

# LabLife

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

Spring 2019



# LabLife

FEATURES	DEPARTMENTS
<b>22</b> Bringing Connection to Lab	<b>03</b> In the Halls
<b>24</b> Social-Emotional Skills as a Key to Overall Well-Being	<b>04</b> The Bookshelf
<b>28</b> Fifty Labbies Attend the UChicago-hosted Clinton Goba Initiative	<b>11</b> Sports Highlights
<b>32</b> On the Road with Mr. Dewey	<b>17</b> Behind the Scenes
	<b>20</b> Dewey Dance
	<b>36</b> Alumni Notes
	<b>46</b> Alumni in Action

FROM DIRECTOR  
CHARLIE ABELMANN

## Curiosity, inquiry, and ideas

In appreciation for the Lab community



Lab is an amazing school because of the passion for learning that fills our classrooms, our hallways, and even our playgrounds.

Dear Friends,

Because the Laboratory Schools are part of the world-renowned University of Chicago, the importance of intellectual life—of thought and exploration—infuses everything we do across all aspects of our curriculum. We deeply value our growing connection to the University which supports Lab teachers and learners. Our University partners enhance our student experience and help build an invigorating environment, one that nurtures expansive thinking and complex problem-solving.

**People who choose to be part of Lab care deeply about curiosity, inquiry, and ideas, and as we come to the end of the school year, I write to express my gratitude to all who make the Lab experience so special:**

> **Lab teachers and assistant teachers** never underestimate the knowledge a child—no matter how young—brings to the classroom. They work tirelessly to build a connection with each child to inspire that child’s scholarship, curiosity, creativity, and confidence. It is exciting to see students so deeply engaged in so many creative projects.

> **Our students** are just amazing! They are open, challenging, enthusiastic, thoughtful, and they are ready and willing to be part of the full school community—questioning it at times, championing at others, and always invested in life at Lab—and in one another.

> **Our families**, many of whom make real sacrifice to take part in the Lab experience, bring their expertise and enthusiasm to classrooms and activities.

They give their children the love and support needed to find one’s agency in the world. Lab’s community of learners would be incomplete without their participation and support.

> **Lab alumni** carry into the world a passion for Lab and hold onto Lab friendships for a lifetime. They’re an inspiration to their peers and to our current generation of young scholars, and we welcome them in our classrooms.

> **Our staff** including our facilities and security teams and food service employees. These individuals are crucial to life at Lab whether welcoming new families, greeting children and parents, coaching our athletics teams, supporting our teachers and departments, or creating a meaningful after school experience.

Lab is an amazing school because of the passion for learning that fills our classrooms, our hallways, and even our playgrounds. It is my privilege to join so many people who are committed to providing our students with a most outstanding experience.

Congratulations to all of our graduates and I hope that over the summer we all find ways to enjoy the outdoors, discover new ideas, and share time with friends and family.

With deepest appreciation,  
*Charlie H. Abelman*  
Charlie

LabLife, published twice a year, is written for the University of Chicago Laboratory Schools’ community of alumni, parents, faculty, and staff. <b>Director</b> Charles Abelman	<b>Editor</b> Catherine Braendel, ’81 <b>Contributors</b> Megan E. Doherty, AM’05, PhD ’10 Heather Preston Paul Schellinger Lindsey Simon Ingrid Gonçalves	<b>Design</b> Janice Clark <b>Photography</b> Anna Johnson Chris Kirzeder Kathryn Smidstra	<b>Lab Notes Correspondents</b> Dozens of diligent alumni agents <b>Publisher</b> 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. Volume 12, Number 2 © 2019 by the University of Chicago Laboratory Schools	Reproduction in whole or part, without permission of the publisher, is prohibited.
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# I want my mommy!

A story of owl babies helps teach emotional vocabulary

By AJ Jennings, Lab nursery teacher



CHILDREN IN AJ JENNINGS’ CLASS MADE THEIR OWN “OWL BABIES”

On the first day of school, we read *Owl Babies* by Martin Waddell, a story about three baby owls who wake up one night to find their mother gone. Two of the three imagine reasons she might be missing, while the youngest just repeats, “I want my mommy!” In the end, the owl mother returns home and assures her babies that she always comes back.

It’s a simple story of separation and reunification. Instead of being able to imagine the possibilities of what mom could be doing, as the two older owls do, the youngest owl is only able to articulate the emotion of wanting mom nearby. We tend to see this with children at school, too.

What might be common knowledge to adults is not so apparent to a three-year-old. For example, adults can reasonably understand a statement like, “I’ll see you after work.” Conversely, if

## Three-year-olds are in the process of constructing their understanding of the cycle, patterns, and rhythms of the school day.

you tell your child there are three more minutes before the movie starts, they might ask you five times in the course of those three minutes when the movie will begin. They are constructing their understanding of the abstract concept of time.

So, imagine how the emotional experience of a three-year-old differs when they are unable to use the same strategies that adults use

to self-soothe. They are in the process of constructing their understanding of the cycle, patterns, and rhythms of the school day. They are learning that each day they will be reunified with their family at home. So we might find a child teary-eyed as they get ready to transition between activities. In those moments, we support children by saying things like, “You look a little sad. I’m wondering what’s making you feel sad.” Sometimes even that is too broad and the child might not be able to respond. If so, we might ask, “Are you missing your family?” This is often met with an emphatic nod and sometimes more tears. Then we start to find ways to help the child feel connected to home and comforted. This might include drawing a picture for a family member, writing a note with a teacher, or looking at our “All About Me” book, which contains family photos.

We read *Owl Babies* early on so it can be used as a tool to support kids when they are longing for home. We also want to provide a model of the language a child can use if they are missing family. Young children are in the process of developing their emotional language. It is not uncommon for a young child to experience an emotion and not be quite sure what it is, and we think a huge part of our role is to help children apply language to their emotional landscape.

One day in the second week, I was reading the book during playtime on the couch with a group of children. As we read, the kids I was sitting with were reciting, “I want my Mommy” at the appropriate time. Soon, it was as if we had surround sound. Kids playing with playdough and at the water table were saying it along with us. It was at this point we knew that the book was really striking a chord!



Recommended reading

Art teacher Philip Matsikas recommends *Children Draw: A Guide to Why, When, and How Children Make Art*

If you don't know why your child's scribbles are not just scribbles, why children nearly always draw doors with door knobs, even on high rises, or why your child has completely changed their explanation about what yesterday's drawing means, and why, if they choose to change it again tomorrow, that is a good thing, I highly recommend this book.

*Children Draw* is a wise and readable children's art-making guide written for parents and caregivers who want to understand and support this essential activity in their child's home life. Abundantly and beautifully illustrated at each phase of a child's artistic development, author Marilyn JS Goodman provides an experienced and

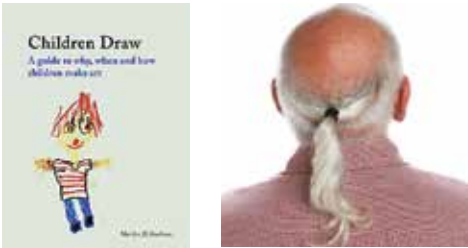
highly knowledgeable voice into the whys, whens, and hows of young children's artistic development.

Goodman, former director of education for the Solomon R. Guggenheim Museum, speaks from her own extensive art education experiences while citing from a wide range of important academic



sources. Her writing deftly weaves together important contributors to the field of art and art education in a remarkably clear and readable narrative. Beginning with Viktor Lowenfeld's widely respected, *Creative and Mental Growth* to Howard Gardner's, *Art, Mind and Brain*...from Piaget to Betty Edwards to Louise Boyd Cadwell's *Bringing Reggio Emilia Home*...Goodman's readers are treated to a coherent vision of how to support their child and how best avoid doing damage.

*In the interest of full disclosure, Marilyn Goodman is a long-time colleague and friend of mine, and it is indeed my endorsement printed at the top of the back cover of this book.*



PHILIP MATSIKAS (IN HIS SIGNATURE PORTRAIT POSE)

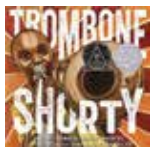
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FROM THE SYLLABI

The librarians at Earl Shapiro Hall offer this thought: "Children and families need books that can serve as both 'windows and mirrors'—that is, stories that offer children a reflection of their own culture and experiences and help build their identities, as well as stories that offer a view into others' experiences."

Lab librarians work with teachers to understand their curricula and provided titles that support that work, including the diversity, equity, and inclusion curricula that teachers think about so deeply.

In February, a group of parents held a special series of readings honoring Black History Month. Here are those and other popular titles:



Trombone Shorty  
Troy Andrews (read by parent Kathleen Gerdes)



The Youngest Marcher: The Story of Audrey Faye Hendricks  
Cynthia Levinson



Radiant Child: The Story of Young Artist Jean-Michel Basquiat  
Javaka Steptoe



Benny Goodman and Teddy Wilson: Taking the Stage as the First Black and White Jazz Band in History  
Lesa Cline-Ransome



Between the Lines: How Ernie Barnes Went from the Football Field to the Art Gallery  
Sandra Neil Wallace



Little Leaders: Bold Women in Black History  
Vashti Harrison

In the Halls

Greek language now offered at Lab



While Latin has been a mainstay in the World Languages Department for many years, Greek language instruction has not been a regular course offering until two years ago. Since then, interest has surged. "The number of students wanting to add Greek to their studies has been growing," reports Frances Spaltro, PhD'11, who has been a Lab language instructor for 16 years. "The High School Curriculum Committee approved the addition owing to strong student interest and because there are so few programs in the area that offer both Latin and Greek."

The inclusion of Greek reflects a growing interest in enhancing the study of classical languages and cultures at Lab. With Latin already well established in the High School, Ms. Spaltro's hope is that one day Latin

instruction will begin in Middle School, which will strengthen both Latin and Greek in the High School.

Ms. Spaltro, who has her PhD in classics from the UChicago, emphasizes how the two languages build upon each other. "Greek is very challenging to learn, in part because it's a different alphabet, but it's also a highly inflected language with a complex verb system. Students who have taken Latin have an easier time with Greek." She continues, "We want to give High School students opportunity to gain a strong grounding in the classics."

Elephant toothpaste and lemon volcanoes

U-Highers bring STEM fun to younger kids



Galaxy making, elephant toothpaste, lemon volcanoes, and yeast balloons were among the Science Saturday workshops attended by Lower Schoolers in December.

Organizing experiential opportunities to make STEM (science, technology, engineering, and math) subjects more approachable to younger students is an important goal of the U-High chapter of the national organization of Women in STEM (WiSTEM). WiSTEM, which has chapters in 18 schools seeks to empower and inspire young women to pursue their passions in typically male-dominated science fields.

"Science Saturday fosters the excitement of discovery for lower schoolers," says Lab junior and WiSTEM founder Ananya Asthana. "It also makes them comfortable with taking risks. If their experiment doesn't work the first time, they can just keep trying, which develops

confidence and encourages problem solving without the fear of failure."

According to Asthana, the Lab chapter of WiSTEM works on outreach, mentorship, and networking/guest speakers—each of which serves as a different part of a "chain-linked" movement. Members run demos and workshops for younger students, partner high school peers with university student mentors, and host successful female experts at Lab.

Says Asthana, "Having students come to Science Saturday events is really meaningful for us and we've received great feedback on the program. It's really fantastic to see kids excited about learning and applying science, and being able to play a part in developing these critical skills at a young age."



# High School teachers draw inspiration from Bard College



Colin Rennert-May

Bard College's Institute for Writing and Teaching (IWT) helps faculty from all disciplines enhance their students' learning by foregrounding the role of writing in a curriculum. The Institute's overarching aim is to foster an approach to writing in the classroom that makes it a catalyst for learning in all subjects.

In January 2018 faculty from the High School's English Department attended a program sponsored by Bard at the Francis Parker School titled "IWT on the Road." This one-day workshop offered local educators the chance to draw into their own classroom instruction the valuable tools Bard has been developing since 1982. Based on their experience, five Lab teachers enrolled in the week-long workshop on Bard's campus in Annandale-on-Hudson, New York, last July. English teachers Ian Taylor and Colin Rennert-May were among those attending.

"Many of us in the English Department have been enchanted with the work Bard does with the institute," Mr. Taylor noted. "It requires students to pay attention to what they're reading and to think about it and elaborate on it in their thoughts, in the moment, in their journals." Mr. Taylor highlighted how Bard's philosophy dovetails with Lab's pedagogical goals: "It aligns well with our overall practice of close reading where we encourage students to look at particular language, particular images and description, to unlock the characters and the story as a whole." The Bard workshop demonstrates how getting students to write their thoughts in class to be shared with other students enhances comprehension and fosters discovery.

Bard's approach is based on students' active participation at many levels. "Students can't hide; you have to participate," Mr. Taylor emphasized. "Some

**"It's a writing model, but it's even more of a thinking and behaving model," said Mr. Rennert-May**

students may have good ideas but for whatever reason they don't engage, and this helps them do so. It's a process of committing yourself to working out your thoughts and continually sharing them."

Mr. Rennert-May amplified: "It's a writing model, but it's even more of a thinking and behaving model. Of course, they want to teach students to write better, but it's really about getting students to take the time to think more deeply, and a belief that that can happen when students are writing for themselves and making choices about what writing to share."



Bard's approach encourages students to attend closely to the target text while developing their own relationship to it. "With Bard, things might start with a text, but in their exercises they think *with* the text as much as they think *about* the text," Mr. Rennert-May continued. "It encourages students to develop their writing as part of their close reading, all to improve the quality of their engagement and their thinking."

A big part of the program is to build students' confidence and encourage them to take risks. Mr. Rennert-May states that "through this process you're going to do a lot of writing and you're going to pick the best pieces, and you're going to think about how they might fit together, and you're going to share it with somebody and they're going to tell you what they think. You might produce some bad writing along the way. That was important for us to hear as teachers, that if you're going to produce

good writing you have to take intellectual risks and that might mean failing. It's good for students to hear that, too."

Professional development is crucial at Lab. Bard's training has given English teachers tools and approaches they use in class and hope will extend across the curriculum. "It's become a big part of what the English Department is doing," Mr. Taylor observed. "We brought back a ton of what we've learned and implemented it in the classroom on a daily basis. My students keep the same kind of journals that I kept at Bard, we're doing many of the same activities, we write, and we share." Mr. Rennert-May agrees: "We're always trying to find tools that we think will complement what we're doing, but the fundamental goal is to produce graduates who are deeper thinkers."



Since its inception more than three decades ago, the National Association of Independent Schools People of Color Conference (PoCC) has grown to include thousands of attendees, and this year marked the 25th anniversary of the related Student Diversity Leadership Conference (SDLC). In November nearly 30 Lab faculty, staff, and students—twice as many as ever before—attended the conference. The theme, Equitable Schools and Inclusive Communities: Harmony, Discord, and the Notes in Between, anchored the 2018 plenary and other sessions.

Says Director of Diversity, Equity, and Inclusion **Priyanka Rupani**, "We wanted to honor as many applications as possible and increase our presence at the conference." Ms. Rupani, who happens to also be a Lab alumna, served as a faculty member helping to lead the entire student portion of the conference.

PoCC is designed to equip attendees "with knowledge, skills, and experiences to improve and enhance the interracial, interethnic, and intercultural climate in their schools, as well as the attending academic, social-emotional, and workplace performance outcomes for students and adults alike." For the high schoolers, SDLC focuses on self-reflecting, developing cross-cultural communication skills, designing effective strategies for social justice practice through dialogue and arts, and learning the foundation of allyship and networking principles. Six

U-Highers attended—**Aman Arain, Mayher Kaur, Ioannis Nikas, Lea Runesha, Destiney Williamson**, and **Iris Xie**—chaperoned by High School Dean of Students **Ana Campos** and Assistant Director of Schools **Carla Ellis**.

Following a very Deweyan model of presenting one's learning as a way of ordering, solidifying, and making meaning of knowledge, the High School students had a "teach back" session with the Lab faculty and staff who attended the conference about what they learned and the initiatives they would like to bring back to Lab as a result of their time in Nashville.

