Dear Friends,

Spring has come to Hyde Park and with it the exciting final weeks of school. At each grade level, carefully-delivered lessons, inquiry-based adventures, and confidence-inspiring challenges have taken firm root. Culminating experiences are about to begin. Soon, Middle Schoolers will depart for outdoor experiences or explorations of American history in Philadelphia and Washington, D.C. Outside of Earl Shapiro Hall, Early Childhood children are taking in the wonders of spring in Jackson Park. Our seniors will shortly depart for an assortment of curated adventures for May Project. Lower School students will soon find that Pride Month is again marked by their advocacy for LGBTQ+ students. And yet, we still find purpose in John Dewey’s founding vision—particularly in our consciousness that Lab is a community of caring and purpose. Thank you for belonging to the Lab and for providing an outstanding educational experience for our students. You will find countless examples of your interactions with the Laboratory Schools, I hope you find inspiration and joy in the growth and development of our students. You will find their daily endeavors as well as their triumphs—from new school swimming records set at the Independent Schools League championship meet to the Quality Award nabbed by our robotics team at the FRC robotics regional in Milwaukee—reflect our mission priorities of scholarship, kindness, and diversity. You will find countless young people well on their way to being leaders and champions of an ever-healthier democracy in the future. No purpose could be more compelling at such a time. In these pages, and in all your interactions with the Laboratory Schools, I hope you find inspiration and joy in the growth and development of our students. You will find their daily endeavors as well as their triumphs—from new school swimming records set at the Independent Schools League championship meet to the Quality Award nabbed by our robotics team at the FRC robotics regional in Milwaukee—reflect our mission priorities of scholarship, kindness, and diversity. You will find countless young people well on their way to being leaders and champions of an ever-healthier democracy in the future. No purpose could be more compelling at such a time.

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**FROM DIRECTOR**

**TORI JUEDS**

Culminating experiences are about to begin.

It is a time of year to celebrate Lab students’ growth and accomplishments, like those of the scientists, artists, musicians, and athletes featured in this edition of LabLife.

Over countless seasons, Lab has grown into a large, diverse, complex institution that brings together students and their families from a broad geographical swath of Chicagoland and a variety of backgrounds and situations. A world-class faculty teaches a 21st century curriculum with care to the great pressures and challenges facing young people today. And yet, we still find purpose in John Dewey’s founding vision—particularly in our consciousness that Lab is preparing today’s children and teens to be the leaders and champions of an ever-healthier democracy in the future. No purpose could be more compelling at such a time.

Throughout, Lab stands as a community of caring and purpose. Thank you for belonging to the Lab community and partnering in the all-important endeavor of providing an outstanding education to young people. Enjoy this issue of LabLife and have a wonderful spring.

Yours truly,

Tori Jueds

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By posing the question: “What makes a civilization, and who gets to decide?” last winter, Middle School students explored the general phenomenon of the river valley civilizations that emerged approximately six thousand years ago.

Studying the Mesopotamia civilization is a fairly common unit in most middle schools. Studying the Mesopotamia civilization is a fairly common unit in most middle schools. However, Middle School humanities teacher Benjamin Tress recognized that focusing on Mesopotamia alone runs the risk of sending students a message—even if unintentionally—that this place was the sole origin point of civilization. So, growing out of a faculty innovation grant from summer 2022, Tress, along with fellow Middle School humanities teacher Jasmine Jefferson and Rowley Middle School librarian Amy Atkinson, designed the ancient river valley civilizations project for their students.

The project began with a class visit to the Oriental Institute (OI), a research center and archaeological museum at the University of Chicago which, in April (after the class visit), underwent an official name change and is now called the Institute for the Study of Ancient Cultures. Over the next few weeks, students examined patterns of civilization using Mesopotamia as a case study. As a culminating project, students designed their own “museum displays” based on everything they researched and learned. Student displays included informational text to educate “museum visitors” and visuals such as posters, dioramas, and 3D models. Then, students working on the Middle School students explored the general phenomenon of the river valley civilizations that emerged approximately six thousand years ago. These civilizations provided a blueprint for how many societies function to this day. Many visitors—including Lower and Middle School teachers, parents, and students—came through the museum and were guided through the exhibits by students who served as docents.

