847-945-6933

Ruth Orden Leitner writes, "Retiring and turning 70 at the same time were a lot to handle, so I knew I needed a new passion in my life. I found it: writing life stories. I just completed a wonderful course in Tel Aviv and am hoping to find clients to write about. Anybody coming to Israel is always welcome."

Daniel Levine writes, "My book, *Common Sense and Common Nonsense: A Conversation about Mental Attitudes, Science, and Society*, has been published as an ebook by Mavs Open Press, a venue sponsored by the University of Texas at Arlington library. It is available for reading and downloading at <http://hdl.handle.net/10106/27541>, by following another link in the left hand column of the first page on that site. The book was originally written in 1998 and not published then for a variety of reasons. Since then I have added the subtitle to emphasize the conversational

nature of the book, which wanders over a large variety of pursuits (sociology, politics, economics, religion, literature, et cetera) but ties them all with a few common themes informed by neuroscience, experimental psychology, and neural network theory. I have also added a preface which argues that the book's conclusions are still valid after 20 years and lists additional support for these conclusions from more recent scientific findings. I hope you find the book enjoyable reading! I also just finished the third edition of a textbook on neural networks, published by Routledge.

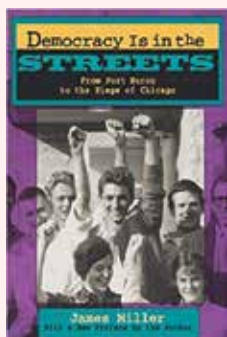
I'm hoping for an active retirement in the next few years, keeping research alive and spending more time on writing and speaking for general audiences—along with hobbies such as music, word games, and cooking. With the country and the world teetering on the edge of craziness, writing (and sometimes contributing money) is the best tool I have in the cause of sanity. Lorraine and I are expecting to move in the next year from our house in Arlington, TX, to a lively retirement complex in downtown Fort Worth, less than a half hour away."

Carol (Soble) Siegel and **Chuck Siegel** visited **Merle (Silverman) Gold** and **Marc Gold** in Maine this summer.

55TH CLASS REUNION / 1965
JUNE 6, 2020

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.

Jim Miller's book on the Students for a Democratic Society, *Democracy Is in the Streets*, is being republished by Harvard University



Press. The book, originally published in 1987, highlights the major people and ideas that shaped the New Left in America. The republished version will include a preface by Jim that connects the original ideas in the book to today's society.

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.

Stuart Herman writes, "My first retirement project was to renovate a 100-year-old house to net zero and LEED Platinum to boot. During the past two and a half years, it has offset about 40 tons of carbon. Right now I am finishing up a Mission-style side table, which has been a Dewey-esque project in practical learning. Painful learning, at times. Being a sometime pilgrim, I organized a trip in April 2018 for Lutheran educators to the Sinai highlands in Egypt. We went as guests (of the Jebeliya Bedouin), builders (to construct a catchment dam to trap the occasional rains) and seekers (to learn about St. Katherine's Monastery at the foot of Mt. Sinai)."

Joey Kenig writes, "I'm still playing 'the poet game,' (Greg Brown), working as a musician as often as I can, driving back and forth between Ely, MN, and St Louis, MO. If you're interested in what that looks like or in when/where I might be performing, please visit my website: www.joeykenig.com. My dad used to say that if we live long enough we have many opportunities to reinvent ourselves. I think he was right about that."

Anne-Marie Nicol writes, "As I approach my three score years and 10, I realize that most of us have also achieved this milestone this year (or are about to)! It has been a strange year for us as we have done very little traveling, but I wondered if you would be interested in hearing about a fascinating 70th birthday celebration I attended a couple of years ago?"

My son-in-law is of Nigerian heritage. His mother, who lives in Lagos, Nigeria, celebrated her 70th birthday a couple of years ago. I was fortunate enough to be invited to the celebrations along with my daughter, Wendy, and son-in-law, Babfunso (Babs).

However, the opportunity to be included in such a celebration was irresistible. From the moment the plane landed at Lagos airport he week was full of new and exciting experiences.

The first thing you must know about Nigerian celebrations is the importance of the clothes. Families will have their outfits made by local seamstresses, but most importantly they will all wear the same fabric made up in different styles. For instance, the birthday girl declared that the theme color for the party would be pink. This determined the color of most of the women's outfits, or at least their gelee (head dresses—pronounced 'gilly').

The party took place in a local hall that was festooned in pink. A six-piece band played without a break, and tables had been laid for about 300 guests. The formal start of the party was marked by the honoree, followed by her family and many friends, dancing into the hall and down the aisle between the tables. The emcee proceeded to call various people to the microphone. First was Remi who had praises heaped upon her by the emcee. Once she had returned to her seat many other friends, relatives and colleagues took their turn at the microphone to tell stories about Remi. My daughter was one of those who spoke. She and I were the only two white people in the room. I felt highly honored to be there.

Throughout all of this food was served to the table in an almost unending stream from various outdoor cook stations near the hall. There was chicken and fish and vegetables I recognized and some I didn't. A bottle of wine was set on our table because it was known that I like a glass of wine at times. Promptly at 6 p.m. the power generators were turned off and the party was over. (Nigeria has an unusual power situation—ask me about it another time.)"