"During Saturday morning's student-facilitated conversation, many of us made commitments to bringing this work back to Lab. PoCC/SDLC has given us tools and resources to enact changes that make Lab an even more inclusive and equitable place," says Ms. Rupani.

# Lab learns at NAIS People of Color Conference



# Thought for food

Lab hosts a series of culinary artists-in-residence



MICHAEL TWITTY



NATALIE MOORE AND MAYA-CAMILLE BROUSSARD

"Food is how we pass on our culture."

"Food is how we resisted enslavement and oppression."

"Food is how we showed our agency."

These concepts underpin the work of culinary historian Michael Twitty, who visited Lab to talk to students about history and humanity. Mr. Twitty visited classrooms, gave a keynote to a large audience in Gordon Parks Assembly Hall, and shared his mission to document African American food history.

At the most basic level, food is the foundation of human experience. If art is



the expression or application of human creative skill and imagination, then cooking—more formally the culinary arts—might be the most widely practiced art known to man.

Today, the culinary arts are not just about the Cordon Bleu. The culinary arts are a lens through which we can explore virtually every aspect of our existence from artistic expression and cultural history to sourcing, economics, and environmental issues.

This year at Lab, Thought for Food is the umbrella under which the 2018–19 Kistenbroker Family Artist in Residence Program will bring culinary artists and experts to Lab. Thought for Food will feature the beauty and the social/emotional power of the culinary arts. The goal is to connect to our mission, our community, the social sciences, and other art forms

**The culinary arts are a lens through which we can explore virtually every aspect of our existence, from artistic expression and cultural history to sourcing, economics, and environmental issues.**

through the culinary arts, grounded by themes of place, culture, and justice. Experts who know food and its relation to people, history, and culture are excited to partner with Lab:

> Natalie Moore, author of Lab's 2018 summer read, *The South Side*, and Maya-Camille

Broussard, creator of Justice of the Pies and author of *Feed the Revolution*, spoke together (and then served pie) under the theme of food justice.

> Former White House Senior Policy Advisor for Nutrition Policy and chef Sam Kass, '98, AB'04, returned to his alma mater to speak with students.

> Mr. Twitty, author of *The Cooking Gene*, talked about his ancestry, slavery, and how transatlantic and domestic slave trade spread African culture and foods such as rice, coffee, sweet potatoes, black-eyed peas, and okra.

> Sean Sherman, the James Beard award-winning "Sioux Chef" brought to Lab his work of revitalizing Native American Cuisine, and in the process reclaiming an important culinary culture long buried and often inaccessible.

# Labbies in service of their community



Using the City of Chicago as its classroom, the Laboratory Schools' Service Learning Program guides students to explore complex social issues through community service, challenging them to develop into community-minded, compassionate, and civically engaged people.

"Service learning is an opportunity to give back, learn from, learn about, as well as position ourselves in a larger communal context," says Middle School service learning coordinator Thomas Toney.

Lab offers service learning experiences across a number of areas, from leading book, toy, and clothing donation drives for Cradles to Crayons to spending time with seniors at the Chicago Housing Authority's Lincoln Perry Apartments—one of several new partnerships added this year that has quickly become one of the program's most popular opportunities.

In addition to deepening their understanding of community and social change,

Lab students also enjoy the satisfaction of knowing their service makes a real impact on the lives of others. Students bring much-needed energy to fuel organizations' important but often demanding work, such as planting 700 trees for the Chicago Park District, which relies heavily on volunteers to maintain public spaces.

"We've gotten a lot of emails from partners expressing their gratitude. The ability for a small, local organization to have that much more human capacity onsite at one time multiplies the amount of work they're able to do for that day," Mr. Toney says. "It's a hugely significant impact."

The Service Learning Program aims for each student to participate in at least one service learning experience per quarter, preferably more. In the Middle School, students go out with their advisory groups every Wednesday to work with different organizations across the South Side.

"We partnered with 17 community organizations to provide over 45 community service opportunities for about 450 middle school students (97%)," says Mr. Toney. "This Winter and Spring we are excited to begin expanding on service learning efforts in our Lower School and ESH programs."

Teachers, students, and parents regularly approach Mr. Toney with ideas for community service projects. "I think that's a unique dynamic to have throughout the community," he says. "Even when work is stressful, it serves as a motivating factor in that there's an entire community of folks who really want to do this work."

On January 19 Lab held its annual MLK Day of Service organized in partnership with the University Community Service Center and UChicago Charter School to celebrate and honor the legacy of Dr. Martin Luther King, Jr.

Family members and students from Nursery to

High School volunteered at more than 15 community partner organizations on MLK Service Day, and helped run an on-campus service project with Rise Against Hunger and the Kraft Heinz Foundation to package more than 35,000 nutritious, shippable meals for communities experiencing hunger around the world.

**Students bring much-needed energy to fuel organizations' important but often demanding work, such as planting 700 trees for the Chicago Park District, which relies heavily on volunteers to maintain public spaces.**



# FALL 2018 HIGHLIGHTS



U-High has historic fall season



## GOLF

We added a full varsity girls golf team this year. Winning All-Conference ISL honors on the boys side were freshman [Aaron Kim](#) and senior [Shiva Menta](#). Aaron and Shiva advanced to the Sectional round in the IHSA State Series. Sophomore [Emily Chang](#) was named ISL Conference Player of the Year in addition to winning the Regional and Sectional Championships and placing 11th in the State of Illinois.

## GIRLS TENNIS

The girls tennis team won the IHSA Sectional Championship and placed 4th in the State of Illinois at the State Series, the highest finish in school history. ISL All-Conference honors went to [Jenny Lewis](#), [Jackie Brown](#), [Ananya Asthana](#), [Macy Beal](#), and [Lilly Coe](#). State qualifiers were [Jenny Lewis](#), [Emily Sun](#), [Izzie Kellermeier](#), [Jackie Brown](#), and [Ananya Asthana](#). All-State honors went to [Jenny Lewis](#), [Emily Sun](#), and [Izzie Kellermeier](#).

## CROSS-COUNTRY

The girls cross-country team qualified to State with a

All-Conference honors were [Miles Rochester](#), [Alex Bal](#), [Jaden Lynch](#), [Julian Mondragon](#) and goalie [Jamie Miller](#). Illinois High School Soccer Coaches honors went to [Miles Rochester](#) and [Alex Bal](#).

## GIRLS VOLLEYBALL

The girls volleyball team won the first ever IHSA 3A Regional Championship and advanced to the round of 32 at the IHSA Sectional Series. Winning ISL All-Conference honors were [Troy Johnson](#), [Sydney Rogers](#), and [Sara Gregg](#). The Maroons won sportsmanship honors within the ISL.

## SAILING

The sailing team completed our 5th varsity season at the Columbia Yacht Club, the team qualified to compete at the Midwest Interscholastic Sailing Association—Great Lakes Championship Regatta. Special thanks to seniors



[Emerson Wright](#) and [Matteo Torquati](#) for their work as team captains. The Maroons finished ranked 10th in MISA amongst 64 teams in the Midwest

## GIRLS SWIMMING

At the IHSA Sectional meet junior [Ava McKula](#) set a Sectional meet record in the 100 butterfly and qualified to the IHSA State Championships. Ava is only the second Lab swimmer to qualify to State in 34 years

The Maroons added diving to the team this year for the first time in school history, setting our new school record was [Juliana Li](#).

Seven of the 12 school records were set this year at the IHSA Sectional Championship in November: [Lea Robollo Baum](#) in the 500 freestyle; 100 butterfly, [Ava McKula](#); 50 freestyle, [Ava](#); 200 freestyle relay, [Ava](#), [Zoe Morton](#), [Jessica Huang](#), [Kaley Qin](#); 100 breaststroke, [Donna Tong](#); 100 backstroke, [Ava](#). Coach [Kate Chronic](#) was named IHSA Sectional Coach of the Year.

# Middle School Squash crushes Nationals



Lab's co-ed Middle School squash team finished 10th overall in the Division 1 boys/co-ed tournament at the annual US Squash National Championship held at Yale University and the Hopkins School in New Haven, CT. The championship marks the first time Lab has ever sent a Middle School team to any national athletics competition.

Eighty-nine teams played in two tournaments over three days. Fifty-five teams comprised the boys/co-ed tournament where Lab competed and was seeded in the top division of

those teams based on the rating and rankings players accumulate in the course of competition throughout the season.

On the court, Maroons encouraged and cheered for each other. "It was exciting to represent Lab at this national competition—we were one of the only schools from the Midwest," says one of the competitors. "It was fun to play squash as a team." Off the court, players toured the Yale campus with Lab alum and first-year Yale student, [Giacomo Glotzer](#), '19.

Lab won two matches and lost two matches finishing an impressive 10th in their division. Team members, in order of ranking, were: [Hudson Lin](#), [Jacob Grissom](#), [Ava Lin](#), [Kate Grissom](#), [William Kraemer](#), and [Serena Thomas](#). Varsity High School coach [Seetreeon Torres](#) led the players in this event.



# Creating a feedback loop

Phys Ed pilots armband monitors



New armband heart monitors in the Middle School make it easy and fun for students to exercise at their target heart rates. At the beginning of this school year, PE instructor [Tom Piane](#)'s seventh and eighth graders began wearing the monitors to help them maximize their workouts while understanding how their bodies respond to physical exercise, helping them establish good life habits. Even when they may not be wearing a monitor they will have a sense of what it feels like—

literally—to work out at their target heart rate—How short of breath? How exerted?—and that can be valuable as they develop.

"Students get excited about seeing real-time data, monitoring where they are during their workout, and adjusting accordingly," Mr. Piane said. "Shooting for their target heart rate zone, burning fat, and toning muscle at the same time—all this is really beneficial for them."

Mr. Piane hopes the program will expand to other grades given the benefits to students. "The monitors serve many other functions, including as pedometers, which we hope to use in the future," Mr. Piane noted. "For now, it's really valuable and exciting for students to see how the monitors can help them get the most out of their PE classes."



# Making peace with history

Cross-cultural arts project with Japanese students explores self and society



This year, fourth- and seventh-grade Lab students used art as a vehicle to explore their similarities and differences with students in Hiroshima, Japan, and to delve into the complicated history between the two countries.

Middle School art teacher **Gina Alicea** and Lower School art teacher **Allison Beaulieu** worked over the summer with faculty at two schools attached to Hiroshima University (much as Lab is part of the University of Chicago) to develop collaborative lesson plans for their art classes.

Students in both schools created self-portraits in various media—Ms. Beaulieu’s fourth-grade class combined collage, charcoal, graphite, and watercolor pencils—and shared their pieces with peers across the Pacific through video letters and slideshows.

The exchanges highlighted some cultural contrasts between the students in Japan and the

United States. Ms. Alicea recalls the humility of students from her class’s partner school, Hiroshima University High School, while presenting their self-portraits on video.

“They would inevitably start with, ‘Well, I’m not so good at art,’ and just apologize from the start, but their artwork was gorgeous,” she says. “American students, at least the ones I’ve been teaching for the last 23 years, are proud of their artwork.”

The parallels were evident as well. Ms. Beaulieu says her class recognized the Lower School community norms of “being kind, thoughtful, and responsible” in the creed of their partner school, Mihara Elementary: “We shall grow by our own power. We shall serve people and be thankful. We shall be respectful toward our own rules.”

“Their school has been around since 1924. The idea that they’d had the same creed,

or community norms as we call them, was pretty powerful,” Ms. Beaulieu says.

The classes also connected over another important year: 1945. For many Lab students in both grades, it was their first time confronting the history and aftermath of the bombing of Hiroshima and Japanese internment camps, and discussing the many ethical and moral questions reverberating from the United States’ actions in World War II.

In addition to their self-portraits, seventh-grade students made political protest posters—a longstanding part of Ms. Alicea’s curriculum. Students in previous years have selected their own topics. This time, Prof. Yasuko Morinaga of Hiroshima University suggested using the project as an opportunity to teach students about the Hiroshima Peace Museum and the need for continued activism around peace.

“The students had really profound responses to that, which then led into them making their posters and applying artistic principles into creating a composition that was not only functional in terms of design but also rich with content because of the sentiment behind it,” Ms. Alicea says.

In May, Ms. Alicea and Prof. Kazuyo Nakamura of Hiroshima University—who have learned extensively from each other over the past four years through academic exchanges in Japan and the United States—planned to report on the partnership at a Lab-hosted academic conference commemorating the 100th anniversary of John Dewey’s two-year study and lecture tour in China.

**Students in both schools created self-portraits in various media—Ms. Beaulieu’s fourth-grade class combined collage, charcoal, graphite, and watercolor pencils—and shared their pieces with peers across the Pacific through video letters and slideshows.**

# Clay-based learning

Lab Middle School partners with UChicago Charter Schools and Hyde Park Art Center



As part of the ongoing partnership between Lab and the University of Chicago Charter Schools, Lab Middle Schoolers participated again this Winter/Spring in a joint after-school program at the Hyde Park Art Center. This extracurricular program gives students the opportunity to learn the basics of handbuilding with clay, wheel throwing, decorating, glazing, and firing techniques.

Sixteen students signed up for this year’s ten-week program. Students’ work will be displayed at this year’s LabArts in the Spring.

**Carla Ellis**, Lab’s assistant director of schools, notes that “this is an arrangement between Lab and UCCS that brings together students from the two organizations and gives them access to the Art Center’s fantastic ceramics studio. It is an

example of how philanthropic support furthers our mission.”

Now in its fourth year, this extraordinary partnership continues to present opportunities that benefit students and faculty in both schools—and the community that is home to both institutions. The partnership strives to foster a strong college-going and graduation culture, while also promoting a greater awareness and understanding of diverse experiences among peers through focused engagement and experiential learning opportunities.

With the help of committed and dedicated faculty and administrators from both school organizations, the Hyde Park Art Center program is just one of many that brings together students and creates innovative educational opportunities for both school communities.





The image shows three students in a classroom. Two students in the background are holding up yellow cards with text and green bags labeled "E-E-Nucleus". The student on the left is holding a card that says "MAKE FOOD!!". The student in the middle is holding a card that says "Send you food to the E-E-Nucleus". A student in the foreground is seated at a table, looking at a green card that says "E-E-Nucleus". There is a red basket on the table and some papers.

"It's hard for sixth graders to grasp the concept of the cell just by looking at it, so to bring that concept to life, I created this simulation where students become a plant cell together," Ms. Vode explained. Students play the role of various components, wearing signs and carrying laminated papers to send chemical messages, making food for the plant cell and breaking it down, and delivering energy to the nucleus, which in turn controls all the functions.

She plans to build on the exercise. “Students suggested we take it to the next level. Once we got the basic cell structure and function, we added processes like fermentation, functioning without oxygen, steps requiring a few more messages—and a little more paper.”

# Schoolwork showcased in student-led assemblies



"These assemblies generate a good feeling about school," Ms. Perez says. "The students are proud of their work and

"They are student leaders," says Ms. Perez. "John Dewey would be proud."

# Middle and High School students mingle with professional journalists at convention



In November, over 6,000 journalism students from across the United States gathered in downtown Chicago for the National High School Journalism Convention. Co-sponsored by the Journalism Education Association and the National Scholastic Press Association, it is the largest gathering of student journalists in the country.

One speaker, Chicago bureau chief for *The New York*

Another former Labbie was honored at the event. Natalie Glick, '18, wrote an editorial on behalf of the *Midway's* editorial

"If kids are just getting into this and trying to learn everything, this is a really good event to attend," said **Liam De Jong**, fellow eighth-grade yearbook editor. "It will do more than teach you good skills on what to do or not to do. It's also just really fun!"

**"Focus on the people we normally don't hear about," said presenter Monica Davey, '82. "There's always something interesting that's been overlooked."**



# First-grade architects meet the author who inspired their work



AUTHOR ANDREA BEATY SPEAKS TO STUDENTS

**Orlando Torres's** first-grade students embarked on an architecture challenge inspired by Andrea Beaty's best-selling picture book *Iggy Peck, Architect*—but fear not, the challenge had nothing to do with Iggy's Leaning Tower of Dirty Diapers on the first page.