“The complex societies that began to emerge around six thousand years ago represented a marked shift from what had come before,” said Tress. “They created new opportunities and challenges for the people living in them.” These civilizations provided a blueprint for how many societies function to this day.---

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By posing the question: “What makes a civilization, and who gets to decide?” last winter, Middle School students explored the general phenomenon of the river valley civilizations that emerged approximately six thousand years ago.
Recommended Reading

Nicole Williams, Director of Diversity Equity and Inclusion, recommends *The Big Box*, a stellar children’s book by Toni Morrison that we all can learn from.

The three children in the story are given all the stuff they could ever want—toys, games, food, trinkets—but it comes at a cost. Their freedom. Patty, Mickey, and Liza Sue do not behave the way adults in their lives think they should and for that they have been consigned to live in a box that is triple locked with the door only opening in one direction. The Morrisos tell us that each of the children have met the basic expectations of those around them: they brush their teeth, do their homework, and feed their pets. But when it comes to the curiosities and boundary pushing aspects of childhood, the adults in their lives have reached their limits.

The first time I read the book to my child, I had a sticker feeling in my stomach. It reminded me of a comment made at a convening of educators and education researchers that I had attended. A person stood up and asked, “When were we going to stop focusing on childhood and adolescence as preparation for adulthood, but as real and valid experiences in themselves to be cultivated and nourished?” At the time, I had wholeheartedly agreed with the comment, but after reading *The Big Box* I began to wonder whether I was actually embracing the reality of my child’s developmental stage, or was I pushing her to do what was acceptable to me and other adults around her so that she would be ready for the next stages of life.

*The Big Box* is a great reminder that it is not easy being parents and caregivers or being the child of parents and caregivers. It is a constant negotiation. Of course it is necessary to guide the young people in our lives, or as Kabih Gibran says, “You are the bows from which your children as living arrows are sent forth.” And just as importantly, Patty, Mickey, and Liza Sue remind us, “…if freedom is handled just your way, then it’s not my freedom or free.”

**FROM THE SYLLABI**

#Bookstagram

This year, led by Lower School librarian Kelly Campos and in partnership with our Lower School fifth graders, Lab’s #Bookstagram project tapped into the Lower School information literacy goals for the fifth grade and it is also an exploration of a number of concepts that students will build on in Middle and High School,” Campos remarks.

So far, students have turned in thoughtful and visually interesting submissions on a wide-variety of book topics. Fiction, nonfiction, graphic novels, novels in verse, you will see them all in Lab’s #Bookstagram feed (@uchicagolab).

“In the future, I’d love to have a gallery-style viewing of the #Bookstagrams where fifth graders could talk about their creations for classmates and parents,” she says.

“This year, I’m just enjoying the successful implementation of a project I’ve really loved watching come to fruition. Seeing the third and fourth graders in the hallways talking about their favorite #Bookstagram is a special kind of joy.”

*Students choose a book and use a thinking guide to help them work through the process of imagining their book as a static image. What colors do they see? What textures? What is the overall theme? Are there any items that are especially important to the story? Once they’ve thought it all through, they compose their hashtags along with thoughtful snappers, phrases, or individual words meant to encapsulate the feeling of the book or entice a person to read it.*

“The creativity of the #Bookstagram concept is a way to incline fifth-grade students to think about how setting, plot, character, and theme can be expressed visually through objects, textures, colors, and light,” she says.