1967 Class Representative

Barry S. Finkel
10314 South Oakley
Chicago, IL 60643
bsfinkel@att.net
773-445-4112

1968 Class Representative

Richard Dworkin
Apartment 24
130 West 16th Street
New York, NY 10011
richard.dworkin@gmail.com
212-366-6636

1969 Class Representative

Kelley Anderson
ceprmail@att.net

Paula Fan writes, "I didn't make the reunion, alas, but met **David Kovacs, Carolyn Wilkins,** and **Vinette Ashford** at the Medici in April. I quote Vinette: 'Like fine wine we are looking better with time.' This was the day of the Notre Dame fire. Afterwards, I headed to Billings, MT, for four weeks, to be a rehearsal pianist and coach for Blodwen, the first Welsh opera. (Yes, I can now speak a bit of Welsh, and certainly pronounce it!) After Wales I headed to Paris, where I did not see Notre Dame. Next stop: five concerts on the Queen Elizabeth as she heads through the Panama Canal. Strange life I've fallen into, but interesting."

Stephan Korshak writes: "After graduation from U-High, I graduated from the University of Chicago in 1974 and John Marshall Law School in 1980. I have also developed a number of projects including one of the first timeshare projects in Orlando, a Publix Anchored Grocery Shopping Center in Longwood, Florida, eight Keller Williams Real Estate offices in Central Florida, a condominium project in Morton Grove, a townhome project in Maitland, Florida, title insurance companies in both Chicago and Orlando, and law firms in Chicago and Orlando. For several years I was also a part-time instructor of Real Estate Licensing Law at Chicago City College, and two years ago I purchased the industrial manufacturing company, Ideal Stitching, in Chicago."

"In my spare time I have assembled a critically acclaimed collection of early science fiction and fantasy illustration art and authored five books on various science fiction artists. One of those books includes an introduction by Ray Bradbury and another has an introduction by Sir Arthur C. Clarke. Our art collection of illustrators from the last 150 years, 'Illustrations of Imaginative Literature,' has toured 12 different museums in the United States, Japan, and Spain."

"My wife Alma and I have been together 38 years. Alma ran her own short sale company and managed our title insurance company in Orlando. Together we have four children and three grandchildren. Samuel is a real estate attorney, Joshua is a commercial realtor, Irene is

Class of 1969 at their 50th reunion



a paralegal and mother of our grandson Noah, and Tracy is a commercial property manager and mother of our granddaughters Gabriella and Sophia."

"Looking back 50 years after graduation, I appreciate the importance of all of the things I shared in common with so many classmates and not the differences that divided us. I am lucky and grateful to have experienced Lab. It influenced me in such a positive manner throughout my life."

Peter Kovler was awarded the Robert H. Kirschner Award for Global Activism this past spring. According to Heartland Alliance International, "Robert H. Kirschner, MD, was an internationally recognized authority on forensic pathology, human rights violations, police brutality, torture and child abuse. The recipient of the Robert H. Kirschner Award for Global Activism embodies the spirit of Dr. Kirschner and, like him, has conducted exemplary work to serve the world's most vulnerable populations and to give a voice to those who have been silenced."

David Snyder writes: "How timely to get this request for input to *LabLife*! The U-High Class of 1969 just had its 50th year reunion and it was a blast. It turned out to be a great 'bookend' between my U-High days and today. Back then, I joined the Senior Class Steering Committee to help promote the idea of 'May Project,' where

seniors could take the last month of school for an independent study project. During the course of the year, I participated in meetings with faculty and parents to help facilitate acceptance and implementation of the idea. We were successful and students were able to do some fascinating things. Perhaps not surprisingly, my work career has largely involved project management. First, as an environmental engineer, and more recently, as a cybersecurity professional. For the reunion, once again I joined the Steering Committee. This time, we produced a memory book consisting of responses from about a third of the class on what they've been doing since U-High, what is important to them, and what their teenage self would be surprised to see in their current self. I facilitated the online form to collect the information and **Ellen Irons** (I think the only other classmate with a civil engineering degree) produced the document. I highly recommend this for all reunions. It has been fascinating to see where classmates have gone in their lives and wonderful to pick up conversations with people I have not seen for a long time."

70s

50TH CLASS REUNION / 1970
JUNE 6, 2020

1970 Class Representative

Hannah Banks
107 Garland Road
Newton, MA 02459
617-877-7885 cell
617-236-1876
banks.hannah@gmail.com

Bill Green writes, "A bit of news, to brag on myself. The Wisconsin Archeological Society recently honored me with its Increase A. Lapham Research Medal, an award inaugurated in 1926 that

'recognizes significant contributions to Wisconsin archaeology and anthropology.' I'm only the second person to have won both the Lapham Medal and the Iowa Archeological Society's Keyes-Orr Award (2002), a recognition that began in 1977 for 'outstanding service to the Iowa Archeological Society and in the research, reporting, and preservation of Iowa's prehistoric and historic heritage.' I'm six months into an enjoyable retirement now, doing a lot of traveling and still writing archaeology papers."

In June, **Erica Meyer** met up with **Karen Goetz** at the Park West in Chicago to attend a concert of the Chromatics, an electronic rock band featuring Adam Miller and Nat Walker, both sons of **Laura Friedberg Miller** and nephews of **Cass Friedberg, '60**, also in attendance. It was remarked that, collectively, Erica, Karen, and Cass probably raised the average age of the audience of hundreds by at least two decades!