In the book, Iggy Peck (who has exhibited interest in architecture since toddlerhood) must, with the help of his classmates, build a structure to connect the island on which they are stranded to the mainland. They succeed, thanks to their bridge made of strange materials, such as tree roots, strings, and Fruit Roll-Ups. This prompted a student-led discussion in Mr. Torres's class about which materials they might use in that situation; and that prompted Mr. Torres to pay a visit to Louis Coronel in the Earl Shapiro Hall makerspace.

"Mr. Coronel helped us create a blueprint, which included the island, the mainland, and a canal for water," Mr. Torres explains. "Then each student worked independently to create a mode of transportation."

The only parameters were the materials supplied: The students could build anything they liked using corks, plastic straws, wooden spears, tape, cardboard, 3-by-5 inch plastic rectangles, string, bottle caps, tape, and hot glue. Most students, according to Mr. Torres, had to test and redesign their creations several times before they succeeded.

"It was a great opportunity to promote 'growth mindset,'" says Mr. Torres. "I want my students to know that it's ok to make mistakes—and that our failures help us improve our ideas."



About halfway through this project, a great coincidence occurred: Andrea Beaty visited Lab. The first-graders were able to meet the author who inspired their work, and enjoy a reading from her latest book, *Rosie Revere and the Raucous Riveters*, about a girl who—with a can-do attitude similar to that of Mr. Torres's students—goes through several failed prototypes before creating an airplane.

In the end, each first-grader created a successful mode of transportation in the makerspace. Some

**The first-graders were able to meet the author who inspired their work, and enjoy a reading from her latest book, *Rosie Revere and the Raucous Riveters*.**

built bridges—others boats, submarines, or zip lines.

"Andrea Beaty is a fan of doing, engineering, and making," says Mr. Torres. "Her books are an incarnation of John Dewey's philosophies."

Not to mention, an inspiration to some determined first-graders.

## A LEGAL GROUNDING TO TEACH HISTORY

Her interdisciplinary background, law degree, and dual career guide how Christy Gerst teaches history



**L**ab history teacher Christy Gerst didn't care for high school. She thought it was so boring, in fact, that she managed to graduate a year early.

"Something had been missing," she says.

But many years later, as a lawyer, she was often sent to clients to teach classes on various issues in the law. She found herself in rooms filled with everyone from 18 year-olds just starting their internships, all the way up to the CEO.

"I had to appeal to that wide audience, think on my feet, connect, and build relationships," says Ms. Gerst, who joined Lab in 2014 after teaching at two CPS selective enrollment schools: Jones College Prep and Northside College Prep. "There's something really extraordinary about learning."

These experiences made her curious about teaching as a profession, and she began visiting local high schools,

including Lab, to observe history teachers in action. She felt so called teach that she went back to school to get her MA in education and social policy from Northwestern University. As part of her coursework, she returned to Lab yet again as a student-teacher.

"There's something special that makes Lab unique. There's the ability here to participate in a community and environment that is collegiate and curious and scholarly, and these are some of the things I thought were absent from my own high school experience," she said.

Ms. Gerst studied history and poli sci at WashU St. Louis before getting her law degree at University of Illinois. Her next years were spent clerking for a federal judge and working at two prestigious Chicago law firms in general litigation and in their labor and employment practices.

Currently, Ms. Gerst teaches Advanced Topic Modern European History

and Advanced Topic World History. Next year, she'll also help students understand politics beyond the United States in the new AT Comparative Politics and Global Relations course.

**Students examine the constitutional issues that involve minors in school, and what rights they have, such as speech, locker searches, drug testing, and the take-a-knee movement.**

"My dual background means I can teach in an interdisciplinary fashion," she said, such as the intersection of history and the law. "As a lawyer, I had to be skilled at being able to take multiple perspectives and to understand how arguments change on the basis of these perspectives and assumptions. Research skills, argumentation, and evidence are the keys of what we're trying to pass on to students."

Last year, she received a grant focused on cross-disciplinary innovation to pilot a multilingual mock council. Her students looked at economic nationalism versus globalism, just as steel and aluminum tariffs were

being debated in the news. She also partners with the University of Chicago Law School to offer a seminar on student constitutional rights. The group consists of students from Lab, the University of Chicago Charter School, and the Law School. Together, they examine the constitutional issues that involve minors in school, and what rights they have, such as speech, locker searches, drug testing, and the take-a-knee movement. Having such a diverse groups allows them to share their unique perspectives, examine their preconceptions and understand the Constitution from the vantage point of divergent experiences.



"History explains my life," she sometimes tells students. She's half Assyrian and half Scottish. Her parents met during the Vietnam War, but in Iran. "Studying history prepares our students for the complexity of global realities. We teach them not to take a text at face value, but rather to investigate everything critically. What could be more important in a digital age of information overload?"



## Social studies, kindergarten style

Family History Days



A classroom full of excited kindergartens licked the honey off their fingers. They got special treats that day: yakgwa, a kind of special Korean donut that literally means “honey snack.” Often made from deep-fried rice flour dough dipped in honey, they didn’t look like the kind of donuts Americans grow up with, but no one was complaining.

It was Family History Day in Michael Eldridge’s kindergarten class. On each of the student’s birthdays, their parents and families are invited to give a brief presentation to the class about the history of their family. What does their last name mean, and where does it come from? Where are they from? When and why did they immigrate or move to Chicago?

“This is the most meaningful way to introduce social studies to children,”

said Mr. Eldridge. “It gives us an opportunity to dig a little bit more into family history, culture, and even geography.”

Families come equipped with photographs and artifacts that matter to them, and possibly a map or two. They discuss traditions, ancestors, and meaningful rituals or activities.

While eating their yakgwa, students learned about a traditional Korean outfit called a hanbok, and got to see a special one that Claire wore on her first birthday.

“Everyone wanted to try on the outfits!” said Mr. Eldridge.

## Adopting Smart art



Fourth graders gathered around a print, asking questions. “Is that a lake?” “Is a funeral happening?”

But their teachers only gave them more questions in return. “Do you think it’s a lake?” “Why do you think that?” “What makes you think it’s a funeral?”

As part of a new, year-long collaboration with the Smart Museum of Art, each student in the fourth grade has adopted a piece of art to view and to contemplate. The teachers are not allowed to make declarative statements. They can only ask more questions.

“The objective is to get them to think critically about artwork and to see beauty in art outside of a story,” said teacher **Michelle Holmes**. “This is based on student inquiry.”

The Smart Museum pulled about 20 pieces from their collection that deal with issues of social justice and migration. “Farewell to New Orleans,” created by Romare Bearden in 1975, was the only painting that every single teacher put on their shortlist. At the end of the year, the Smart Museum will display an exhibition featuring the original piece and responses created by the students.

“I told the teachers, ‘whatever we as adults look at and see, I guarantee the kids don’t see that,’” said Ms. Holmes. “They don’t have biases like we do.”

## Never a Lovely So Real

Art expert/parent helps Lower Schoolers link personal to the visual, South Side, and city



**Romi Crawford** is a professor of visual and critical studies at the School of the Art Institute, received her MA and PhD in English literature, theory, and criticism from the University of Chicago, researches race and ethnicity as they relate to American visual culture, and is mom to fourth-grader Zach Eagle. Armed with all of those important credentials, she helped arrange for **Erin McCarthy**’s fourth grade class to see the work and meet the curator of the Art Institute exhibit, *Never A Lovely So Real, Photography and Film in Chicago, 1950–1980*.

The curator spoke to the students about how the photos tell stories and, collectively, create a map of Chicago through personal history. Then, Ms. McCarthy leveraged a teaching technique from the Harvard Graduate School of Education’s Project Zero—

founded by philosopher Nelson Goodman in 1967 to focus on learning in and through the arts. His approach remains vibrant today and promotes a “Connect, Extend, Challenge” thinking routine to help students make sense of and derive meaning from art.

“This routine includes first thinking about how the ideas and information presented are connected to what you already knew,” says Ms. McCarthy. “Next students think about new ideas that extend or push your thinking in new directions, and lastly ideas that are still challenging or confusing to get your mind around.” Students share and interact over their ideas and wonderings.

Says Ms. McCarthy, “We had connections to many of the works on display. Gordon Parks had photos on display. Photographers Sun Ra and Danny Lyon both had connections to the South Side, Hyde Park, and

the University of Chicago. Photos of Chicago’s Wall of Respect were taken by Zach’s granddad, Bob Crawford.”

The Project Zero technique gives a useful structure for students to make sense of a challenging exhibit of work by, as the Art Institute writes, “artists focused on Chicago’s history as a city of neighborhoods, many of them fiercely segregated and separated from one another.”

Says Ms. McCarthy, “We had connections to many of the works on display. Gordon Parks had photos on display. Photographers Sun Ra and Danny Lyon both had connections to the South Side, Hyde Park, and the University of Chicago. Photos of Chicago’s Wall of Respect were taken by Zach’s granddad, Bob Crawford.”





# DEWEY

## DANCE

### 90s EDITION

Two years ago, Lab decided to alternate our more formal Connections gala fundraiser with the Dewey Dance, an old-school, ultra casual gym dance in Lab's very own Kovler Gymnasium. It's a hit. This year, more than 500 members of the Lab community came together for an evening of fun food,

90s tunes, dancing lessons, karaoke, and fun—plus the event netted over \$200,000 for Lab's financial aid program.

Labbies like the laid-back vibe—more than 150 guests bought their tickets in the last week, even night-of. That was just fine.



Neil Bahroos, Monika Bahroos, Zainab Baig, Aamer Baig



Bel Canto quartet



Jaime Morales and Samantha Morales



Adam Orlov and Nicola Orlov, '97



Hari Chandana Bellam and Rajesh Kanuru, '95



Mike Lee, Cathy Lee, Lena Jessen, Michelle Hitsch, and Kirti Kulkarni



Amanda Brown and Demetrius Brown



A group of students walking away from the camera down a brightly lit school hallway. The students are wearing backpacks and casual clothing. The hallway has large windows on the left and a concrete pillar on the right.

# Social-emotional skills as a key to overall well-being

By Catherine Braendel and Betsy Noel



**M**ore than ever before, Lab is shining a light on how it works to develop healthy, well-rounded individuals—and that has meant confronting some sensitive issues regarding the social and emotional well-being of Lab students. It's no surprise that the students themselves are participating in, and in some cases guiding, conversation. Here are just some of the headlines from recent issues of the *U-High Midway* concerning health and wellness topics:

**We need to commit to a healthier environment**

Students must take seriously social and emotional learning curriculum

**Put down your screen—you'll sleep better and be happier**

**Survey results highlight need for change**  
With health data, administrators will take action

**We need to act now to improve well-being**  
Students must help administration find ways to support their health

The coverage was inspired, in part, by a school-wide initiative, led by the Learning & Counseling Department, to integrate a CASEL (Collaborative for Academic, Social, and Emotional Learning) framework into the Schools educational program. CASEL's Professional Learning Communities partner with schools to integrate practices and policies that promote long-term social-emotional health in schools.

Relatedly, Lab created and administered a comprehensive, anonymous health and wellness survey to more than 830 students in grades six through 11. The aim of the survey: to learn directly from students about their physical health and habits, social and emotional experiences, mental health, and sense of safety.

**Talking the talk. Walking the walk**

"Just doing a survey like this is significant. It helps us better understand where we do a good job at supporting students' social-emotional development and wellness and where we need additional

support. It requires us to come together as a community—administrators, teachers, students, and parents, to open up a dialogue around what can be very difficult topics to speak to and about," says Director of Student Services Nicole Neal.

Sharing the results with faculty, staff, parents, and students began with town hall meetings to explore the data and discuss its implications. In every area, insights from the survey will allow the Lab community to come together to better support our young people and develop an important partnership between home and school.

Says Ms. Neal, "For even many adults, social and emotional issues like stress, anxiety, and depression can be hard to address. Students may feel uncomfortable



talking about these sensitive topics, even when they need help, so we need to be sure we are all working together to understand their concerns and get them the support they need."

Already the survey is helping meet the objectives by serving as:

- > a catalyst for communication and discussion;
- > a reminder of the complex experience of pre-adolescence and adolescence;
- > a baseline against which to measure change;
- > the impetus for programs, activities, and even policies to help students thrive and foster a supportive and inclusive climate.

**Asking the right questions**

Being part of the University of Chicago allowed Lab to partner with experts and keep methodology at the forefront of the work. With leadership from Lab Coordinator, Wellness EOP/Deputy Title IX Coordinator Betsy Noel, the Schools developed the survey in partnership with the University of Chicago Survey Lab and based on the Centers for Disease Control and Prevention Youth Behavioral Risk Surveillance System. Lab wanted to have both national data points as benchmarks for critical topic areas as well as questions tailored to Lab's specific needs and concerns.

"This kind of work is at heart of what it means to be a laboratory school," says Director Charlie Abelmann. "We are

lucky to have such great resources at the University, and be able to invest the time and talent to do complicated work like this."

In developing and administering the survey, Lab took steps to protect our students' privacy and well-being. Students used an anonymous link to access the survey and their IP address and location data were removed from the results. Additionally, the team submitted the survey to the UChicago Institutional Review Board which provided clear direction about how to properly use the results, including instruction not to release the raw data.

Here are the key findings:

**Stress and Coping:**

Students shared that their top sources of stress were school work (94% of students), relationships with friends (33%), appearance or fitness (31%), and family (29%). Top ways of coping with stress included music, talking with friends, sleeping, and watching TV or movies.

**Support Systems:** Nearly all Lab students reported having a close friend at school or being part of a friend group. The majority also reported that they have an adult (usually a parent) they can rely on for help or support if they are down, stressed, worried, or upset. About one in 10, however, expressed difficulty connecting with a trusted adult in their life.

**Physical Health and Sleep:** The vast majority of students consider themselves in very good/excellent health and their diets well-balanced, and are physically active most days. On school nights, students on average sleep 30 minutes fewer than the recommended range. Homework affects bedtimes at least some of the time. On average, Lab students spend about three hours doing homework each school day and four and a half hours total on weekends.

**Harm from Others:** Consistent with national averages, about one-third reported having experienced bullying on school property during their lifetime, and approximately 40% of students reported that they were physically hurt by someone on purpose in the previous year.

About 5% of U-High students reported that they were forced to do "sexual things" that they did not want to do.\* Nationally, about 10% of high school students reported that they had been forced to do "sexual things."

**Sexual Activity:** Lab students reported engaging in sexual activity at far lower rates than national averages. In the High School, 16% of students reported sexual activity in their lifetime.



**Mental Health:** Consistent with national averages, approximately half of students reported persistent negative feelings about themselves every day for at least two weeks in the previous 12 months. A third said they'd experienced feelings of sadness/hopelessness to an extent that it interfered with their usual activities. Approximately 18% of High School and 9% of Middle School students reported ever in their life having seriously considered suicide.\*

**Substance Use:** Alcohol, marijuana, and vapor-product use is prevalent in the High School, though far less than national averages, e.g., 38% of U-High students, versus 60% nationally, reported ever having consumed more than a few sips of alcohol. Vapor-product usage is 23% at Lab versus 41% nationally. Among Middle School students, the single digit percentages are less than half the national averages.

**Getting beyond what to why**

The survey focused on a set of issues facing adolescents across the country. Importantly, just knowing what students are feeling and doing is not enough. Now the Lab community must do the work to understand why to provide the right kind of support. For example, students are not sleeping as much as recommended by

the American Academy of Pediatrics, but what factors affect their sleep patterns? Anxiety? Schoolwork? Extracurriculars? Screentime?

For particular topics, such as substance use and depression, Lab will engage experts from the University, and from CASEL, to find ways to reach out to students and get them the help that they need.

Says Mr. Abelmann, "Our goal is to help our students learn in ways that have a sustained, substantial, and positive influence on how they think, act, and feel. We as a community share responsibility for the narratives revealed in the survey results. Our students' social, emotional, and physical health must be a community priority and the way forward must be a community partnership."

\*Affirmative responses to these questions triggered the survey to display a message urging the student to please tell a parent, teacher, or counselor about that information.