*How does it work? Students choose a book and use a thinking guide to help them work through the process of imagining their book as a static image. What colors do they see? What textures? What is the overall theme? Are there any items that are especially important to the story? Once they’ve thought it all through, they compose their hashtags along with thoughtful snappers, phrases, or individual words meant to encapsulate the feeling of the book or entice a person to read it.*

**In the Halls**

**Down to Earth**

An out-of-this-world experience for fourth grade students

Fourth grade students had an out-of-this-world experience this winter when NASA experts Brian Day, an astronaut and Education and Public Outreach Lead, and Joseph Minnala, a planetary soils expert and Lead for Innovation and Technical Partnerships, visited two fourth grade science classrooms.

Day shared cutting-edge 3D vision planning software called the Solar System Treks. Solar System Treks are web-based portals that use actual data returned from an expanding fleet of spacecraft to enable users to virtually visit, explore, and investigate the surfaces of other planets. He showed the class how to take measurements of the surface of a planet, experience the environment through the eyes of various equipment, and how they fly over mountains in real-time 3D. He even allowed their teacher, Deb Del Campo, to take over a rover’s controls to roam the surface of Mars.

Minafra’s presentation included a piece of rock from Mars and a small piece of the Moon that students were able to touch and feel. He also shared a meteorite that came from the dust and debris collected from outer space. The piece that he shared is older than our planet and is the most common rock to hit Earth.

These presentations gave these young students valuable insight into many of the remarkable job opportunities NASA has to offer. Our budding scientists had a number of inquisitive questions for the NASA experts, such as: Do you think the life on the Moon was intelligent or microbes? Or, Can you estimate a day when you think we—the students—will be able to live on the Moon? “How many people can say they have touched a piece of the Moon, a meteorite, and a rock that came from Mars?” asked Del Campo.
Making Apple Cider: An Early Childhood Tradition

Nursery and Kindergarten students have delicious fun with apples

Middle School Science Teacher Sets Sail

Tony Del Campo joins a JOIDES Resolution Expedition

Middle School science teacher Tony Del Campo was one of twelve educators in the US participating in this year’s International Ocean Discovery Program (IODP) School of Rock JOIDES Resolution (JR) Expedition 398P from February 24–March 3 in Tarragona, Spain.

Del Campo says their “time on the [JR] will have an impact on science classrooms all across the country with any educator being able to access these materials.”

“Many of my students can attest to how much I love the field of earth science,” says Del Campo. “To have the opportunity to be aboard the premier research vessel for deep ocean discovery, learning from the [JR] scientists, is truly a dream come true for me.”

U-High Senior Takes National Science Stage

Corona Chen competed in Society for Science Regeneron Talent Search final in DC

U-High senior Corona Chen was among the top 40 2023 Regeneron Science Talent Search (STS) finalists headed to Washington, D.C. for final judging March 9–14.

Although Chen did not make the top ten, she was thrilled and honored to be a Regeneron STS Scholar and finalist. She first heard about the competition through a friend who previously participated.

Chen’s environmental science project, Understanding Incidental Microbial Communities Inside Ordinary Concrete Toward Decarbonization, focuses on a new field of concrete microbiology. “It presents possibilities of intentionally growing the right type of microbes to self-repair and extend the lifespan of concrete,” Chen says. She wants to “inspire the global-scale creation and usage of sustainable concrete to reduce humanity’s overall greenhouse gas emissions.”

As a top 300 finalist, Chen received $2,000. Regeneron also gave $1,000 to each scholar’s school.

Chen worked on the project this past summer through the Anson L. Clark Scholars Program with a mentor and graduate student. She spent around 50 hours per week collecting data in the lab. It took her a month to complete her 90-page application.

“My success is also inseparable from the amazing programs and rigorous courses that [U-High] offers,” Chen says. “They have truly prepared me with the necessary skills to do high-level research, from helping me build a strong foundation in science to teaching me how to solve problems, think creatively and critically, and produce strong writing.”

Students Turn Into Travel Agents for History Project

Fourth graders learn about the history of the world in a fun and relative way

Students in Tye Johnson’s history class hosted a grand opening for their Jazzy Jaguar Travel Agency and invited families to attend earlier this academic year.