Jethro Smith writes, "I received a Lifetime Achievement Award from the American Dental Association. Guess it pays to be alive and still practicing for 40 years. My art career continues. I have pieces in the SIP Coffee House and Artisan Cafe in Crown Point and Highland, IN, and in the Wildrose Brewing Company in Griffith, IN. My pieces will start showing in July at the 119th Street Artists Concepts and Compositions Show in Whiting, IN. I am the featured artist at the Dyer Center Bank right now. This journey into the arts is new at about two years but the artist friends I have are cool and supporting."

1971 Class Representative

Susan Yost
2759 Plymouth Avenue
Columbus, OH 43209
susanyost8@gmail.com
614-231-9435

1972 Class Representative

Colin Smith
99 Mill Road
Santa Cruz, CA 95060-1612
colinmsmith@gmail.com
831-818-1455

Pam Wang writes, "I was offered early retirement a year and a half ago and took it. I was lucky to get an old fashioned pension, so now I have time to pursue my interests of walking in the woods and taking pictures. I'm still living in Indianapolis, which is uncrowded,



David Kovacs, Paula Fan, Carolyn Wilkins, and Vinette Ashford, all Class of 1969, at the Medici

inexpensive, and has better weather than Chicago, though in return you have to put up with politicians like Mike Pence. Still married to my husband, whom I met at UChicago 46 years ago."

1973 Class Representative

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

Carol Lashof writes, "I am currently immersed in the world of seventeenth century New England. My newest play, *Witch Hunt*, opens in Berkeley this summer, produced by Those Women Productions. It tells the uniquely American story of Tituba, an enslaved Indigenous woman who was the first person to 'confess' to witchcraft in 1692 Salem Village. My research for this project has led me to discover how much of what I thought I knew about the witch trials and Puritan New England was actually made up out of a tissue of myth, prejudice, and outright lies. I'm trying to set the record straight."

1974 Class Representative

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

45TH CLASS REUNION / 1975 JUNE 6, 2020

1975 Class Representative

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

Pamela Joyner was awarded the Joseph R. Shapiro Award. Established in 1995, the Joseph R. Shapiro Award recognizes collectors whose vision, connoisseurship, and



Class of '74: Mariye Inouye, Dan Kostyk, and Phillip Zellner, celebrate their 45th reunion

advocacy have been instrumental in advancing understanding through the visual arts and sustaining cultural communities in Chicago and beyond. The award is named in memory of philanthropist and dean of Chicago art collectors Joe Shapiro (1904–1996), a legendary advocate for the arts who was an alumnus of the University of Chicago.

1976 Class Representative

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

Class of 1977: Interested in volunteering to serve as your class representative? Email the Office of Alumni Relations and Development at labnotes@ucls.uchicago.edu.

1978 Class Representative

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

Amity Shlaes writes, "The Coolidge Foundation, where I am chair, has launched an academic full-ride merit scholarship, and has already named fourteen winners. One of our winners is at the University of Chicago. Dave Coolidge, a longtime Chicagoan, Mike Keiser of the golfing world and **Charlie Bobrinsky, '77**, sit on the scholarship's Chicago jury. My next book, *Great Society: Socialism and Capitalism in the 1960s*, will be published by HarperCollins late this fall. I'm more of a Milton Friedman Labbie than a John Dewey Labbie. My husband, Seth Lipsky, and I live nest-near-empty with a senescent female Labbie, Frances the Lab(rador) dog, in Brooklyn. Some of your children know my children—one, Eli Lipsky, is in Chicago, and another, Theo, is in the army with the 173rd Airborne in Germany. Herr Heggen, I miss you. Herr was a German teacher at Lab, an emigre from Germany, and an institution at Lab. Daughter Flora works for the Manhattan DA, and Helen, goddaughter of **Jacqueline Pardo Hornung**, is still in school."

Members of the Class of 1979, Liz Altman Harberger, Tina Pompey, and Ann Hightower, celebrate their 40th reunion



1979 Class Representatives

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

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

Hans Massaquoi
26054 York Road
Huntington Woods, MI
48070-1311
hmassaquoi@lewismunday.com
313-517-7721

80s

40TH CLASS REUNION / 1980 JUNE 6, 2020

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

1982 Class Representative

Eliza Tyksinski
237 Orchard Drive
Oregon, WI 53575
ejfamjam@gmail.com
608-334-2795

Freshfields Bruckhaus Deringer, LLP appointed **Timothy Wilkins** as its first global partner for client sustainability. "Climate change, waste, resource scarcity and inequality are some of the

most pressing issues of our time. Freshfields is using its expertise and experience to advise businesses on how to navigate these urgent challenges and identify and implement innovative strategic opportunities. I am delighted to be taking on this new role, to step up our efforts to help clients pursue a more sustainable future," Wilkins said in a statement. As a first step, Freshfields is bringing together leading businesses, financial institutions, city authorities, think-tanks and academic institutions, to explore ways to tackle New York City's sustainability challenges, including waste, resource scarcity, climate change, and job creation.

Wilkins joined Freshfields in 1999 and has advised a range of Asian, European and U.S. multinational corporations on cross-border M&A, private equity, and joint ventures. He serves on the board of the New York City Economic Development Corporation as chair of the governance committee, appointed by the mayor, and is a trustee on the boards of New York Public Radio and the New York Public Theater.

1983 Class Representative

Cheryl Buckingham
csamp2002@yahoo.com

1984 Class Representative

Susan Mack Taple
drsusantaple@gmail.com

35TH CLASS REUNION / 1985 JUNE 6, 2020

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.