# Bringing connection to Lab

Damon Cates returns to UChicago as Lab's alumni relations and development lead

## June Gordon Marks Patinkin, '49, AB'18, now UChicago's oldest graduate



With UChicago Dean John Boyer are June Marks Patinkin, seated, sons Matt, '74, Nick, '83, and Mark, '70, daughter-in-law Robin, and grandchildren Jason, Gabriel, Ari, Jonah, and Adam.

June Gordon Marks Patinkin, Class of 1948, became the oldest graduate in the history of the University of Chicago when she "walked" down the aisle (actually wheeled by her grandson, Adam) during graduation ceremonies in June, 2018.

June's five children are all Lab graduates: Hugh, '67, JD'75 (Hugh passed away in 2005), Mark, '70, Doug, '73, Matt, '74, and Nick, '83, AM'94. Additionally, June, and her husband, who passed away in 2016, have 16 grandchildren and, so far, six great-grandchildren.

Since August 2018, Damon Cates, MBA'05, has served as Lab's executive director, alumni relations & development (ARD). His appointment marked Damon's return to the University of Chicago. Most recently, he had worked as senior vice president for advancement at Loyola University Chicago where he served as the chief external affairs officer, managing alumni relations, development, marketing and communications, government and civic engagement, board relations, and marquee events. Prior to that he spent more than six years as UChicago's senior associate vice president and campaign director in the Office of Alumni Relations and Development. During that time, he helped lead the multi-billion-dollar campaign and helped support the advancement work of the University's president, deans, and officers. In addition, he managed more than 100 staff members and oversaw an annual \$14 million program and salary budget. Earlier in his career, he'd spent yet another six years at UChicago assisting the medical center as well as the Booth and Law Schools with ARD work. His goals for Lab are informed by so many of his experiences.

### How does your history with the University of Chicago inform how you think about Lab?

I love the University and having been a part of so many facets of it means I get it. I get our community's passion for ideas and inquiry. I get why Labbies feel connected for a lifetime. I get the emotion that people bring to their relationship with Lab.

When someone chooses to support Lab, my familiarity with the University—hopefully—allows me to be creative in how we might take an idea even further. I can help think about how the amazing resources and people at the University might make a project or program even more meaningful to the Lab student experience.

### What should we know as alumni and parents?

We need more people doing more stuff! We want people attending events, going to lectures, participating on committees - just to name a few. The Lab community is so talented, so common sense just tells you

that Lab will be even better off when more people get and stay involved.

When we welcome our new families we hope that they will find a way to get involved in some way with students—in the classrooms, on a field trip, helping with Lab Arts, Rites of May, an affinity potluck—anything that gives that adult a tangible sense of our learning community in action. That first-hand understanding makes Lab so much more real and valuable and builds people's sense of belonging to Lab. Those experiences are also valuable opportunities for parents to meet and get to know other Lab parents and families. The bonds between our families is an important part of the fabric of the Schools. In the long run, these are the folks some of whom will have the transformative capacity that any school needs. It might be advice and expertise or it might be philanthropy. The Lab community needs all of that and so much more.

### What do you hope to bring to Lab's alumni relations and development function?

Lab and its parents and alumni and faculty and staff have done so many great things in recent years my focus will be on consistency in the work of Alumni Relations and Development. A consistent volunteer program and consistent philanthropic support enables us to dependably plan for ongoing projects and sustain them. Each year we need to be counted on as a community to build on the previous year's progress

### What ideas are you passionate about right now?

The University of Chicago College has been groundbreaking when it comes to their commitment to student access and affordability. The UChicago Promise—among other financial aid programs—means that students will graduate from the College debt-free. Why shouldn't we dream big at Lab? What would it take for Lab to be one of the first pre-collegiate institutions that really embraces the need blind concept? It would take a lot of support from all corners of our community from our board to the University and from our alumni to our parents. But what a way to realize our mission. That is very much an idea I am passionate about.



# Fifty Labbies Attend the UChicago-hosted Clinton Global Initiative

A weekend spent tackling society's biggest challenges

By Heather Preston





**T**he University of Chicago hosted the 11th Annual Clinton Global Initiative Meeting (CGI) in October. The event, which is hosted by Bill Clinton and Chelsea Clinton, is an effort to bring emergent leaders together to address and find solutions to the world's most urgent economic, social, and environmental problems. Among attendees were high-powered speakers such as all three Clintons—Bill, Hillary and Chelsea,—the mayor of Milwaukee, medical professionals, prosecutors, recipients of grants and distinction from the CGI in previous years, a student leader from Parkland and March for Our Lives, student leaders from Chicago, 1,000 top-ranking undergraduate and graduate students from 145 countries and all 50 states, and 50 U-Highers.

"I selected 50 U-High students to participate and several attended numerous events," says U-High Principal Stephanie Weber. "The topics discussed included gun violence in America and in Chicago, youth incarceration, the education of girls in refugee camps, destigmatizing disabilities (blindness, in particular), establishing dialogue between Rohingya and other communities in Myanmar, and vaccinations, to name a few." Not surprisingly, the event cultivated inspiration and calls to action among the Labbies who attended. Certain speakers and topics—such as gun violence, the anti-vaccination movement, and mass incarceration—proved particularly galvanizing to the generation set to inherit the world's problems.

### Gun violence

"If you are breathing," said former President Clinton in the closing plenary session on October 20, "you can change tomorrow."

This spirit is very much alive in today at Lab, where on March 2, 2018, Lab Middle and High Schoolers held a walk-out to show support for the victims of the Parkland mass shooting. The protest lasted 17 minutes—one minute for each victim of the shooting.



Lab-student Abraham Zelchenko participated in the walkout. "He was probably not so different from me," said Abraham of the victim pictured on his picket sign. "He could be standing in a field in Florida holding up a sign with my face on it."

Gun violence weighs heavy in the minds of youth today. The familiar pattern—mass shooting, then "thoughts and prayers" from legislators, then calls for action from the citizens, then nothing changes, then another mass shooting—has inspired the student leaders from Stoneman Douglas High School and high schools across the country to confront and take action on this issue by demanding tougher gun laws.

**"If you are breathing," said former President Clinton in the closing plenary session on October 20, "you can change tomorrow."**

The speakers at the CGI—among whom was a survivor from Stoneman Douglas—sought to inspire students to take the reins in the fight against gun violence and demand a better future for themselves. And Labbies were listening.

"The University extending that invitation to us, as well as Woodlawn [Charter School] students, tells us that the University believes the ideas and inspiration we can gain from these sessions will benefit the city and country as a whole," says U-High senior Dania Baig. "It gives us motivation and hope as the next generation, as some of us are voting for the first time, or just starting to think about these issues critically."

### Vaccinations

Measles outbreaks at Disneyland. Mumps making its way into schools. With the spread of previously-eradicated infectious diseases on the rise, the anti-vaccination movement is becoming a public health issue in the United States.

At the UChicago CGI, Hillary and Chelsea Clinton spoke at length on declining vaccination rates. According to the CDC, outbreaks of the measles virus were reported in 26 states in 2018—and the Clintons expressed the sentiment "enough is enough."

"The science is clear: The earth is round, the sky is blue, and #vaccineswork," the former secretary of state tweeted in 2015. "Let's protect all our kids." U-High sophomore Aditya Badlani was particularly moved by the sessions on this topic.

"One takeaway for me would definitely be how strongly Hillary and Chelsea talked about vaccinations," Aditya says. "It was very shocking to hear that places in our own country have lower vaccination rates than [developing] countries. I definitely support them in trying to expand the countries' vaccination program."

### Mass Incarceration

The racial disparities in incarceration rates and youth incarceration rates were among the hot topics at the CGI. Hillary Clinton has advocated for reform of discriminatory practices of law enforcement since she was a young attorney. "There is something wrong," she stated, "when a third of all black men face the prospect of prison in their lifetime. Let's remember that everyone in every community benefits when there is respect for the law... and when everyone in every community is respected by the law."

Speakers at CGI advocated community-based alternatives that seek to reform young individuals, rather than placing them in prison-like facilities that cut them off from their loved ones. Says U-High sophomore Destiney Williams, "I feel that knowing more about youth incarceration and how there are so many things that could change the statistics was really powerful."

**"The University extending that invitation to us, as well as Woodlawn [Charter School] students, tells us that the University believes the ideas and inspiration we can gain from these sessions will benefit the city and country as a whole."**

### The take-away

A weekend spent tackling society's biggest challenges falls short of leisurely. But the Labbies in attendance at the CGI understand the gravity of the challenges they face, and they are looking ahead with sanguineness and ingenuity.

"In a time when the atmosphere can feel heavy, it was a weekend of action and optimism," Says Principal Weber. "Most importantly perhaps, it was about what is possible when people collaborate, listen to each other, work from the facts and the heart, and recognize our common humanity."





# On the Road with Mr. Dewey

Lab's sculpture of John Dewey makes  
the rounds

By Catherine Braendel, '81



**T**eacher: John Dewey founded this school. Nursery Schooler: Was it lost?!

What does it mean to celebrate Lab's Deweyan roots? It certainly means making sure that Lab's academic program aligns with the principles and values that he outlined more than a hundred years ago when he founded Lab. But on a more playful and symbolic level Lab has begun some celebrations and activities that are designed to introduce even our youngest learners to our founder. (And yes, the conversation above really happened.)

For the last two years, Lab has had a pop-up celebration for Mr. Dewey's October 20 birthday. It is only fitting that Lab—what many think of as *the* Dewey school—recognizes our enormously influential founder. Of late, Lab's retelling of his story has started to emphasize that he could not have been as successful as he was without the day-to-day leadership of his wife, Alice Dewey, who did the work of actually running the school.



Lab owns a bronze bust of Mr. Dewey (see the sidebar for more about that) and to make his presence more visible at Lab, literally, Director Charlie Abelman issued the Dewey Challenge in October 2017: Create a team with staff, teachers, and/or administrators from at least two schools; at least one student; and a member of the UChicago community, and in 300 words or less, propose a location to place the bust.



**“The bust of John Dewey doesn’t want to be sedentary gathering dust. Like the man himself, it wants to be actively inspiring creativity, collaboration, and learning by doing. Inspired by the Stanley Cup, we propose that Dewey be able to move around our Schools and community.”**



#### And the winner is....

Two teams (nearly 20 people in total) made proposals that the Schools have adopted. From now on, our John Dewey bust will have its home base in U-High's Pritzker Traubert Family Library, but the bust will take regular field trips. Why? Because, as one of our winning teams wrote, “Empowering Dewey’s bust with the ability to travel will bring our community closer together by promoting and sharing the famous and still very relevant pedagogy that Dewey founded at Lab.”

The proposal went on to explain, “The bust of John Dewey doesn’t want

to be sedentary gathering dust. Like the man himself, it wants to be actively inspiring creativity, collaboration, and learning by doing. Inspired by the Stanley Cup, we propose that Dewey be able to move around our schools and community. What people do with Dewey is up to them, but the goal is to create an experience that embraces and explores the social and interactive tenets that Dewey represents.”



#### So where has Dewey been?

This fall and winter, Mr. Dewey has traveled to nearly a dozen classrooms and offices at Earl Shapiro Hall and teachers have integrated his presence into a variety of activities. To explore concepts of identity, Jane Maciak’s students and their big buddies had been interviewing one another. Using their imaginations and a similar set of interview questions, the nursery schoolers “interviewed” Mr. Dewey. When the bust arrived in the classroom, explains Ms. Maciak, “The children were puzzled at first, wondering “Who is John Dewey?” and “Where is the rest of his body?” and “How did he make the school?” With all these questions and a few more, we interviewed the John Dewey bust, just like the Big Buddies interviewed the children. Of course, we had to pretend a little.”

Teacher Christina Hayward penned a child-friendly biography of Mr. Dewey and used his story as a prompt for a collage project. Children used photo, pen & ink, and crayon elements plus iPad writing app to answer a big question: “What is school for?”

What else did Dewey do? He dressed up as a mummy on Halloween—but was too heavy to join the parade. During an informal kindergarten writers’ workshop with this prompt: “what do you like to do at Lab School?” students drew and wrote their responses in Dewey’s presence. Another class made a very hands-on connection by taking clay impressions. (“He’s getting all cleaned up as a result of the mud facial.”) Other children thought about what they wanted to place on a special Day of the Dead Dewey ofrenda, and still another class decided to make a making a head of his wife, Alice Chipman

Dewey, out of plaster of Paris to keep him company.

Said teacher Mary Jones, “He was a part of our day-to-day life.”

And wasn’t that the goal?

#### About the bust of John Dewey



*The following information is according to an article written in 1992 by UChicago Associate Professor of Education William D. Pattison, '39, PhB'48, AM'52, PhD'57.*

In 1930, a Philadelphia artist, Alexander Portnoff, sculpted a bust of John Dewey. Later, at least two additional bronze castings were made. One, presented to the UChicago Department of Education on the occasion of the University’s 50th anniversary, was unveiled at a dinner on September 23, 1941. For many years it rested in the Education Library that was on the second floor of Judd Hall. After that library closed in 1970 the bust came to rest at the Benton Center for Curriculum and Instruction.

A coda to Mr. Pattison’s history: The bronze cast found its way to the Laboratory Schools when entrusted by Dewey scholar and UChicago Distinguished Professor Emeritus Philip W. Jackson to his very last PhD student, U-High English teacher Catie Bell, PhD’07.



# Alumni notes

## Keep in Touch

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

## 30s & 40s

**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](mailto:labnotes@ucls.uchicago.edu).

### 1944 Class Representative

RuthAnn Johnson Frazier  
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Silver Spring, MD 20901-3529  
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### 1945 Class Representatives

Bud Gibbs  
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New York, NY 10023-2005  
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212-362-0104

Susie Stein  
211 Apple Tree Road  
Winnetka, IL 60093-3703  
[steinsj@yahoo.com](mailto:steinsj@yahoo.com)

**June Patinkin, '46, AB'18,** celebrated her graduation surrounded by her family and Dean Boyer



### 1946 Class Representative

Judy Daskal  
5050 South Lake Shore Drive  
Apt. 1804S  
Chicago, IL 60615  
[jdaskal@ameritech.net](mailto:jdaskal@ameritech.net)  
773-493-8373

**Mitchell G Heller** is now retired from his job as an engineering producer for the Chicago Symphony Orchestra (he earned a Grammy Nomination in 1992 for best classical engineer) and as a technical director for the Chicago Symphony Archive recording studio. He is however still flying his Piper Arrow PA28-R201 out of Aurora, IL.

**June Marks Patinkin** became the oldest graduate in the history of the University of Chicago when she “walked” down the aisle (actually wheeled by her grandson, Adam) during graduation ceremonies in June 2018. June has five sons, and all of them attended Lab and two have degrees from the University. Additionally, June, and her husband, who passed away in 2016, have 16 grandchildren and, so far, six great-grandchildren.

### 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](mailto:labnotes@ucls.uchicago.edu).

### 1949 Class Representative

Ernest J. Dunston  
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Santa Fe, NM 87508  
[santafe@moonrise.com](mailto:santafe@moonrise.com)  
505-466-4346

## 50s

**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](mailto:labnotes@ucls.uchicago.edu).

### 1951 Class Representative

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[lynnalperin@gmail.com](mailto:lynnalperin@gmail.com)

### 1952 Class Representative

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### 1953 Class Representative

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### 1954 Class Representative

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Nashville, TN 37205  
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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](mailto: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](mailto:labnotes@ucls.uchicago.edu).