Students dressed up as travel agents and had their own booths presenting their $5,000 vacation packages to each of the three countries they researched for their “Around the World” project. The first country had to be from Africa, the second from their ethnic origin, and the third was their own choice.

“I try to pay attention to what excited my students and then design projects based on their interests and on issues that are relevant,” says Johnson, who got the idea from her experience working at an international progressive school in Dubai.

Johnson wants her students to learn that “we’re globally connected in more ways than one.”

The students learned about human migration with origins from Africa, systems thinking across cultures, how to fact check multiple sources when researching data, and using new technology.

“My hope is that in learning about our common ancestry, and then about the beauty of our ethnicities and the beauty of other cultures, that we will have a foundation rooted in love,” says Johnson.
Middle School Students Express Themselves Through the Arts

Students have fun experiencing jazz, poetry, and painting during Black History Month and inviting workshops. A variety of artists were invited to offer workshops ranging in mediums from the culinary, visual, and digital, to the poetic, dance, and musical, according to Middle School teachers Jasmine Jefferson, Joy Parham, and Rebecca Reaves.

These workshops centered on students learning “to value and appreciate the diversity among African Americans in every field of study,” according to the teachers. “Our goal is to provide mirrors for our BSA members so that they can feel inspired and be reminded that there are no limits to what they can accomplish.”

“I really enjoy it when we have the opportunity to meet so many people that look like us,” Hailey Purcell, an eighth-grade student, says. “We have a community where we can talk with people like us.”

BSA engages in critical discussions that inspire two special assemblies each year—the Dr. King Assembly and Black History Month assembly. A variety of artists were invited to offer workshops.

Caught Red-Handed

Planting 100,000 tulips for the Redefining Redlining public art project

In October, many of the students and parents from Lab’s Lower School community volunteered to plant 100,000 red tulip bulbs across several vacant lots in Chicago’s South Side community of Washington Park. This was in partnership with an initiative led by Amanda Williams, ’92, a Lab alumna, parent, and recipient of the 2022 MacArthur Fellowship Award.

In the weeks preceding the red tulip planting activity, Williams visited our Schools and explained to Lower School students how she uses art to bring attention to many of the issues on Chicago’s South Side, such as race and housing. It was during this presentation that she invited students to join her in planting tulips for the Redefining Redlining project.

Redefining Redlining is a public art project that was designed to reimagine the value of blocks and vacant lots on the South Side that have been impacted by redlining, a discriminatory practice that began all over the country in the 1940s and created the long-lasting devastation and vacancy that our communities experience daily on the South and West Sides of Chicago.

EXPERIENCING LANGUAGE

Sonia Perez, world language Spanish teacher, incorporates everyday experiences in her lessons

Learning a new language can be difficult. However, it can also be fun and enriching. Students in Sonia Perez’s classroom are not only learning Spanish but also the culture.

“I want my students to open to new cultures and new things,” Perez, Lower School world language Spanish teacher, says. “I want my students to remember that things can seem hard, but with practice and effort, it can get easier.”

She encourages her students to apply their Spanish skills if they travel to a Spanish-speaking country. “I want my students to remember that things can seem hard, but with practice and effort, it can get easier.”

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“My enthusiasm for teaching grows every day. My smile is the same size every morning when I leave for school and when I get home.”

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“Something I really enjoy is that we have the opportunity to meet so many people that look like us,” Hailey Purcell, an eighth-grade student, says. “We have a community where we can talk with people like us.”

Sonia Perez, world language Spanish teacher, integrates language learning into her classes whenever possible. During the February Lower Schools Community Assembly for Black History Month, her students researched and presented information about Afro-Latinos. Her third grade class learned about the life and music of Celia Cruz, renowned Cuban-American singer referred to by many as “the queen of salsa.” Perez taught her students a dance to one of her most famous songs, “La Vida es un Carnaval,” which means, “Life is a Carnival.”

“My enthusiasm for teaching grows every day. My smile is the same size every morning when I leave for school and when I get home.”