'84 grads Matthew Shapiro and Reed Brozen celebrate their 35th reunion

Members of the Class of 1989, John Wilson, Shannon Woods, and Kinya McDowell celebrate their 30th reunion



1986 Class Representative

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

1987 Class Representative

Barbara Harris
harriswoodard@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.

1989 Class Representative

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

Jessica Kirshner writes, "I live in NYC with my husband, my six-year-old son, and my eight-year-old daughter. I have been working as a biotech scientist for the last 15 years, most recently developing cancer therapies at Regeneron Pharmaceuticals in Tarrytown, NY."

90s

30TH CLASS REUNION / 1990
JUNE 6, 2020

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

Rachel Levine lives in Brooklyn. She recently opened Brooklyn Voice Studio (www.brooklynvoicestudio.com), which offers private singing lessons to singers of all abilities and who enjoy all styles of singing. Previously she worked as an opera singer/classical singer for 20 years.

1991 Class Representative

Mariann McKeever
mariannmckeever@comcast.net

1992 Class Representative

Shrunali Rai
shrunali@me.com

James Shapiro writes, "This spring I was named executive producer at Fox Sports South, Fox Sports Southeast, Fox Sports Tennessee, and Fox Sports Carolinas. I oversee all live event production, studio production, and original content for the networks, covering seven pro teams in Atlanta and across the Southeast. Atlanta is a great town. My family and I are thrilled to be here after two great decades in South Florida and Orlando."

1993 Class Representative

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

1994 Class Representative

Michelle Maffia Tarkowski
nateelle@hotmail.com

25TH CLASS REUNION / 1995
JUNE 6, 2020

1995 Class Representative

Dan Hartley
dhartley@alum.mit.edu

Joanna Alexander is moving for a new job and will now be the Cantor at Temple Israel of Omaha, NE.



'94 grads Mona Knock, Michelle Wellek Gavin, Eve White-West, Tiffany Elder, and Vanessa Ford, celebrate their 25th reunion

Members of the Class of 1999, Richard Siegler, Brendan Monaghan, Jeremy West, and Kenny Smith, celebrate their 20th milestone reunion



1996 Class Representatives

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

Elena Arensman McPeak
elena.mcpeak@gmail.com

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.

1999 Class Representative

Katherine Le
katherinejl@yahoo.com

00s

20TH CLASS REUNION / 2000
JUNE 6, 2020

2000 Class Representative

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

2001 Class Representative

Greg Kohlhaugen
gkohlha@gmail.com

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

Ryan Sturgill and wife Alex were thrilled to welcome their baby Rowan Sturgill to the world last August. Ryan and family continue to live in Jerusalem where Ryan is the Director of Gaza Sky Geeks, the first startup accelerator and coding bootcamp in Palestine.

2004 Class Representative

Marcelo Pappas
marcelopappas@gmail.com

Sophie Lee writes, "I've been working as a registered architect full-time at Bohlin Cywinski Jackson, a firm 'noted for elegant and humane design, ranging from modest houses to large academic, civic, cultural, commercial, and corporate buildings' (from our website). I was part of the design team that worked on a number of Blue Bottle Coffee shops at various East Coast locations (our SF branch worked mostly on some West Coast locations), and we were recently honored with an award from Architectural Record's 'Good Design is Good Business' program."

15TH CLASS REUNION / 2005
JUNE 6, 2020

2005 Class Representative

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

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



The Class of 2004 celebrated their 15th reunion

Simon Bean, '07 at a reading for his new book, *Anansi and the Apple Tree*



Simon Bean writes, “When I was in Kindergarten, I remember hearing stories of Anansi the Spider, a great trickster, master manipulator, and fair-weather friend with a penchant for trouble and a belly that was never quite full. There is something fiercely relatable about a character who uses wit and charm to try to change their situation. Just as my amazing teachers shared these stories with me, I now have the joy of sharing them with new generations of students.

Inspired by Anansi stories originating from the Ashanti people in West Africa, my 2017–2018 Senior Kindergarten class decided to create our very own Anansi story. We worked in committees to research, design, write, illustrate, and assemble the original story called *Anansi and the Apple Tree*. The students started by identifying a lesson they wanted to pass along to future Kindergarten students and then crafted a story that fit that message. The lesson they decided to pass along was: When someone is giving you bad advice, listen to your own ideas, not the ideas of others.

The book is available on Amazon and through Barnesandnoble.com, Powells.com, and other online retailers. An eBook version and Spanish language version will be available soon! I hope that this book can serve as inspiration for future generations of young storytellers and writers to go out and tell their stories.

2008 Class Representative
Victoria Rogers
victoriarogers@gmail.com

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

Aimee Lucido will be at 57th Street Books to sign copies of her first novel, *Emmy in the Key of Code*, on October 4! Keep an eye out for this book that combines poetry, music, and computer code to tell the story of 12-year-old Emmy learning that there's more than one way to make music.



10s

10TH CLASS REUNION / 2010
JUNE 6, 2020

2010 Class Representative
Loren Kole
lkole@uchicago.edu

Michael Angone writes, “Hi! I’m currently working as a social worker (LMSW) in Austin, TX, at an elementary school (KIPP Austin Connections). I recently volunteered with a super awesome organization called the Range of Motion Project (ROMP) in Ecuador: www.rompglobal.org. The organization was started in Chicago by a former patient of Schreck and Siress—the same prosthetics/orthotics clinic that I went to as a patient while growing up for my prosthetic leg. ROMP provides prosthetic care to underserved populations (under-resourced and uninsured people in parts of the United States, as well



Members of the Class of 2009, Kamaal Harris, Mike Casey, Sina Kimiagar, and Sina's fiancé, Shirley Qin, celebrate their 10th reunion

Charles Chamberlain, '14, and Harrison MacRae, '14, celebrate their fifth reunion



as through clinics in Guatemala and Ecuador). I participated in a clinic week, helping create prosthetic devices and interacting with patients and prosthetists at the Fundacion Hermano Miguel clinic in Quito.