**Allen Musikantow, '58 shown with the plaque honoring former Lab music teacher John Bennett**



### 1957 Class Representative

Elizabeth (Elsie) Hughes Schneewind  
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Brooklyn, NY 11215  
[ehschneewind@gmail.com](mailto:ehschneewind@gmail.com)  
718-783-0003

### 1958 Class Representative

Allen S. Musikantow  
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Ocala, FL 34482  
[musik1@aol.com](mailto:musik1@aol.com)

**Allen Musikantow** writes, “Several years ago I donated a playground adjacent to the Kovler Gym. The playground was later moved and I was asked if I had another preference for a plaque. I decided to recognize one of the many gifted teachers my classmates and I had during our years at Lab. The teacher was John Bennett. He taught music and started a choral group called Jimmie Chantes. A bad translation from the French meaning ‘give me music.’ Many of us who were in the school during the mid-to-late 50’s participated and got to know John Bennett through this group and his music classes. John left the school in 1960 and returned to his home town of Canton, Illinois where he taught music at the local high school until his death at age 60. In October, the Class of 1958 celebrated their 60th reunion. The committee was composed of **Bob Goldberg, Jean Crawford, Nick Summers, Dick Penn, Susan Levitin** and myself. With the help of Michael Zarobe of the Alumni Relations Office and the generosity of Hoopie and Dick Penn we had a delightful, relaxed evening at the Penn’s home. Headmaster Charlie Abelmann stopped by and gave a short update on the current status of the school. That morning I was privileged to dedicate the plaque to John Bennett, one of the many teachers that changed our lives.”

**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](mailto:labnotes@ucls.uchicago.edu).

### Jennifer (Jimpy) Williams Ketay Brock

writes, “Greetings to those of you who remember me from ’50 to ’56! Since I last wrote in with news, my son and his wife have had a child, Olivia Ketay, now five and, of course, adored by all. The family lives in Austin, TX, and husband Fritz and I will see them in January on our way south to McAllen for our eight month-long stay in the Lower Rio Grande Valley. Daughter, Sarah, is now happily a tenured associate professor in social psychology at the University of Hartford; she and husband, Aaron, very much enjoy their lives in Northampton, MA. We see them in NYC at our apartment, where we spend about one week a month, with the rest of the month in Allentown, PA. The New York Times and independent films are two favorite ways to spend time, but a new hobby is the production of an emailed newsletter for a ceramics study circle in Greenwich, CT. I’ve found that classes in my gym’s therapy pool help with arthritis—the only concession to aging that I’ll admit to. I wonder if anyone else thinks back with gratitude, as I do, about our elementary school music classes with Miss Carter. Not that they are on a level with Beethoven’s Seventh, but I’m grateful to know about the popular compositions of the day by Ferdy Grofe and Grieg, and to have been taught the anthems of the Navy, Army, and Air Force. Not sure when I learned where Tripoli was, but I loved that song. I do hope to finally again get to see many of you and all the changes made to Lab in 2019 at our 60th reunion.”

## 60s

### 1960 Class Representative

Ellen O’Farrell Leavitt  
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Paradise Valley, AZ 85253  
[ellen@leavittcom.com](mailto:ellen@leavittcom.com)

The blues-laced documentary, *Horn from the Heart*, pays tribute to the short, brilliant career of legendary blues harmonica virtuoso **Paul Butterfield, '60**, an artist who hailed from Chicago’s South Side, and lived hard and fast at the frenetic pace of his innovative music. A prodigy and youthful protégé of blues great Muddy Waters, Butterfield honored the legacy of black blues traditions. He passionately promoted racial equality while bringing a driving rock ‘n’ roll edge to the unique Chicago blues sound of his Paul Butterfield Blues Band, which included notable sidemen Michael Bloomfield, Elvin Bishop, Sam Lay, Mark Naftalin, and Jerome Arnold. Director Anderson traces Butterfield’s career from his teen years to his early death from a drug overdose, underlining the blazing success that brought blues back into the American mainstream.

**Cass Friedberg** wrote, “I’ve had a few visits with Pat Neff, widow of our classmate **Peter Neff**. It’s hard to believe that it’s been ten years since we lost Peter. Pat said, “I miss my big guy!” So do we. I also visited **Michael Newsom** in Phoenix. He is enjoying retirement, and doesn’t seem to miss our winters. And I had a nice reunion with **Gene Meyers** and his wife Carole during homecoming weekend in Berkeley.”

**Ellen Leavitt** writes, “Sadly we have lost another classmate with the death of **Gail Mosley Libman** in July. I believe Gail attended Lab from Kindergarten on; I certainly remember her from very early years. See the obituary section for more details on her life.”

### 1961 Class Representative

James Orr  
Apartment 3802  
1660 North La Salle Drive  
Chicago, IL 60614-6027  
[jeo@aol.com](mailto:jeo@aol.com)

**David Friedman** writes, “I have just published another book, available both in print and on the kindle via Amazon. *Legal Systems Very Different from Ours* describes and attempts to understand thirteen different legal systems, ranging from Imperial China to modern Amish, discusses issues common to multiple legal system, and in a final chapter suggests elements of past legal systems that we might want to imitate. I retired from the law school of Santa Clara University a year and

a half ago. Since then I have given talks in Brazil, Iceland, Moscow, Gothenburg, Stockholm, Batumi, Graz, Budapest, Belgrade, Prague, Bucharest, Sofia, Budapest, Maastricht, Oslo, and Oxford.”

**Stephen Marcus** writes, “**Lynne, '62** and I had lunch with **Sherry Lansing, '62** yesterday in LA. In the course of our meal she told us a great story about meeting and hosting Matthew Heineman, writer, producer, and photographer of his documentary film, *Cartel Land*. She had high praise for the film, so we watched it today on Netflix. We both highly recommend it. It’s finely crafted and thought provoking, particularly in today’s political climate. I believe it is exclusivity on Netflix has expired by now, but if you can find it elsewhere, it’s well worth your while. Oh, by the way, Matthew is the son of our classmate, **Ben Heineman**. You should be very proud, Ben, as I’m sure you are. My only question is, does his mother know he’s doing this?”

**Oliver Steven Merriam** was elected President of the Lake County Art League.

**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](mailto:labnotes@ucls.uchicago.edu).

### 1963 Class Representative

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717-341-5188

The “Labbies Who Lunch” group is open to all Lab alumni. Anyone interested in joining this monthly Chicago gathering usually on the 2nd Wednesday of the month, should contact Joan Rust Johnson at [jorjo44@comcast.net](mailto:jorjo44@comcast.net).



A gathering of the “Labbies Who Lunch” group, which is open to all Lab alumni

**Sheryl Harris, '63 celebrating her birthday with new Lab swag**



**Susan Phillips Moskowitz and Muffie Meyer, both class of 1963, in New York City**



**Lynne Firsell** kindly provided this 55th Reunion summary, “Hello all, I thought that our reunion was just right. I loved the room where our dinner was served and am so glad that it was in the older part of Judd Hall. It reminded me of how beautiful “old” can be. The food was presented beautifully and tasted delicious. I think that the simple ambiance led to quiet conversations and the chance to chat with everyone. I’m so glad that **Irma Routen** suggested the rose service. We had an empty vase and many white roses. Each time, **Paul Breslin** read the name of one of our departed, Irma put a white rose into the vase in honor of their memory. Paul did a beautiful job of reading the names with a pause between each one. I did tear up after a couple of names, but remembered them with smiles anyway. After dinner, Irma blew us all away with her incredible singing and **Steuart DeWar** played the piano with such passion and skill especially when he played one of his own compositions. They have such talent and it was a delight to hear. Going to Amy and **Andy Gelman**’s home ended the evening with another chance to visit those we may have missed at dinner. The small group conversations were comfortable and lively. The Gelman’s are always so generous with our class and this time was



no different. It was so thoughtful and much appreciated. **Karen Goldberg Topin** hosted a brunch on Sunday that provided a tasty and wonderful end to the weekend. A small but mighty group had another chance to visit and chat before folks headed home. It was lovely, delicious, and relaxed. That seems to be how Karen and Al entertain and fortunately for us, it was perfect. Months later, I still can smile at some of the things I heard about our younger selves and rejoice at the accomplishments of our older selves. I enjoyed every minute of the reunion and am looking forward to the next. Maybe sooner than five years from now? Five years ago, at our 50th, we agreed to try and raise at least \$100,000 to establish an endowed scholarship fund. In that regard, **Dick Lansing** sent this report. “As of the end of 2018, our Class has raised through donations and commitments \$118,879 for the Class of 1963 Endowed Scholarship Fund. This is a fabulous amount and a great start to providing an ongoing gift for future students who will receive scholarships. Our thanks to everyone who contributed. The Endowment Fund will remain “open” for future donations. These can be made now, or in the future, or even left as an estate gift to the Fund.”

**Susan Phillips Moskowitz** reports that she and **Muffie Meyer** had a wonderful time together in New York on February 4.

**Sheryl A. Harris, née Rosenberg**, celebrated her 73rd birthday in San Diego, California on December 31. Sheryl, a proud Lab alumna, went on to become a teacher herself, earning two Master's degrees and working in special education as a resource specialist, where she made a positive difference in many students' lives. Now retired from the classroom, Sheryl is making a mark in the community through her ongoing service on local boards and commissions and volunteering in both local and federal elections. She is involved with a number of civic and advocacy organizations, and continues to flex her skills as an educator through her work mentoring international students at the University of California, San Diego.

**Kathy Wexler** writes, “One of the joys of retirement is having more time for the Angel City Chorale, a community choir that

I originally joined in 1997. Angel City began in 1993 with only 18 singers randomly recruited by Sue Fink at McCabe's Guitar Shop in Santa Monica. Over the years we've grown to over 160 members, a diverse group who delight in an eclectic repertoire of gospel, jazz, pop, and world music. Our motto is “Building Community, One Song at a Time.” It really feels like a family on a mission.

We celebrated our 25th anniversary this year in a big way—bringing children from the Amy Foundation in South Africa to sing with us, singing with the Gay Men's Chorus in NYC, and participating in their AIDS walk. Our regular concerts in June and December. And several rounds of competing on America's Got Talent! The producers reached out to us after our performance of Toto's “Africa,” complete with body-percussion rain sound effects, had millions of views on YouTube. We sang “Africa,” then moved on to win the Golden Buzzer with Christopher Tin's grammy-winning “Baba Yetu.” (It's the Lord's Prayer in Swahili, and the soundtrack for the video game Civilization.) We were so naive about the rules of America's Got Talent that most of us didn't even understand what it meant when they showered us with gold confetti—we were going straight to the finals, closer to winning a million dollar prize and a gig in Vegas! Realistically, we knew that even if America voted for us big time, AGT wouldn't want to pay to schlep 160 singers to Vegas, and we probably wouldn't go all the way. But we got in the spirit of the competition, learned how to use social media and voting apps, and we made it to the semifinals, singing “This is Me” from *The Greatest Showman*, and then on September 11, Bruce Springsteen's anthem of praise to the first responders, “The Rising.”

Now we're famous! When I wear my 25th Anniversary tee shirt



**Ruth Leitner and Tanya Sugarman, both Class of 1964, in Barcelona**

at the mall, people come up to me and say how moved they were by our performance, our spirit, our enthusiasm. People have written to Sue, telling her how our music got them out of suicidal depressions, cheered up loved ones who had been unresponsive with dementia, and just simply gave them a big smile. We've sung at banquets and fundraisers, had offers to be in commercials, and documentary film makers are considering telling our story. We've started several new community service projects, like a youth choir at the Boys and Girls Club. Who knows where it's going? I know I'm enjoying the ride. For more information or to order CDs of our music, visit [www.angelcitychorale.org](http://www.angelcitychorale.org). You can also view some of our performances by searching Angel City Chorale on YouTube.”

**1964 Class Representative**  
Robert Friedman  
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847-945-6933

**Ruth Leitner** writes in, “July 2018 I spent an amazing week in Barcelona with **Tanya Sugarman**. Having been best friends in high school 55 years ago we decided to become reacquainted. I have lived in Israel since 1969 and Tanya remained in Chicago. It was a risky idea but reality was even better than either of us could have dreamed. Tanya had never been to Barcelona while for me it is a second home after a year Sabbatical. What a way to renew our friendship.”

**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](mailto:labnotes@ucls.uchicago.edu).

**Jerry Neugarten** was recently awarded the Meritorious Service Award from the US Chess Federation. He currently serves as the Vice President for the Chicago Chess Foundation. This organization provides chess instruction, training, and competitive opportunities to all Chicago students at little to no cost. They have served over 8,000 children since their creation in 2014. Additionally, Jerry recently published a review of research showing that chess has significant benefits to kids.

**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](mailto:labnotes@ucls.uchicago.edu).

**Joey Kenig** writes, “For the past four years I've been an itinerant musician, finally doing professionally what I've done as an amateur my whole life. Currently, I divide my time between my home in Ely, MN and St Louis, MO, driving back and forth. I spend roughly a month at a time in each place and perform as often as I can, mostly in coffee houses and restaurants. Occasionally, I get a concert gig, either in a public venue or in someone's home. I play what most people would call acoustic folk music: original and traditional songs and instrumental improvisations. When I perform with other musicians, my repertoire includes ragtime, old-time string band tunes, a combination of Scandinavian and Eastern European folk music, and jazz. I'm learning all the time, and (I hope) getting better at what I'm doing. Among the many fine musicians I've met in St Louis is Rich Hibbs, who was a classmate of Rob Hutchison's at Oberlin many years ago. Like Rob, Rich is an outstanding claw-hammer banjo player. Rich and I mostly play together at a weekly old-time session that serves as a rehearsal for a legendary St Louis band called the Mound City Slickers.”

**1967 Class Representative**  
Barry S. Finkel  
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773-445-4112

**1968 Class Representative**  
Richard Dworkin  
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130 West 16th Street  
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[richard.dworkin@gmail.com](mailto:richard.dworkin@gmail.com)  
212-366-6636

**Raphael Pollock** writes, “My life is insanely busy. In November 2017, I was promoted to become the Director of the Ohio State University Comprehensive Cancer Center, relinquishing my responsibilities as Surgeon-in-Chief of the OSU Medical Center. Long hours, many fundraising activities; and I also maintain a surgical practice and a grant-

funded research laboratory. My wife is a surgeon in Tel Aviv and commutes between Columbus and Israel. Three of my five children are students at Ohio State; two are undergrads and one is a medical student (married). All four kids are living with us, which is a blast and also a circus, to be sure. It is the first time in 15 years that I have had kids at home. There never seems to be quite enough time, but I am really happy about being back in the Midwest and I deeply enjoy my work, especially given the diversity of activities in which I am engaged—never a dull moment!”

**1969 Class Representative**  
Kelley Anderson  
[ceprmail@att.net](mailto:ceprmail@att.net)

**Sonya Baehr** writes, “It is with sorrow, and very belatedly, that I wish to share the news of my mother's death at the age of 97 on January 26, 2018. Genevieve Baehr taught physical education at the Lab School during the 1950s, 60s, 70s, and 80s. It was because of her position there as a faculty member that I was able to attend Lab from 1960 through 1969, when I graduated from UHigh. I will be forever grateful to her for that wonderful experience! (Genevieve's full obituary can be found at the end of LabNotes)

During the year of her final illness, I took an extended leave of absence from Poly Prep Country Day School, the independent school in Brooklyn where I have taught Drama and Public Speaking for over 25 years to care for her in her home, where she died. I had decided that I would retire from teaching at the end of that year before my mother became ill, so now I am “retired” and pursuing a new life as an independent arts education consultant. I currently serve as the Vice President of the International Drama and Education Association, or IDEA. My involvement with IDEA has enriched my life with friendships and projects around the world. In that capacity, I recently was honored by the opportunity to give the keynote address at the “Kids Drama” Symposium in Chengdu, China. The symposium was designed for primary school teachers who are working to incorporate drama into their regular classroom curriculum. I was surprised to find that many educational administrators in China seem more progressive in their embrace of arts education

than those in the U.S. I gave my address, “Engaging the Whole Child for Deeper Learning Through Drama Education, 儿童全身心□□化教学” mostly in English, but partly in Chinese. I plan to return to China again this spring to help run a conference on drama education and conduct a workshop for high school teachers. I remember quite fondly the beginnings of my interest in the Chinese language and all things Chinese. I started going to Chinese “Saturday school” with my good friend, **Paula Fan**, studying with her mother when Paula and I were in middle school. Paula, I would love to get together again! Although losing my mother was quite hard, I am fortunate to have become a bi-coastal grandparent. My husband and I have been back and forth to Oakland, CA, caring for our delightful 2 year old grandson, Emmett. My daughter Vanessa Baehr-Jones Stout is expecting a second child in late January, 2019, so I will be able to help usher in a new life as I honor the anniversary of my mother's passing.”