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In the Halls
Coming Together Through Science

U-High and Lower School students enjoy the Beaker Buddies program

“...if you can’t explain it to a six-year-old, then you don't understand it yourself,” one of Albert Einstein’s famous quotes and one of the reasons U-High chemistry teacher Zachary Hund reached out to Lower School and Early Childhood science teachers Sam O'Malley and Michael Eldridge, respectively, to start the Beaker Buddies program earlier this year.

Once a month, first and second graders in Eldridge’s class walk from Earl Shapiro Hall to the Historic Campus and complete experiments with Hund’s students (called the Big Beaker Buddies) based on what they are currently learning in biology, chemistry, and physics.

“I wanted to see if my students could take something they learned from class, and then turn around and explain it to a child with zero understanding of the material,” says Hund. “We want these activities to be as hands-on as possible, with the older students providing guidance and support to the younger ones.”

The Little Beaker Buddies in Eldridge’s class enjoy the experiments and connections. They journal about their experiences. “We love to read their journal entries and to look at the pictures that they drew to help bring their writing to life,” says Eldridge. “I hope that we are making science feel accessible and inclusive to all of our students.”

Music and physics are magically intertwined. The sounds made by musical instruments are possible because of standing waves, which are two waves moving in opposite directions. U-High’s music teacher Francisco Dean and physics teacher Matthew Martino have long wanted to collaborate to explore with their combined classes the creative ways in which music and physics interact.

This fall, the pair came across Cymatics: Science Vs. Music, a video by musician and physicist Nigel Stanford, which visually and audibly illustrates several experiments with music and physics. After viewing the video, the teacher duo applied for and received a grant through the Lab Alumni Relations and Development Department’s Computational Thinking Fund. The funding was used to design The Cymatics Project, which brings together students to reproduce experiments from Stanford’s video, such as using a bass speaker to create concentric circles or kaleidoscope shapes from sand granules. Students from Dean’s and Martino’s classes, along with students from the Linnaean Society Science Club, meet regularly during lunches and after school to brainstorm ideas, experiment with materials, and build and test devices.

“The approach is hands-on and incorporates computational thinking in a very creative way in order to explore the principles of music and science.”

“The Cymatics Project has John Dewey written all over it,” said Dean as he spoke of Lab’s founder and his notion of experiential learning. “It is an innovative way to teach the principles covered in our science and music technology classes. The approach is hands-on and incorporates computational thinking in a very creative way in order to explore the principles of music and science.”

Follow this QR code to enjoy Nigel Stanford's Cymatics: Science Vs Music.

In September, eight U-High students—four juniors and four seniors in advanced science and math courses—visited the Argonne National Laboratory, a multidisciplinary science and engineering research center, to participate in the Exemplary Student Research Program (ESRP) to work on a battery project.

“We are studying the performance of a vanadium niobium oxide cathode with a lithium anode,” says U-High math teacher and ESRP mentor Diane Need. “The object of study is how this cathode performs over time.”

U-High students were paired with Carlo Segre, PhD, a leading scientist studying batteries at Argonne’s Advanced Photon Source (APS) facility. Segre is a physics professor at Illinois Institute of Technology (IIT).

“I feel extremely fortunate to be a part of ESRP, and it only furthers my passion for the STEM field,” says junior Rohan Chadha.

Students spent two days in December at Segre’s labs at IIT preparing the batteries. In February, they went to APS “to determine how the cathodes stood up to the charging and discharging cycle,” says Need. “The entire process took around two hours and resulted in around 10 successful batteries being made.”

Students discover a career in STEM in Argonne’s Exemplary Student Research Program.