Eighteen patients from in and around Ecuador received prosthetic devices and gained back their mobility. A goal of this organization is to push the limits of mobility for people with prosthetic devices, and ROMP encourages and facilitates athletic events for people with prosthetics (mountain climbing, running, etc.) During the week, ROMP gave me the amazing gift of a running foot for my own prosthetic leg, and I'm super excited to start using it!”

2011 Class Representative
Rachel Sylora
rachel sylora@gmail.com

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

2013 Class Representatives
Sarah Curci
sarahcurci@gmail.com

Amartya Das
amartya.das78@gmail.com

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

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

5TH CLASS REUNION / 2015
JUNE 6, 2020

2015 Class Representative
Michael Glick
mglick608@yahoo.com

Anna Knes writes, “I just graduated from Wesleyan University with a double major in neuroscience and psychology this past May. I am happy to announce that I was inducted early into Phi Beta Kappa, and I am the recipient of four University awards/prizes for excellence in neuroscience, scientific research and writing, and fostering community on campus. I look forward to spending a fifth year at Wesleyan working on a master's degree in neuroscience.”

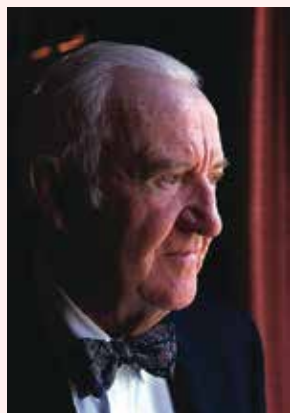
2016 Class Representative
Julian Lark
jlark@uchicago.edu

2017 Class Representative
Jonathan Lipman
jlipman500@gmail.com

Class of 2018: Interested in volunteering to serve as your class representative? Email the Office of Alumni Relations and Development at labnotes@ucls.uchicago.edu.

Class of 2019: Interested in volunteering to serve as your class representative? Email the Office of Alumni Relations and Development at labnotes@ucls.uchicago.edu.

Obituaries



John Paul Stevens, '37, AB'41, a long-serving Supreme Court justice who traced his preparation as a lawyer to the University of Chicago, died at the age of 99. A Hyde Park native, Stevens attended the University of Chicago Laboratory Schools from Kindergarten through High School, walking just a few blocks from his family's home near the corner of 57th Street and Kenwood Avenue. He then enrolled in the undergraduate College, studying English literature and graduating Phi Beta Kappa. Nominated in 1975 by President Gerald Ford and confirmed unanimously, Stevens joined the Supreme Court with a reputation as a moderate conservative. His nomination was recommended to Ford by then-U.S. Attorney General Edward Levi, who had served as president of the University and dean of the University of Chicago Law School. Stevens served on the Supreme Court for more than 34 years, leaving in 2010 with the third-longest tenure. While a University of Chicago student, Stevens studied poetry with novelist Norman Maclean, PhD'40, the renowned author of *A River Runs Through*

It and other works. That work prepared him for his legal career, Stevens said in 2002, when he received an Alumni Medal from the University of Chicago Alumni Association. Stevens was commissioned as a Naval officer on December 6, 1941, a day before the bombing of Pearl Harbor. Stevens eventually earned a Bronze Star for his work as a codebreaker during World War II. He then attended Northwestern University Law School, eventually clerking for Supreme Court Justice Wiley Rutledge and becoming an expert in antitrust law. In addition to his private practice, he lectured at the University of Chicago Law School during the 1954–55 school year and in the summer of 1958. Stevens is survived by his children, Elizabeth Jane Sesemann and Susan Roberta Mullen; nine grandchildren; and 13 great-grandchildren. He was preceded in death by his first wife, Elizabeth Jane; his second wife, Maryan Mulholland; his son, John Joseph; and his daughter, Kathryn. *To see the full obituary visit the University of Chicago website.*

Charles P. Schwartz, Jr., '43, AB'45, died on March 17 at age 91 after a long illness. A lifelong Chicagoan, he graduated from Lab in 1943 and the University of Chicago in 1945 as part of the Hutchins Plan. His mother, **Lavinia (Duffy) Schwartz**, also graduated from Lab (around 1917), as did his son, **Alex, '75**, and daughters, **Debra, '80**, and **Emily, '84**. He served twice as president of Lab's Parent Association. After earning his law degree from Harvard University, Charlie worked as a business consultant and was president and CEO of Champion

Parts Rebuilders, an auto parts company. He was active in civic affairs throughout his life, serving, among other things, as a long-time board member of the Friends of the Parks. He leaves behind his wife Susan Schwartz and children Alex, Ned, Debra, and Emily, their spouses, and eight grandchildren.