**Barbara Swift Brauer** writes, “This April, National Poetry Month, I am looking forward to the release of my second poetry collection from “Sixteen Rivers Press,” *Rain, Like a Thief*. The book will make its advance debut in March at the AWP Conference Book Fair in Portland, Oregon. *Rain, Like a Thief* explores the identity of self through time, relationship, and the natural world. Other books of mine include a full-length poetry collection, *At Ease in the Borrowed World* (Sixteen Rivers Press, 2013), and, with portrait artist Jackie Kirk, *Witness: The Artist's Vision* in “The Face of AIDS” (Pomegranate Artbooks, 1996). Founded in 1999, “Sixteen Rivers Press” is a Bay Area poetry collective named for the sixteen rivers that flow into San Francisco Bay. More at [www.sixteenrivers.org](http://www.sixteenrivers.org)



**Pictured from left to right: Class of 1970: Lisa Leftkowitz, Susan Landau Axelrod, Hannah Banks, Karen Goetz, Jean Robbins, Polly Gross Bruno, Mary Doi**

**70s**  
**1970 Class Representative**  
Hannah Banks  
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617-.236-.1876  
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Class Representative, **Hannah Banks**, writes “Thanks to everyone who responded, Great showing! Many wrote in to say, “Nothing new”, but still appreciated. [You know who you are]. Gentle reminder: Next year, 2020 is our 50th reunion [how did we get so old? Gulp]! Please pencil us in for early June of 2020.”

**Hannah Banks** writes, “Maintaining my sanity by traveling out of blue Massachusetts to do some politicking, last year going to Ohio for Sherrod Brown and Richard Cordray, and to Georgia for Stacey Abrams. Had a blast, but only one out of three, sigh. Nationwide, we outperformed everywhere, with substantial wins in the House. Between campaign forays, I find distraction in a vastly sprawling family tree. Although we're only very distantly related, the tree contains some illustrious people. Among them are Julius Rosenwald, Morgenthau, Ochs and Sulzbergers, and Louis B. Mayer! My theory? There were four original Jews; we're all connected somehow. Case in point, I've discovered that my next door neighbor in Newton, MA, is my second cousin twice removed's wife's second cousin, through my third cousin once removed, even though my neighbor is from Cleveland, and my third cousin grew up in LA. Go figure. Sadly in 2017, my mother passed away; I was touched to see old friends at my mother's memorial service at Montgomery Place in Chicago last January, even though a few were waylaid by the flu. As you can see, I can't resist the temptation to have a mini-reunion at any occasion.”

**Lorraine Bouras Bowen** writes, “After my mother, a great woman, died, my husband Brooks and I moved to Tucson, AZ. It's spectacularly beautiful here, slow of pace with pockets of art and music, lots of festivals, great food, best dogs, and ex-Chicagoans everywhere! My oldest friend lives here and our daughters moved out as well and one owns Tucson's best Vegan Restaurant, the other works

for The Community Foundation. I have been painting as always and writing. In therapy for PTSD and depression; my growth led to a more public life. I have many dear friends. If you'd like to see my work I'm on Instagram @painter\_lorraine and have a YouTube channel Lobo's Diary as well as a website: [Lorraineannbowen.wixsite.com](http://Lorraineannbowen.wixsite.com). What an amazing group of kids we were. I think of our time with great love and respect that which our class has done, as we continue to contribute to society.”  
**Jim Epstein** is still mediating and arbitrating disputes through JAMS after retiring from the Illinois Appellate Court.

**Julie Cohen Evans** writes, “I'm married to my college sweetheart, Jeff Evans. We have been living in New Jersey since 1989. For the last six years, I've been working for Big Brothers Big Sisters, helping to match volunteer mentors one-on-one with children in the Newark, Jersey City, and Elizabeth areas. Prior to that, I was a legal assistant, after having been a stay-at-home mother for 15 years, during which time I volunteered and did some freelance editing. My stay-at-home mom days were also when I wrote two novels. The books were enthusiastically received by all the published writers I showed them to, but less so by agents and publishers. I just don't have a thick enough skin to absorb the continuous rejection involved in making the necessary number of submissions, so the manuscripts sit in boxes on a bookshelf at home. We love our diverse and progressive town of Maplewood, which has a bit of a Hyde Park feel, although without the two joys of my childhood: the Museum of Science and Industry and the lake shore. But it does have beautiful parks, a great bookstore, lots of fun restaurants, and a movie theater that shows independent films. Our two children are grown and living on their own. Jeff and I have welcomed our first grandchild and things are going very well for all of us. My contact information is below, if anyone wants to get in touch with me.”  
**Julie Cohen Evans**  
51 Park Ave Maplewood, NJ 07040  
Cell: (973) 986-7059, Email: [magentahazelnut@yahoo.com](mailto:magentahazelnut@yahoo.com)  
**Bruce Goodwin** writes, “I am making a sincere effort to cut back on my workload after nearly 40 years of practicing law. I still enjoy the work, but I am trying to



set aside time for travel and some writing projects. Our son Nick is getting married in April, and we're very excited. Our daughter Emily is living in Minneapolis with her husband and two young sons. We're very excited about that, too!"

**Bill Green** writes "I just retired from Beloit College but will remain active in anthropological research and student advising here and in association with the University of Iowa. My wife Linda and I are staying in Beloit for the time being, though we may move to a warmer, greener, hillier, or moister (maritime or lacustrine) locale."

**Rebecca Janowitz** writes "As many of my classmates know, my husband Paul Collard died in 2005 at the age 53 after a long struggle with Huntington's Chorea. Last year, my oldest son Aaron and his lovely wife Anne had a son named Alexander Paul Collard. Recently, I married Daniel Silverfarb, a retired Public Defender, who was my first and only Jdate." Rebecca also ran for Alderman in Chicago's 43 Ward in the Feb 26, 2019 election; the results will be announced before you get this. We wish her well. She is very accomplished; if elected, she will do a fabulous job! To find out more about her, go to <https://www.rebeccajanowitz.com/about/>.

**John Lundeen** writes, "My wife and I managed to sell our Darien house in 2017, when not a lot of houses were moving. We had both reached reasonable decision nodes in our careers and thought perhaps retirement might be an option. So looking around for something diverting that would also provide a place to lay our heads and hold parties, we found an interesting house on the Connecticut river in Old Saybrook and bought it out of foreclosure, despite its needing just about everything done to it. We spent about a year getting it livable and are now getting to know this new small town, part of an interesting group of shoreline/riverside towns that are 30 minutes from Hartford, New London, and New Haven--so really exurban, in a suburban kind of way. Our four kids are mostly grown, with a PhD son working in Boston, a daughter nearing her PhD in Austin, a daughter in her final year in Ann Arbor, and a son still at home, but looking for a way to get his own career moving. We'd love to hear from old friends

and classmates who are nearby, or passing through."

**Emily Mann** writes, "I've had a life-changing month. I recently announced my retirement from The McCarter Theatre Center in Princeton, NJ effective the end of next season (June 30, 2020). It will be 30 years. I have been living my dream of a life in the theater, a beautiful dream that started my freshman year at U-High. Just days later, my dear mother died, on January 15th. Blessedly, I was with her. It was peaceful. She had moved to Princeton 5 years ago at the age of 92. It was amazing to have her part of my daily life again, an amazing privilege."

**Erica Meyer** was elected a full member of the Board of Directors for Landmarks Illinois. Erica was an advertising creative director of database and direct marketing firms in Chicago, New York, and Boston. Since retiring, she's served as president and program director of The Guild of the Chicago History Museum and on the board of the Museum's Costume Council. She's on the Art Institute's American Art Committee and on the board of Know Your Chicago.

**Andrew Reding** writes, "Following a successful campaign to defeat a new jail (defeated by a 17% margin) and then another successful campaign to replace a longtime incumbent Republican Washington State representative in last fall's election with a woman economist and university professor who advocates for taxing carbon, I was elected Chair of the Whatcom County Democratic Central Committee earlier this month. Pushing hard for major change - criminal justice reform, loosening single family zoning rules to make housing more affordable, addressing climate change. We also have been appointing talented millennials to the Executive Board, making our elected politicians more responsible to demands for fundamental progressive change."

**Susan Ringler** writes "My climate change activism has been all about trees and tree-canopy loss the last couple of months. Our tree canopy in Cambridge is down to 25% from 31% in 2009. Large trees scrub carbon from the air, manage stormwater, provide shade and cooling, reduce air pollution, and provide habitat. They are working for us below ground,

above ground, in so many ways we don't really notice. When you chop one down and replace it with some saplings, those saplings don't begin to provide significant benefits for 20 or 30 years. Meanwhile, as climate change increases, we need those benefits of big trees more than ever. When I worked in Silicon Valley and they wanted us to get the product out faster, we would say: one woman can produce a baby in 9 months, but 9 women cannot produce a baby in one month. It is the same with trees. When you "replace" a large tree, you don't get the benefits for decades. So let's think hard before we chop."

**Mark Seidenberg** writes, "Hi from Madison, where I've now resided longer than in Chicago. My wife Maryellen MacDonald and I continue as psychology professors at the University of Wisconsin. I haven't retired but any grad student I accept will finish when I'm 70 or so, which is too frightening to contemplate. I published a book, *Language at the speed of sight: How we read, why so many can't, and what can be done about it*, in January 2017. You might have missed it because Trump was taking office and you were in bed with the covers over your head. It got super reviews in the *NY Times*, *Wall Street Journal*, and *Washington Post*, and it has found an audience among people who think we could be doing a better job in getting kids to become skilled readers. There are some good jokes, too. Now in the convenient "paperback" format. Our daughter, Claudia graduated from UW in June and is now head of 100 State, a Madison nonprofit coworking space. She knows everything that is going on in Madison and probably will leave pretty soon, once she knows everyone. Our son Ethan is a sophomore at Colgate studying philosophy; he's interested in applications of moral philosophy and doesn't the world need a little more of that? We downsized from a house on a hill to a condo downtown. I learned that the way to cope with Wisconsin weather is to look out on it from an apartment with a great view. Like others I try to cope with an increasingly pessimistic view of the future of the country and the planet. This 1968 quote from Philip Hauser, a U of

C sociologist, found in the New Yorker recently captures the feeling: "Given the present outlook, only the faithful who believe in miracles from heaven, the optimistic who anticipate super wonders from science, the parochial fortunate who think they can continue to exist on islands of affluence in a sea of world poverty, and the naïve who anticipate nothing can look to the future with equanimity." Best wishes to all!"

**Jethro Smith** writes, "Last weekend, I was in Baton Rouge, Louisiana to participate in the Surreal Salon Soiree at the Baton Rouge Gallery. This highly anticipated costume ball was the highlight of the Surreal Salon 11 art show. I and 47 other artists were chosen from over 400 entries from the US and the world to exhibit their work. Attached is a photo of me in costume with my piece; "Together Hope; Separate Hell", my commentary on race relations in the US. I have only been painting for a year so this was quite exciting. I owe my new found passion to the support of my artist friends who continue to encourage me."

**Linda Strohl** writes "I have been very busy with my work running a three county Meals on Wheels program in southwest Michigan these past seven years. I have also been working on senior services' policy issues at the state level in my capacity as the area commissioner on the Michigan Commission on Services to the Aging. This all feels important now with so many of us Baby Boomers becoming seniors! In my spare time, I have just begun to go through all the genealogical information my mother and grandmother compiled and having a wonderful time learning more about the early immigrants who were my ancestors."



Jethro Smith, '70 in costume with his art piece at the Surreal Salon Soirée

**1971 Class Representative**  
Susan Yost  
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Columbus, OH 43209  
[susanyost8@gmail.com](mailto:susanyost8@gmail.com)  
614-231-9435

The Royal Netherlands Academy of Arts and Sciences has awarded the 2018 Dr. A.H. Heineken Prize for History to **John R. McNeill**, Professor of History at Georgetown University in Washington D.C. He was given this award for his important work in integrating two recent branches of the study of history: global history and environmental history.

**1972 Class Representative**  
Colin Smith  
99 Mill Road  
Santa Cruz, CA 95060-1612  
[colinmbsmith@gmail.com](mailto:colinmbsmith@gmail.com)  
831-818-1455

**JoJo Martin** writes, "I missed my first reunion in years! I am entering my 3rd year as the director of a senior center in Park Forest, IL. It's like a Boys and Girls Club for the older generation. I have a small good staff and our patrons are amazing. They keep moving and give me hope for my impending future. I still can't believe that I have been with Rich Township for 16 years. The passing of **Joey Notkin, '73** was painful-as is the loss of any friend. **Linzey Jones** is about the only Labbie I see regularly but I enjoy seeing "old" friends when I can.

**1973 Class Representative**  
Kevin Spicer  
Apartment A  
1122 Chelsea Avenue  
Santa Monica, CA 90403-4656  
[kevinraymondspicer@gmail.com](mailto:kevinraymondspicer@gmail.com)  
310-315-1833

**Beth McCarty** writes, "I opened a new business on January 7. It is called TeamLogic IT in Clearwater/ St. Pete, Florida. We do managed IT services for small and medium-sized businesses. Learn more at <http://www.teamlogicit.com/centralpinellastl>"

**1974 Class Representative**  
Dan Kohrman  
3606 McKinley Street NW  
Washington, DC 20015  
[dkohrman@aarp.org](mailto:dkohrman@aarp.org)  
202-966-2445

**Cathy Altman** recently released her new book, *Write a Bad College Essay then write the one that gets you in*. She is also now splitting her time between NY and Paris, writing, editing, and working with students.

**Colin Sacks** writes, "I'm still working as a developmental psychologist, dividing my time between teaching at Diablo Valley College and working as a "behavior specialist," or some such, for disadvantaged kids here in the San Francisco Bay Area. A couple of interesting things I've discovered, one of which brings back fond memories of my Lab School days: All kids, of all ages, all SES level, and all levels of "acting out," enjoy "farming," which is actually glorified gardening. We grow corn, green beans, sun flowers, etc., and the kids love it. Another thing I've discovered is that "animal therapy" works for all kids, whether it's riding my horse (which includes cleaning her hooves, brushing her coat and mane, and cleaning up her poop) or just petting goats and feeding chickens at nearby Borges Ranch. I've also learned that troubled boys, who tend to be silent in a "therapy room," will tell you their life stories if you take them hiking. There's something about movement and nature that helps them open up. Aside from that, I've gotten back into music, and play in several bands here in the Bay Area. I still play guitar and piano, but I've also taken up bass and mandolin. Playing bass gets the most gigs, as not everybody does it. I started on upright, but finally gave in and bought an Ibanez electric, which serves me well when I play rock. I'm the youngest member of a "middle aged rock 'n roll" band that covers songs by Cream, Tom Petty, B.B. King, etc. As for hobbies, I've gotten into refinishing old loudspeakers from the 1960s and 1970s. The stereo speakers of our childhood days were covered in beautiful walnut veneer that can easily be restored with a little 150 grit sandpaper, some replacement veneer, some hot water (to make the wood expand and scratches disappear), and some orange oil and 0000 steel wool. I like the sound of these old loudspeakers better than the sound of many modern speakers. Right now, I'm listening to KLH Model 6s, which came out, I believe, in the 1960s."

**1975 Class Representative**  
Goddess Simmons Drew  
10305 Jimenez Street  
Lake View Terrace, CA 91342  
[goddess.drew@yahoo.com](mailto:goddess.drew@yahoo.com)  
818-890-9740

**1976 Class Representative**  
Stuart Field  
1609 Blue Sage Drive  
Fort Collins, CO 80526-3714  
[stuart.field@colostate.edu](mailto:stuart.field@colostate.edu)  
970-219-5364

**Leslie Lieberman** writes, "A work-related trip to St. Louis provided a wonderful opportunity to connect with one of my first Lab friends, **Martha Turner-Ghodbane** who I met in 4th grade in Miss Pliss' class. We shared a delicious BBQ dinner in "The Loop" in St. Louis (not quite the same as the Chicago Loop, but delightful nonetheless). We caught up on children, work, and life."

**1977 Class Representative**  
Patricia Scott  
[whatsnextps@gmail.com](mailto:whatsnextps@gmail.com)

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**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](mailto:labnotes@ucls.uchicago.edu).