U-High Students Make Batteries at Argonne National Laboratory

Students from Dean’s and Martino’s classes, along with students from the Linnaean Society Science Club, meet regularly during lunches and after school to brainstorm ideas, experiment with materials, and build and test devices.
Middle School home economics students learn about the impact of sugar on our desserts, our bodies, and the world

This year the Middle School home economics rotation course included a 3–4 week cooking component in its curriculum. Instructed by Allison Beaulieu, visual arts teacher and co-chair of Lab’s Fine Arts Department, students in the fall rotation learned how to cook intuitively with ingredient-based investigations and food experiments. One of the ingredients that they explored was sugar. As the students tested nine different kinds of sugar—from molasses to corn syrup to stevia—they learned the origins of sugar and how it literally changed the world. Surmeier designed a curriculum for students to create their own cardboard squares. The alphabet card exhibit was on display in December at the Earl Shapiro Hall side gallery.

Sugar Changed the World

In the Halls

Sugar and Spice...and Everything

Middle School home economics students learn about the impact of sugar on our desserts, our bodies, and the world

Food experiments. One of the ingredients that they explored was sugar. As the students tested nine different kinds of sugar—from molasses to corn syrup to stevia—they learned the origins of sugar and how it literally changed the world. Surmeier designed a curriculum for students to create their own cardboard squares. The alphabet card exhibit was on display in December at the Earl Shapiro Hall side gallery.

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Sugar and Spice...and Everything

Middle School home economics students learn about the impact of sugar on our desserts, our bodies, and the world
On Saturday, October 15, Lab hosted its fourth annual Athletics Hall of Fame Reception and Induction Ceremony, which was established to honor outstanding contributions to Lab’s rich athletics history. During this year’s festivities, the following alumni were inducted into the school’s Athletic Hall of Fame:

TED HAYDON, ’29
JIMMY BRUCE, ’76
JOHN NAIBBITT, ’80
ZEKE UPSHAW, ’09
EMILY KUO, ’09
SHERRY FU, ’10

The presenters for this year’s induction ceremony included Larry McFarlane, Deb Ribbens, Mike Moses, Markie Room, John Rogers, and Ron Drozd. We are so proud of all of our Lab athletes and remain excited to strengthen the Schools’ commitment to athletics, health, and wellness.
FALL/WINTER SPORTS HIGHLIGHTS 2022–2023

**BOYS BASKETBALL**

The boys basketball team defeated the Jaguars from King High School 73–51 to win the Illinois High School Association (IHSA) 2A Regional Championship, marking the sixth for the Maroons over the past 13 seasons. The Maroons advanced to the Sectional Finals. At the 1A IHSA Latin Regional, the Maroons over the past six years, the Maroons have won 2 State Titles.

**GIRLS BASKETBALL**

The ninth-seeded Maroons girls basketball team upset fourth-seed King College Prep in the IHSA 2A Regional Championship quarter-final game, advancing them to the Regional semi-final game where they lost to #3 seeded Dyer High School. The Maroons finished with a 9–11 season record.

**GIRLS AND BOYS CROSS COUNTRY**

At the 1A IHSA Latin Regional, the girls Cross-Country team scored 73 points to place second and the boys scored 68 points to place third with both teams advancing to the Sectional Finals. At Sectionals, senior Alex Lopez and sophomore Simon Lane qualified to run at the State Championship in Peoria.

**DANCE TEAM**

The Dance Team made history as they concluded their first varsity season at the Maine East Invitational, hosted by the Illinois Drill Team Association (IDTA). Senior Lizzy Baker performed a fantastic solo dance and her score qualified her for the IDTA State Championship. The season concluded by honoring the seniors—Sarah Abdelsalam (manager), Lizzie Baker, Anna Bohlen, Michael Ewing (manager), Ishani Hartrasrad, Lena Stole, Nora Underwood, and Ana Wilczak—from participation in Lab’s inaugural varsity Dance Team season.

**FENCING**

This year’s fencing team advanced to the 1A Lakes High School Fencing Conference Championships, held in Highland Park, where the boys epee team placed fifth and the boys foil team placed in the top eight. Competing for the Maroons were Maya El Shamsy, Kai Gregorski, Jacob Liu, Ben O’Donnell, Frances Ofori-Marte, Varun Shriram, Dash Smith, Daniel Tordy, Luke Vegna-Spoofford, Rachel Xiang, and William Zhang. At the individual Great Lakes Championships, William Zhang placed third in saber, Ben O’Donnell placed fifth in epee, and senior Maya El Shamsy placed sixth, also in epee.