Lou Dean, '51, died on January 10. Lou was an entertainer on WRVA-Radio from 1957–2000. He was the host of the station's All-Night Show from 1957–1977, becoming the unofficial night mayor of Richmond. His program was heard by listeners in 38 states. While at WRVA, he was also the host of the call-in program "Viewpoint" from 1978–1982 and served as program director of the station from 1982–1986. He was manager of community services for four years. From 1990–2000, Lou was host of the news magazine program, "Newsroom." After retiring from WRVA, Lou worked in the public relations and media services department of Henrico County. Lou was involved in the community for over 50 years. At various times he was a trustee and foundation board member of the Science Museum of Virginia, board member and president of the SPCA, the Richmond Region Tourism, and the Richmond-First Club, a board member and Chairman of the Boards of the Virginia Division of the American Cancer Society and the Carillon Advisory Commission, and a board member of Swift Creek Mill Theater, the Maymont Foundation, the Boys Club of Richmond, the Richmond Emergency Planning Commission, the Virginia Capital Chapter of the American Red Cross, the Virginia Retail Merchants Association, the Richmond Police Memorial Foundation, the Virginia Thanksgiving Festival Committee, the Greater Richmond St. Patrick's Day Parade Committee, the Autumn Harvest Parade Committee and was a member of the Atlantic Rural Exposition (State Fair) Public Relations Council. He was a member of Ring 180, International Brotherhood of

Magicians. Lou will also be remembered for being the Master of Ceremonies for the Festival of Arts at Dogwood Dell each summer beginning in 1962. He was preceded in death by his wife of 35 years, Sandra Linville Dean. He is survived by his stepdaughter, Katy Jones, her husband, Phil, and two grandchildren.

Karen Ingrid Lieberman, '60, died on March 4 at the age of 75 from Parkinson's disease. She was raised on the South Side of Chicago in a family of famous scientists, including her grandfather, James Franck, winner of the Nobel Prize for physics in 1925, who helped the family escape from Germany in the 1930s. She graduated from Oberlin College in 1964. She was passionate about the arts and played the piano until the last day of her life. She was associate director of the arts in Education Institute of Western New York; executive director of the Lancaster Opera House; director of Rockwell Hall at Buffalo State College; development director of Pick of the Crop Dance; a presenter of classical music and jazz on WBFO, Buffalo's public radio station; and an auditor for the New York State Council on the Arts. She is survived by her husband, **Hal, '60**, children Lisa Konstantellis and David Kosman; stepson, David Lieberman; one granddaughter; sister, **Barbara Lewis, '52**; brother-in-law, **Sandy Lewis, '56**; brother, and **Tom Lisco, '55**. The following Lab alumni attended Karen's memorial on May 12, 2019 at the Brooklyn Botanic Garden: **Peter Bornstein, '60**, **Helen Halverson (Obenhaus), '60**, **Nancy Goodman (Rosenthal), '60**, **Michael McKeon, '60**, **Carol Stein, '60**, **Carol Barkin (Aldrich), '61**, **Molly Hauck (Perkins), '60**, **Terry Strauss (Sawyer), '61**, and **Brenda Owre (Matteson), '60**.

Susan Gilbert Seigle, '60, died on July 9 of natural causes following a stroke. Susan was born in Alma, MI, raised in Flossmoor, IL, and educated at Lab and the University of Michigan. She worked at the Chicago Council on Global

Affairs in the 1960s and 1970s, and championed causes related to women's rights and Judaism throughout her life. She raised her family in Elgin and East Dundee, IL, and later moved back to Chicago. She was a loving wife, mother, grandmother, sister, and friend to many. She is survived by her husband of 45 years, Harry Seigle; her three sons, Benjamin, Max, and Joe (and their spouses), two grandchildren, and her siblings.

Faculty & Staff

Former Lab Director **Mary Jane Yurchak** died on Friday, August 9, in Warren, NJ, at age 83. Yurchak served as Lab's director from 1985 to 1989. She went on to head two other independent schools: the Hewitt School and Poughkeepsie Day School, both in New York.

After graduating from Vassar College she earned her master's degree in elementary education and a doctorate in human development from Harvard University. Her

early career included serving as director of education for the Brookline Early Education Project and assistant superintendent for special education and services for the Wayland Public Schools. She lectured at institutions including UChicago, the Harvard Graduate School of Education, and Wheelock College.

Upon her retirement, she volunteered and even obtained her certification as an emergency medical technician in 2012.

Mary Jane is survived by son **Michael Yurchak, '90**,

and daughters Kathleen Fritz and Patricia Rexford, and four grandchildren. She was preceded in death by daughter Mary Yurchak.

Donations in her honor may be made to the Washington Ambulance Assoc. (washingtonct.org/ambulance-association) or the Steep Rock Assoc. (steeprockassoc.org).

EMERITUS FACULTY



VIVIAN GUSSIN PALEY, PHB'47, a renowned educator and researcher in the area of early childhood education who spent most of her career at the Laboratory Schools, died on Friday, July 26, at the age of 90. Paley was a keen observer of young children who defined a key tenet of how children should negotiate relationships at the Laboratory Schools and on the playground in general: You can't say you can't play.

Paley, who spent most of her nearly four decades teaching at Lab, wrote 13 books about children based on her experiences in the classroom. Paley was Lab's most prominent example of Lab teachers who contribute to academic scholarship in the area of education.

Paley was recognized for her work with a 1989 MacArthur Fellowship from the John D. and Catherine T. MacArthur Foundation. The award recognizes outstanding people from a variety of fields for their creativity.

In Paley's case, the prize recognized her special contributions to education, which included developing a "story playing" technique that helps teachers understand the ways in which children's natural interest in fantasy can be used to help them learn. Stories, which students can tell or act out, play a central role in children's growth, she contended. In particular, Paley was interested in issues of fairness and the ways in which students understand the concept.