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Happy 2019 classmates! This is **Evan Canter** checking in to let you know all is well. It seems like yesterday since we graduated. I really enjoyed my years at Lab. I am currently living in Evanston with my partner, Miriam. I am planning on having a really fancy dinner with **Patricia Scott** the next time I am in California. I wish you all a great 2019 and I will make our next class reunion in the back room of Jimmy's.

**Monica Crosby (nee Hough)** writes, "Hey Labbies, it's been practically a (brief) lifetime since we graduated. I really enjoyed spending my three years (early-admit to university) with you and getting the greatest education ever at Lab. I am currently living in Hyde Park (I'll never leave) with my awesome husband of almost 30 years and my dog, Lucy (no human children). I would love to hang with **Patricia Scott** and anyone else (if she remembers me) the next time she is in the neighborhood. To all my fellow classmates: You made my high school experience one of the greatest I will remember in my lifetime. May you all be blessed and prosper in the year 2019 and beyond!"

**Michael Northcott** writes, "Hey U-High, It seems like several lifetimes since we graduated. Like the 1960s, I really don't remember my years at U-High. Which means I was there, right? I am currently living on a sailboat in the Caribbean with my wife and our dog. I am planning on having sun-downers with Patricia Scott when she comes to sail with us. All is well and I wish you all a great 2019! I'll try to make our next class reunion if it's somewhere near the Mediterranean. Cheers!"

**Brad Parsons** writes, "All is well. My wife Laura and I have been here in the Boston suburbs for 32 years. Our sons Isaac and Evan are off on their own and we see them often. Looking forward to having coffee with **Pat Scott** if we ever make it to California. Peace to all."

**Patricia Scott** writes, "I am currently living in Inglewood, California where I have been for almost 30 years. I have two daughters and a pit bull mix who thinks she's my daughter. I have worked in music publishing and more recently the film industry and I am currently trying my hand at writing. I decided to try being our Class Representative since I really enjoyed reconnecting, even if only briefly, with our classmates. Seeing grown up versions of folks who had long hair, afros, and bell bottomed jeans the last time I saw them is magical. We have transformed into grownups! Happy 60th Birthday to all this applies to in 2019, including myself. Wishing everyone a fabulous year and many many more to come!"

**1978 Class Representative**  
Andrew G. Neal  
2438 North Marshfield Avenue  
Chicago, IL 60614  
[andrew.neal@sbcglobal.net](mailto:andrew.neal@sbcglobal.net)  
773-348-6367

**1979 Class Representatives**  
Karl Wright  
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818-981-2723

Jessica DeGroot  
4918 Cedar Avenue  
Philadelphia, PA 19143  
[jdegroot@thirdpath.org](mailto:jdegroot@thirdpath.org)  
215-471-5767

Hans Massaquoi  
26054 York Road  
Huntington Woods, MI 48070-1311  
[hmassaquoi@lewismunday.com](mailto:hmassaquoi@lewismunday.com)  
313-510-7721



# 80s

## 1980 Class Representative

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

## 1981 Class Representative

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

Loyola Medicine radiologist, **Jennifer Lim-Dunham, MD**, and colleagues have received the Society for Pediatric Radiology's prestigious Walter E. Berdon Award for best clinical research paper appearing in the journal *Pediatric Radiology* in 2017.

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

## 1983 Class Representative

Cheryl Buckingham  
csamp2002@yahoo.com

## 1984 Class Representative

Susan Mack Taple  
drsusantaple@gmail.com

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

## 1986 Class Representative

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

**Sam Perlman** recently began his new job as the Deputy Director and Development Manager for the Door County Maritime Museum. Sam will play a critical role in leading the fundraising effort to build the new Maritime Lighthouse Tower.

**Michelle Thompson** writes, "I wrote this update on a day where I have no regrets about living in Chicago given the Arctic conditions. I currently live in New York City with my partner, 14-year old son whose feet are now bigger

than mine, and our dog who is a Pit Bull/English pointer mix. I am writing academic articles based on my 2012 dissertation from New York University on the descendants of Maroons in NW Jamaica and I teach in the Black Studies Program at City College of New York. The work that brings me joy is coaching women in law and academia to build long-term and sustainable professional habits so that they can enjoy their careers and their lives outside of their professions. I've been honored to support women in institutions ranging from the Ivy League to state schools with writing support and editing. I would love to share this with women in law and academia who are seeking long-term professional viability with individualized, yet rigorous support. You can learn more about this at <http://MichelleDionneThompson.com>"

## 1987 Class Representative

Barbara Harris  
harriswoodard@gmail.com

**Micah Jackson** writes, "After 10 years on the faculty at Seminary of the Southwest in Austin, Texas, I have returned to Chicago, and Hyde Park, to serve as the president of Bexley Seabury Seminary. My new office is right across from the restored Jackman Field and I enjoy hearing and seeing current students using it and playing on the Midway."

**Jennifer Mason Montague** was named the Vice President of Communications and External Affairs for Northern Indiana Public Service Company. In her new role she will focus on marketing, municipal relations, charitable giving, employee communications, and more for the electric and natural gas utility company in northern Indiana.



**Shira Lee Katz's, '96 daughter, Ivy, with her Paw-Paw (Chinese for grandma) former Lab Director Lucinda Lee Katz**

**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

**Angelique Power** was recently honored with the Distinguished Service to the Dance Field award, presented to her by a leading marketing and advocacy non-profit in the dance industry, See Chicago Dance. This award is given to someone who has made large contributions to the health and vibrancy of Chicago's dance community.

**David Wang** lives in Boston metro with two teenage boys (Brendan & Kiernan) and is married to Katie Barnicle. He is pursuing masters in Bioinformatics at Harvard University and is now leading the Informatics business unit of PerkinElmer, a global corporation focused in the business areas of diagnostics, life science research, food, environmental and industrial testing.

# 90s

## 1990 Class Representatives

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

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

**Dan Kirschner** reports that after celebrating 20 years with the same law firm, Corboy & Demetrio, he has not yet quit, been fired, or died.

## 1991 Class Representative

Mariann McKeever  
mariannmckeever@comcast.net

## 1992 Class Representative

Shrunali Rai  
shrinali@me.com

## 1993 Class Representative

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

## Zachary Levin, '03 with son Oscar



## 1994 Class Representative

Michelle Maffia Tarkowski  
nateelle@hotmail.com

**Karim Sulayman** won a Grammy for Best Classical Solo Vocal Album, for his album *Song of Orpheus*.

## 1995 Class Representative

Dan Hartley  
dhartley@alum.mit.edu

## 1996 Class Representatives

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

Elena Arensman McPeak  
elena.mcpeak@gmail.com

## Daphna Bassok and Jennifer LaFleur (Johnson)

made a surprise visit to **Shira Lee Katz** and Brandon Miller in the San Francisco Bay Area on the occasion of their new baby, Ivy. Daphna visited from Charlottesville, Virginia, and Jenny from Medford, Massachusetts.

## 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.

**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.

**Joe Owens** (fka Joe Owens-Beam) writes, "I recently took on the role of Head of Sleep Science and

## Emily Arntson, '06, Michael Salazar, Claire Shepro, '06, Caroline Kleeman, '06, and Moira Harden, '06



Products at Verily Life Sciences, a division of Alphabet Inc. He is also thrilled to announce he is to be married to Dr. Steffani Campbell, of Salinas California, on May 30th, 2019 in the Isle of Skye, Scotland. Reception to follow in Salinas in August, 2019."

## 1999 Class Representative

Katherine Le  
katherinejle@yahoo.com

**Chesa Boudin** is currently running for District Attorney in San Francisco. To find out more information about Chesa and his campaign you can visit: [www.chesaboudin.com](http://www.chesaboudin.com)

# 00s

## 2000 Class Representative

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

## 2001 Class Representative

Greg Kohlhaagen  
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

**Zachary Levin**, and his wife, Diane, welcomed their first child on October 12, just in time for Lab's Alumni Weekend. They had a beautiful baby boy named Oscar Levin.

## 2004 Class Representative

Marcelo Pappas  
marcelopappas@gmail.com

## 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.

## Claire Shepro married Michael Salazar of Downers Grove on September 22, 2018.

**Emily Arntson, Moira Harden, and Caroline Kleeman** were in attendance. Claire and Michael relocated to Chicago in June after many years in Boston (where they met) and are delighted to be back!

**Alex Reich** writes, "I recently co-founded Ungov. Our mission is to improve society via a re-imagined approach to donating through our recurring, subscription-based platform. Ungov distinguishes itself from other crowdfunding efforts in that it is exclusive to organizations, programs, and services focused on protecting or promoting social wellness for all citizens. Please check us out by visiting [ungov.co](http://ungov.co)"

## 2007 Class Representative

Molly Schloss  
molly.j.schloss@gmail.com

## 2008 Class Representative

Victoria Rogers  
victoriamrogers@gmail.com

**Cory Keane** writes, "Hello everybody. I hope you are all doing well. I figured this would be a nice opportunity to provide some updates on my life, and get back into the Lab community. Since graduating from Lab, I studied Information Assurance and Security Engineering at DePaul University. I accepted a position at the United Center as a Technical Production Assistant while studying, and later worked as a Systems Administrator once I graduated. About a year later, I started a technology company with a friend from DePaul, which became a multi-million dollar company but ultimately, after 4 years, went bankrupt. Since then, I have built many different technology platforms, and now have ownership in 3 different businesses in the tech and marketing space. If you'd like to learn more about me and my story, please check out [corykeane.com](http://corykeane.com)."

## 2009 Class Representative

Jaya Sah  
jaya.t.sah@gmail.com

**Aimee Lucido** is publishing her first book this September! Keep an eye out for *Emmy in the Key of Code*, a middle grade novel in verse that combines poetry, music, and computer code to tell the story of twelve-year-old Emmy learning that there's more than one way to make music.

**Matthew Fitzpatrick** writes, "I'm currently a serving member of the U.S. Army. After Lab, I attended West Point, and went on to serve as an Infantry Officer with the 10th Mountain Division for several years, before moving to North Carolina and joining the Special Forces. I don't believe there's a great many of us (Lab grads) currently serving on active duty, and I know that when I was attending Lab I had to look hard to find mentors or people with experience in the military who could help me along my path given my own goals and aspirations. If there's any desire within the Lab community to have someone within the Armed Forces for students or faculty to speak to about anything at all, good or bad, especially in these tumultuous times, I would be happy to help out in any way I can."

# 10s

## 2010 Class Representative

Loren Kole  
lkole@uchicago.edu

## 2011 Class Representative

Rachel Sylora  
rachelsylora@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

**Lydia Fama** writes, "I graduated Lab in 2014 and moved to New York City to study animation at the School of Visual Arts. After graduating college last spring, I moved again to Los Angeles to be in the heart of the animation industry. I work at Warner Bros Animation now and married my partner of 5 years in February. I've been away from Chicago since I graduated from Lab and have been missing the lake and the seasons ever since -- especially now that I'm in hot Los Angeles!"

## 2015 Class Representative

Michael Glick  
mglick608@yahoo.com

**Tristan Acevedo** is currently at the Culinary Vegetable Institute in Milan, Ohio, where he is working in tandem with The Chef's Garden to produce a cookbook.

**Maryam Alausa** received admission to the Penn Access Summer Scholars (PASS) Program, a highly selective program that will offer her the opportunity to attend the Perelman School of Medicine.

**Arthur Chang** recently accepted a full-time job at Epic Systems, where he will serve as a Software Developer after graduation.

Throughout college, **Luke Murphy** has continued to hone his sports writing skills while working for DePaul's Sports Information Office. For all men's basketball games - home and away - he writes a "pregame read" that is published on the university's official athletics website, and he also writes recaps after all home games.

## 2016 Class Representative

Julian Lark  
jlark@uchicago.edu

## 2017 Class Representative

Jonathan Lipman  
jlipman500@gmail.com

**Julia Gately** writes, "I graduated from Lab in 2017, and I am now a sophomore at Notre Dame. I am majoring in Economics and minoring in Computing and Digital Technologies, and am currently working as an Investigator in the St. Joseph County Cyber Crimes Unit. Taking AP Computer Science at Lab really helped prepare me for the coding aspect of the research I'm doing, so I enjoy staying in touch."



# Obituaries

## EMERITUS FACULTY



**GENEVIEVE FIKE BAEHR**, a resident of Morgantown, passed away peacefully in her home on January 25, 2018 at the age of 97. Genevieve was the third child of Lena and Henry Fike, and part of the extended Fike family who have lived in the Preston County and Morgantown area since the early 1700s. Genevieve, born on February 9, 1920 in Greenwood, Delaware, first came to live in Morgantown in 1936 with her family, so that she and her three brothers, Milton,

Ralph, and Robert, (all deceased) could attend college at West Virginia University. Genevieve was recently inducted into the WVU Emeritus Alumni Club. After receiving her Bachelors and Masters degrees from WVU, Genevieve went on to teach biological science and physical education. She spent thirty years in Chicago, where she raised her children and taught in the Chicago City Colleges and at the University of Chicago Laboratory Schools. After she retired, she returned to Morgantown to care for her aging parents.

## Staff

**Nan Bell Garbarino, AM'97** died September 8 in Ithaca NY after 4 years with ovarian cancer. Nan was a beloved librarian in grades N–5. She was a wonderful storyteller and librarian and a kind and gentle soul.

**Linda Washington**, passed away in August of 2018. Linda was a secretary in the Lower School office at Lab for many years. Her daughter, Lab teacher Lisa Washington Kuzel, wrote, “Lab was such a special place for my mom and she truly loved being there. Not a day went by that she didn’t ask about her Lab colleagues and friends, and about the parents and children, all of whom brightened her days for so many years.”

## Alumni

**Ann T. Silver, '42** age 93, passed away on July 25, 2018. She was the beloved wife of the late Edwin; devoted mother of John (Sara) and the late Peggy; cherished grandmother of Abel (Elizabeth); and dear sister of Elsa Levy. Ann’s love for her family and friends helped to sustain her throughout her life.

**Nancy McDougal Fry, '49, MAT'60** longtime advocate for young children and their welfare, passed away at her home in Wilmette, IL on July 9, 2018. She was born to Helen and Robert McDougal, Jr. in Chicago on July 1, 1933. She was brought up in Hyde Park, attended the University of Chicago Lab School, and graduated from its University High. She attended Radcliffe College, graduating in 1955, and was Editor of the

Yearbook. She worked for several years in New York City for Vogue and Harper’s Bazaar and then returned to Chicago, earned a Master of Arts in Teaching at the University of Chicago, and taught for several years in the Chicago Public Schools. In 1966, she moved to Winnetka, IL with her husband of 57 years, Dr. Willard A. Fry. She had many activities and interests including being on the board of the Chicago Child Care Society, a docent at the Art Institute of Chicago, and a member of the Women’s Board of the University of Chicago. She also served as President of the Child Care Center of Evanston (now known as Learning Bridge Early Education Center) and President of the Fortnightly of Chicago. An accomplished visual artist, she spent innumerable hours in her home studio, creating hand-painted objects of remarkable beauty, many of which she sold to local collectors. She was a voracious reader and lover of literature, especially novels and poetry. She was particularly proud of her family. She is survived by her husband, their three children, Dr. Michael McDougal Fry, Peter McDougal Fry, Catherine Fry (now Catherine Kane), and seven grandchildren.

On July 16, **Gail Libman (Mosley), '60** died at her home in Altadena, California after a brief but incredibly brave bout with cancer. She was born on September 22nd, 1943 in Chicago, Illinois. Gail chose to attend college out west at the University of Colorado, at Boulder. She then spent her twenties and thirties in Minneapolis, Minnesota with her former husband, George Tapley, raising her children, Alan and Julie Tapley. She worked mostly in the employment industry, but also enjoyed the perks of working for a travel agency. In 1983, Gail moved west once more, this time to California and for good-- joining Gary Libman, whom she married in 1986. Gail then embarked on a new career, getting an MA in psychology at Antioch University. Always curious and up for a new adventure, she sought analytic training at Newport Psychoanalytic Institute, earning a PsyD in 2004. She loved relational, inter-

subjective theory, but primarily she valued being very warm and very real. Gail taught psychology and supervised interns, and had a private practice in Pasadena up until the time she got her cancer diagnosis.