Among themselves, children tell and act out fantasies to describe their feelings and ideas, she wrote. "We call it play. But it forms the primary culture in the classroom. Fantasy and storytelling are the abstract thinking of the young, carrying a deeper sense of reality than could any form of adult thoughts," she explained.

Vivian Paley's research focused on the ways youngsters grow socially as well as intellectually. Her books include *You Can't Say You Can't Play* (1993), *The Kindness of*

Children (1999), and *A Child's Work: The Importance of Fantasy Play* (2004).

She also took on difficult topics, including the role of race in the classroom, which she explored in *Kwanzaa and Me* (1995) and *White Teacher* (1979), among other titles, for which she received critical acclaim.

Psychologist David Elkind, who came to the Laboratory Schools in 1992 as part of a two-day conference on parenting, wrote in *The New York Times* about Paley's work: "Vivian Paley is an artist whose medium is children in the classroom. The end product of her year's work is a group of children who can live comfortably with themselves and with one another."

Vivian Gussin Paley was born January 25, 1929, in Chicago. She received her PhB from the University of Chicago in 1947 and a BA in psychology from Newcomb College in 1950. She began her teaching career in New Orleans in the 1950s, and later in Great Neck, New York. It was during her time teaching in New Orleans that she began to reflect on some of the ways in which childhood learning at the time was being choked by an overemphasis on strict learning boundaries (e.g., that children could only be allowed to learn how to write in capital letters, not lower-case) and perfunctory memorization. While teaching in Great Neck, she began to reflect on how play can be the "most usable

context" for interaction and intellectual growth among kindergartners. This view, however, flew in the face of what many early childhood education teachers thought at the time: that with the rise of television's easily accessible portrayals of violence, children were becoming too intense and restless, and if anything, needed more vigilant limits on playtime.

She received her master's degree in education from Hofstra University in 1965 and in 1971 joined the Laboratory Schools, where she remained teaching until her retirement in 1995. It was during the 1970s that she began writing books on early childhood learning. Paley received many awards including the Erikson Institute Award for Service to Children in 1987 and the John Dewey Society's Outstanding Achievement Award in 2000. In 1997, Paley's book, *The Girl With the Brown Crayon* was awarded the Harvard University Press Virginia and Warren Stone Prize for the outstanding book about education and society. In 2004, Paley was named Outstanding Educator by the National Council of Teachers of English.

She is survived by her husband, Irving, and her son, David, AB'73, three grandchildren, and three great grandchildren. She was predeceased by her son, Robert.

Director and associate professor Rachel Shelden, '99



"History is always relevant, but certainly it feels more pressing today," says Rachel Shelden, '99. "Since 2016, more students want to understand how people in the past dealt with oppression. They desire to see how people, who were in many cases in worse circumstances, could rise up and see possibilities for change."

Shelden, having served as associate professor of history at the University of Oklahoma, is now the new director of the George and Ann Richards Civil War Era Center and an associate professor of history in the Penn State College of the Liberal Arts. Her role will be to facilitate academic conversation about the Civil War, the years leading up to it, and its impact all the way up to the Civil Rights Movement.

"The Civil War period, to me, is critically important for understanding ourselves as a people today," says Shelden. "Issues in the news today such as race, citizenship, the problem of nativism, and how the backlash against immigrants has shaped our country: what we see in our modern life, you can see much of that in the past."

Her interest in history has always been the personalities, and the ways people interact, talk, and negotiate their circumstances. In her first book, *Washington Brotherhood: Politics, Social Life, and the Coming of the Civil War*, she focused on the social lives of DC politicians in the 1840s and 1850s.

"I was interested in how folks from around the country, and with very different partisan and sectional allegiances, worked together in the city during such a turbulent political moment," she explains.

Her next book project, *The Politics of Judging: The U.S. Supreme Court in the Long Civil War Era*, investigates the political culture of the Supreme Court from the 1830s to the 1890s, focusing on how the justices of this period interacted with and saw themselves as part of the broader political world.

In 2017 she received a University of Oklahoma Regents Award for Superior Teaching. The teachings on African American history of emeritus Lab teacher **Charles Branham** still play an important role in the way she thinks about historical problems.

"His class on African American history demonstrated how black history is American history," she says. "It's important to see the perspective of African Americans in every element of American life from its culture and politics to the history of the US economy."

"Issues in the news today such as race, citizenship, the problem of nativism, and how the backlash against immigrants has shaped our country: what we see in our modern life, you can see much of that in the past."

Pain doctor John Prunskis, '73



John Prunskis, MD, had no idea his entire professional life would be devoted to pain.

As a resident at the University of Chicago Medicine, he chose to complete a pain management fellowship to expand his skillset. But when he started his private practice, more and more consults came his way for people who had back, neck, and spinal pain. He realized there was a need in the medical profession that he could fill, so after a few more years he and his wife started their first clinic completely devoted to pain.

"Back in 1992, people didn't even know what we did. Sometimes even now they still don't know what we do," says Prunskis, '73, who is the co-founder and co-medical director of the Illinois Pain Institute. "But now we have a national reputation."

Prunskis focuses on diagnosing the root of the pain, and fixing the source of the problem rather than masking symptoms. This is one reason he is one of only 29 experts in the country selected to be on the US Department of Health and Human Services task force to address the opioid crisis. His job was to help identify gaps and inconsistencies in current pain practices in medicine, and to provide recommendations for how to scale what he does in Chicago on a national level.