“A life well lived” definitely fits for Gail. She and Gary traveled extensively to new places and old. They loved Orcas Island and spent a lot of peaceful summer vacations there. In the last decade, they also went to Morocco, Prague, and New Zealand. Gail loved her four granddaughters and planned a special trip with each of them during her 70th year. Gail had boundless energy-- taking part in a writing group, hosting parties, reading novels, and watching the news (though she admitted that this was not a bad time to tune out). Her early bird friends and relatives knew they could always reach her at 6 a.m. when she would be up drinking coffee, and writing lists on yellow note pads. Gail loved her family, friends, clients and her dogs so deeply. Even in the final days of being ill, she was curious and caring and generous to all around her.

**Abby Dorfman's, '62, AB'66**, daughter writes “As many of you know, my mother Abby Dorfman, died unexpectedly on October 13, 2017, just before she was planning on attending her reunion which she was instrumental in organizing. She loved U-High and was devoted to others having the great experience that she had there and to sharing her memories of the class. I want you all to know how much you meant to her. I have been looking through many of my mother’s things and she has many photos of your reunions over the years and photos from the U-High years she gathered for the occasion. If anyone is interested in seeing these, or if you have memories of Abby you are willing to share, I would love hearing from you at laura.tanenbaum@gmail.com

**Bonnie Lee Holland, '63** an artist, arts educator, and arts administrator respected for her creativity and imaginative creations, passed away on September 7, 2018 at her home in Bethesda, Maryland. Her adoring husband of 50 years Gary Arlen and beloved

son Benjamin Holland-Arlen were holding her hands as Bonnie’s five-year fierce confrontation with cancer came to an end. Bonnie was a devoted and caring mother, a brilliant wife, a sincere friend and a passionate artist. Her diverse projects, boundless curiosity, and deep commitment to arts education inspired students at all levels in and beyond the Washington area, where she lived for nearly 50 years. She created art in multiple media, including painted silk, dance, poetry, narrative, and performance art and was especially prolific on projects that incorporated elements of time, space, and movement. Bonnie exhibited painting, textiles, hand scrolls, and mixed-media installations at more than 100 exhibitions in the U.S. and abroad, including the Corcoran Museum of Art, National Museum of Women in the Arts, the Textile Museum and many regional arts centers. She received numerous awards and grants, and her articles have appeared in major craft and art journals. Her husband Gary writes, “Bonnie confronted ovarian cancer for five years. She and I met as undergraduates at Washington University in St. Louis. Her family (father, sister and others) included many Lab School graduates. On the day of the private burial on the south side of Chicago, we revisited old Midway-area haunts, including Medici restaurant for a farewell luncheon. Bonnie would have enjoyed that.”

**William James Hokin, '64**, aged 71, of Chicago Illinois, died on September 11, 2018 after a long illness, comfortably at home, surrounded by his family. At the age of 13 ,Will realized his passion was art and began to acquire works for his collection. He continued this passion throughout his life, donating many works of art to various institutions in Chicago and nationally. His philanthropy extended beyond the world of art. He was a trustee of the Museum of Contemporary Art for 40 years and a member of the International Council of the Museum of Modern Art. Working along with his father and brother, Will was an Executive VP for Century America Corp and co-owner of The Bitter End Yacht Club. He was preceded in death

by his parents Myron and Bernice Hokin (nee Ebner). He is survived by his loving wife Anne, (nee Powalowski) adoring children Amy and Thomas, his brother Richard (Wendy), his brothers-in-law Joseph and John Powalowski and many nieces, nephews, and cousins.

**Daniel Rees, '64** writes, “I am sad to report that **Peter Meyer, '64** died of pancreatic cancer on Thursday, January 3, a disease which was diagnosed in October. For those members of the class who have lost track of Peter since we graduated, I will bring you up to date. After graduating from college, Peter went to medical school, eventually becoming a practicing psychiatrist in Philadelphia, where he lived with his wife for the rest of his life. They have three adult sons. In his practice, Peter developed a specialty in dealing with people who had Tourette Syndrome. As he, like the rest of us, grew older, he remained very much the same person with whom we all went to high school: Always positive, friendly, kind, decent and supportive of others. I have lost my closest friend whom I met at Lab in the fifth grade. The world is a poorer place without him.”

**Miriam Stern, '69**, known as Mimi, died on September 7, 2018. She received a degree in Physical Education from the University of Wisconsin and moved to Tucson in 1974. She taught and coached and practiced other careers as a home handyperson, a farrier, and a caterer, always maintaining her interest in fine woodworking. She was a #1 supporter of the U of A Women’s basketball team, the LGBT Youth Center, WomanKraft Center for the Arts, and Antigone Books. She is survived by her sister, Ruth Geis.

**Richard Notkin, '66** writes “my little brother, **Joey (Joseph) Notkin, '73**, died unexpectedly in Alaska, where he lived. There was a memorial service on July 29 at KAM Isaiah Israel Congregation in Hyde Park, which was attended by about 150 family and friends from the many groups with whom my brother was close. It was comforting to me to see **Margie Mintz Rosenbaum,**

**Robert Hutchison**, and **Michael Perelmutter**, from our U-High Class of ’66. Rabbi Michael led us in the Kaddish. Joey was a unique person, quite gregarious and ebullient, one who loved people, fun and food, and humor. I miss him dearly.”

**David Sorter, '71** passed away on Sunday, Jan. 27, 2019. He was 61 years old. Born and raised in Chicago, IL, Dave realized his calling as a journalist and wordsmith early in life. He received his degree in political science from New York University, holding various jobs with newspapers throughout Texas and New England, such as sports reporter, news reporter, copy editor, and managing editor. Additionally, he was content manager at Axiometrics and RealPage; at the time of his death, Dave was principal with The WordSorters LLC, a content marketing company. Dave was known for his sense of humor, along with his love of sports, politics, compassion, and intelligence. He was also highly devoted to his family. He will be greatly missed by friends, colleagues, and loved ones.

**Otha Smith, '92** died on September 8. He was born on November 18, 1974. A native of Chicago, Smith attended the University of Chicago Laboratory Schools and graduated from Hales Franciscan High School in 1992. He earned a bachelor’s in broadcast journalism and marketing from University of Illinois. Smith relocated to the Twin Cities in 2002, settling in Eden Prairie. In 2014, he was a kidney transplant recipient, and became a strong advocate for organ donation. For 21 years, Smith worked with American Back-Haulers, later acquired by CH Robinson Worldwide, where he held a leadership position in the company’s international headquarters. Smith was a regular participant in the Susan G. Komen Race for the Cure, and an avid Chicago Cubs fan and traveled to multiple stadiums to watch the Cubs play. Smith is survived by behind his father (Coretta), and two stepsiblings.



# Journalist and author

## Sebastian Rotella, '80



In 1996, during the investigation into the terrorist bombing of a Jewish community center that took place in Buenos Aires two years prior, Sebastian Rotella, '80, was there. A foreign correspondent for the *Los Angeles Times*, he set to work reporting about the deadliest anti-Semitic attack outside Israel since WWII. It haunts him—and remains unsolved—to this day.

"I was really affected by it, maybe because growing up in Chicago a lot of my friends were Jewish, and then discovering how elsewhere there's such danger and people have to live behind walls and security guards," said Mr. Rotella, who now covers terrorism, organized crime, migration, and international security as a journalist and author for ProPublica.

While he was always interested in writing—working for the *U-High Midway* and penning fiction and plays in college—it was his first job as a *Chicago Sun-Times* copy clerk that hooked him on journalism for good. It was 1984, before the paper was considered "old school," and it had a "hard-nosed, no-nonsense, streetwise style and personality." For Mr. Rotella, journalism was where the worlds of ideas and the street came together.

His work has taken him from South Asia to North Africa, and even onto one of Bruce Springsteen's albums. In 1995, while based in San Diego covering the Mexican border, he discovered that Springsteen—

who had read his articles while researching his latest album, *The Ghost of Tom Joad*—had thanked him in the liner notes.

"When he wrote those two songs based on my border coverage and when I got to meet him, my friends told me that was it, nothing better would ever happen to me!" said Mr. Rotella, who had always been a huge fan of the Boss. "He'd essentially put the article to music. I was overwhelmed and honored."

Mr. Rotella, who cites Alexandre Dumas, Gabriel Garcia Marquez, and Chicago's own Mike Royko as among his inspirations, is also the author of three crime novels. His latest, *Rip Crew*, was recently named one of 2018's best mysteries and thrillers by Kirkus Reviews. His first, *Triple Crossing*, was selected as the best debut crime novel of 2011 by *The New York Times*.

**"As a journalist, I've tried to tell stories accurately and rigorously from dangerous and complicated parts of the world that people otherwise wouldn't have known about."**

"As a journalist, I've tried to tell stories accurately and rigorously from dangerous and complicated parts of the world that people otherwise wouldn't have known about," he said. "And I hope my fiction will be remembered for being honest and very much grounded in reality. In the end, I'm a storyteller on both fronts."

# Foundation director

## for the Chicago Blackhawks

### Tovah McCord, '93



Although she's been the Foundation Director for the Chicago Blackhawks for two years, Tovah McCord still can't ice skate.

"I can stay upright on skates and that's probably about it," said Ms. McCord, '93. "Fortunately, it's not a job requirement!"

Instead of slap shots and backhands, Ms. McCord gives grants and creates programming. She oversees the process of reviewing applications and distributing funding, as well as developing the Foundation's special roster of programs for Chicago. At the team's new practice facility, there's a rink for community use and classroom space to teach social and emotional learning to kids from low-income backgrounds.

"There are life lessons that you learn in hockey. We talk about this in the classroom, but the games we develop for them to play really bring those lessons to life," says Ms. McCord. For instance, to teach the skill of decision-making, the kids get to experience what it's like to be under pressure as goalies. Gearing up in head-to-toe goalie equipment, they're forced to make split-second choices as their classmates line up and take shots.

"These activities are meant to frustrate them a little bit, but it's how you don't give up," adds Ms. McCord. "It's about how you work through things." After the activities, the kids assemble

for a reflection circle, where they share their experiences about respect, leadership, perseverance, and teamwork.

The roots of this program stem from her time as an administrator for a Chicago public school. Because there were few after-school activities available, she developed a leadership program. She took it upon herself to spend her summer researching pillars of good leadership and created an age-appropriate curriculum about vision, accountability, perseverance, and service to others. For accountability, one of the grade levels took a field trip to the Illinois Holocaust Museum. For vision, they heard a story about a blind person who could play the piano.

"Vision is what you aspire to, not necessarily what you see," she said.

**Instead of slap shots and backhands, Ms. McCord gives grants and creates programming.**

While working on this program, it became clear to her that she was really passionate about making a positive impact on her city, bringing people together, and working toward larger goals.

"I've spent almost my entire career supporting people and organizations striving to make a positive difference in Chicago," says Ms. McCord. "The only difference is now at the end of my day I get to join my colleagues and 20,000 other fans to cheer for my employer on the ice."

# CNN reporter

## Laura Jarrett, '03



One of Laura Jarrett's clearest memories, as a new CNN reporter, was when she was sitting at her desk and someone suddenly yelled, "What?!"

Minutes later, her supervisor told her to get to the Department of Justice, pronto. President Trump had just fired FBI Director James Comey.

"I raced over to the Justice Department and oddly, only one other reporter was in the building," said Ms. Jarrett, '03. "I spent the rest of the evening posted outside of the Attorney General's office tracking who was coming in and out. Little did I know that night would set the stage for the appointment of a special counsel to oversee an investigation that would overtake the next year and half!"

Situations like this require pushing for answers and asking the right questions, something for which Ms. Jarrett said Lab prepared her.

"Our teachers were always trying to get us to dive deeper into the text and go beyond whatever we thought the point of it was, and to constantly push for a greater meaning and deeper explanation," said Ms. Jarrett. "That laid the groundwork for what I was interested in."

Initially, a college class on jurisprudence and social thought led her to law school, after which she clerked for both the trial court and the appeals court in Chicago. She landed

at a firm where she focused on defending corporations and individuals being investigated by the justice department.

"I loved the investigations and trying to get to the bottom of what happened, but I was not a very good advocate," she admitted. "I was more interested in getting down to the facts, without having to spin them."

It was through long, soul-searching dinners with her husband and mother, Valerie Jarrett, former senior advisor to President Barack Obama, that she realized what she really wanted to do was to find a way to combine law and media.

Working for cable news, with its 24/7 news cycle, turned out to be an incredible training ground for her. "You get your feet wet very quickly because you have to do everything yourself. That way, you really own your work product."

Now, every day is an adventure, and she never knows what's going to land on her desk when she wakes up. Since starting her job covering the justice department in September 2016, well—there's been no shortage of news.

"I've covered everything from the travel ban to the firing of the Attorney General. I'm covering things that are controversial and that are directly affecting people's lives," she said. "That's the main reason I'm here: to tell really interesting stories in a way that's digestible and educational for the public."

**"You get your feet wet very quickly because you have to do everything yourself. That way, you really own your work product."**

# Life in philanthropy

## Peter Kovler, '69



"I find myself in a very unusual circumstance," said Peter Kovler, '69. "My job is to do the best I can."

The chairman of the board of the Judy and Peter Blum Kovler Foundation and the founder of the Marjorie Kovler Center for Survivors of Torture, Mr. Kovler describes his life in philanthropy as the result of a series of accidents, starting with being born into a family that started a foundation. So when he was in his late 20s, he left his career as a journalist and transitioned to giving all his attention to the Kovler Foundation.

"Maybe it's just a common decision, but I think that if you're in a particular circumstance and you have a chance to help people who are underrepresented, you should take advantage of that opportunity," he said.

This stance is an extension of, rather than a break from, his time as a reporter, during which he penned op-eds for *The New York Times* about the need for humanitarian policy in Southeast Asia and produced three documentaries about world events. One of those documentaries, *Hotel Terminus: The Life and Times of Klaus Barbie*, won an Academy Award in 1988 for its portrayal of a Nazi criminal who oversaw the occupation in Lyon, France.

"He played a principal part in the murder of so many people, particularly Jewish children. It's the anatomy of a cruel person

who is the personification of evil," said Mr. Kovler.

On the philanthropy side, he still works on projects that aren't the best "dinner table conversation," such as the foundation's work supporting research into pancreatic cancer—which both his mother and grandfather died from—and helping survivors of torture. Other projects are easier to discuss, he says, pointing to their steadfast support of culturally important civic spaces like the Franklin Delano Roosevelt Memorial, an exhibition about Emmett Till at the Smithsonian's National Museum of African American History and Culture, the United States Holocaust Memorial Museum, the Barack Obama Presidential Center, and the new Statue of Liberty Museum that will open on Liberty Island in May 2019.

**"I think if you have a chance to help people who are underrepresented, you should take advantage of that opportunity."**

"This latest effort is a way to focus on how immigration is such an important part of what this country is, and how we should be welcoming to immigrants and not tolerate hostility toward them," said Mr. Kovler. "I hope it will play one part in persuading this country to be humane to people who want to move here, and that it captures the public's imagination."



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## Lab's reunion just got a lot bigger

**Alumni Weekend 2019**  
June 8–9, 2019

Please join your classmates and friends at the Laboratory Schools to celebrate Lab Alumni Weekend. Reminisce, reunite, tour campus and enjoy fun-filled activities:

### Lab Events, June 8–9

- > Campus tours
- > All-Alumni Reception and Alumni Awards
- > Class Dinners and an All-Alumni After Party
- > Alumni vs. Alumni Soccer Game

Labbies also welcome at UChicago events, June 6–9

- > *Un*Common Core Lectures
- > Alumni Beer Garden
- > Alumni and Friends Family Festival

### Questions?

[alumniweekend.uchicago.edu](http://alumniweekend.uchicago.edu)  
Email: [alumni@ucls.uchicago.edu](mailto:alumni@ucls.uchicago.edu)  
Call: 773-702-0578