"The report itself clearly states that patients who truly need opioid pain medications

should receive them, without stigma. And there should be no overzealous investigations of physicians who are, in good faith, prescribing opioid pain medication to those who need them," he cautions. "We don't want our patients in pain. If we can, we diagnose the source. With all the significant developments in technology in recent years, maybe before we couldn't help them but now we can."

One recent advance is in neuromodulation devices, which stimulate nerves imperceptibly. They have helped Prunskis and his team help patients who previously had few options.

Prunskis is one of only 29 experts in the country selected to be on the US Department of Health and Human Services task force to address the opioid crisis.

Prunskis, who was voted a "Top Pain Doctor" in Chicago by his peers nine times, is also finishing 12 years representing 900,000 Lithuanian Americans in the Lithuanian Parliament. During that time, he ushered in an overhaul of the soviet-era labor code, helped ensure that Lithuania contributes two percent of its GDP to national defense, and changed the law to prohibit any advertising of alcohol. Five years ago, the President of Lithuania even knighted him for his professional and philanthropic contributions.

"Being a knight has its advantages," he quips.

Immigration and criminal justice attorney

Chesa Boudin, '99



Chesa Boudin's Lab experience was typical in many ways, filled with sports and extracurricular activities. But he also traveled to New York many weekends to visit his parents, who were in prison. Seeing how they were convicted of a crime not in keeping with what they actually did sparked a lifelong interest in the law.

"Ours is a draconian system that utterly fails to meet the needs of victims. The government spent tens of millions of dollars to punish my parents, but did little to heal the damage done to the victims," says Boudin, '99, an attorney who has focused on immigration issues and criminal justice reform. "It's good at punishing people but bad at uplifting victims."

His papers about the death penalty in Middle School eventually led him to law school at Yale, where he focused on both human rights issues and immigration. When he graduated and began clerking for a federal judge on the Ninth Circuit Court of Appeals, he and the other clerks were allowed to choose which cases they wanted to work on the most. He found himself gravitating toward the criminal cases, those that dealt with criminal procedure, constitutional rights, and sentencing.

Now as a public defender in California, he's aware of the high stakes. The community he serves is impacted by mental illness and addiction, discrimination and trauma.

He recognized there's only so much he could do from the ground up, so in January he started campaigning to be the next district attorney of San Francisco. If successful, he hopes to make his city safer by enhancing the fairness of the criminal justice system by ending money bail, decreasing racial disparities, focusing resources on serious violent crimes rather than petty offenses, and by restoring trust between law enforcement and impacted communities.

"We need to expand and focus resources on restorative justice practices, which would do a better job of giving victims

"Ours is a draconian system that utterly fails to meet the needs of victims. The government spent tens of millions of dollars to punish my parents, but did little to heal the damage done to the victims."

a voice and healing the harm that's been done, rather than simply punishing the perpetrators," he says.

Regardless of how his bid pans out, he hopes to be remembered as someone who experienced a trauma and turned it into an opportunity for not just personal healing, but also for improving a broken system.

"This is a defining civil rights issue for our generation," he says. "I'm grateful to be finding ways to turn my own experience into an opportunity to radically rethink and improve our country's approach to crime and punishment."

Jazz musician and psychic medium

Carolyn Wilkins, '69



Music and mediumship may not seem to have much in common, but Carolyn Wilkins operates at their crossroads.

"Both are about surrender," says Wilkins, '69, a professor at Berklee College of Music and a psychic medium. "You have to release your conscious mind to play music well, and I use the same faculty to help people as an intuitive counselor."

As a little girl, she'd get visions and see things. But growing up in the 50s and 60s, she didn't have a framework for what to call it, so she kept it to herself. She spent most of her life pursuing music and the creative arts, particularly with the help of Lab jazz band director Mr. Hey.

"He went out of his way to expose us to the contemporary music conditions that were in the area," she says, which included

inviting local innovative musicians to visit their class and work with the students. "It was very inspiring and allowed us to feel connected and up-to-date with trends and what was going on in the music business."

It's only later in life that she has felt confident and comfortable enough to tap into a gift she long set aside. Now, she's combining improvisation with the kind of open mindedness that's required to work as a psychic. In her new Boston event series, Music, Magic and Mediumship, she tunes into people's souls and then creates a tune to help them through their life situation.

"We're all connected on different levels, and this includes our spiritual support team that we have around us at all times. I connect with people's ancestors and spirit guides, and then each participant receives a reading that includes music that's designed to be healing," she explains.

Hopefully, the combination of spoken information and music will nudge people closer to the direction they need to go to be in better alignment with their life purpose. And it is in this alignment that we can experience true freedom.

"Jazz is also a form of freedom, after all. You express yourself improvisationally while being in a structure, and within that structure you can be free," she says. "It elevates the whole atmosphere."

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Inaugural Lab Athletics Hall of Fame Reception and Induction Ceremony

Saturday, October 19, 2019
Lab's Historic Campus
6 p.m. reception,
7 p.m. program

Join us as we induct Lab's inaugural class into the Athletics Hall of Fame, newly established to honor outstanding contributions and Lab's rich athletics history.

Alumni and friends are encouraged to return to campus, show your Lab pride and celebrate a new annual tradition.

Watch your email for your invitation.

SAVE THE DATES

Young Alumni Social
Saturday, November 30

Connections 2020
Saturday, February 29, 2020



MAROON PRIDE