**BOYS GOLF**

The boys golf team had a strong season, missing qualifying as a team to the 2A Sectional by one stroke. Four golfers qualified individually to qualify at IHSA Sectionals. Alex Rupple and Ethan Kucera won ISL All-Conference honors, placing in the top 10 in the Conference tournament.

**GIRLS GOLF**

Sophomores Amelia Tan and Maxine Hurst finished nineteenth and Evey-fifth, respectively, at the IHSA 1A State Championship Tournament. The two concluded their season with outstanding performances at State for the second consecutive year.

**GIRLS TENNIS**

The girls tennis team had an impressive showing at the 1A IHSA State Tournament, placing fifth (of 52 teams) and scoring 17 points. The doubles team of senior Kriti Sarav and sophomore Paola Almeda defeated the Latin School of Chicago to advance to the State Championship match. Senior Corina Chen had an excellent showing, winning four matches and scoring 5 points over three days. Over the past six years, the Maroons have won 2 State Titles.

**SQUASH**

The squash team finished second in the Chicagoland Squash Conference Championship, held at the Lakeshore Athletic Club. The Maroons defeated Lake Forest Academy 5 matches to 4 in the semi-final and lost to the Latin School of Chicago in the championship match 5–4.

**BOYS SOCCER**

The boys soccer team showed well in an exciting IHSA 2A Regional Championship match held at Lab’s own Jackman in front of a large Maroon crowd.

200 free relay:
1st place Sebastian Gans, Justin Zheng, Henry Lyon, Austin Kim
100 back: 1st place Austin Kim
3rd place Charles Moombruke

200 medley relay:
1st place Sam Oyler, Jeffrey Huang, Jeffrey Wang, Austin Kim
200 freestyle:
2nd place Sebastian Gans
3rd place Vincent Zhang
200 IM:
1st place Jeffrey Wang
2nd place Sam Oyler
2nd place Henry Feng
100 fly: 1st place Jeffrey Wang
3rd place Sam Oyler
500 free:
1st place Vincent Zhang
2nd place Charles Moombruke
3rd place Austin Kim

200 medley relay:
1st place Sam Oyler, Jeffrey Huang, Jeffrey Wang, Austin Kim
200 freestyle:
2nd place Sebastian Gans
3rd place Vincent Zhang
200 IM:
1st place Jeffrey Wang
2nd place Sam Oyler
2nd place Henry Feng
100 fly: 1st place Jeffrey Wang
3rd place Sam Oyler
500 free:
1st place Vincent Zhang
2nd place Charles Moombruke
3rd place Austin Kim

100 freestyle: Elizabeth Oyler 2nd place (New Varsity School Record)
100 backstroke: Elizabeth Oyler (lead-off time is new Varsity School Record)
200 freestyle relay: Elizabeth Oyler 2nd place
200 medley relay: Elizabeth Oyler 2nd place
200 IM: Elizabeth Oyler 2nd place
200 backstroke: Elizabeth Oyler 2nd place

Boys 500 free:
1st place Austin Kim
3rd place Charles Moombruke
3rd place Austin Kim

**BOYS SWIMMING & DIVING**

The boys swimming team won the Independent School League (ISL) Championship for the second consecutive year. The boys swimmers medaled in the following events.

**GIRLS SWIMMING & DIVING**

The girls swimming and diving team placed second in the ISL Championship meet. The team also placed fourth in the IHSA Sectional Diving championship, scoring 315.20 for an 11-dive sequence.

**SPORTS HONORS & RECOGNITION**

**BOYS BASKETBALL**

ISL All-Conference First Team
Ben King
Xavier Nesbit (Player of the Year)

ISL All-Conference Team, Honorable Mention
Donovan Hackett
Noah Hoereth

Illinois Sports Business Conference (ISBC) Player of the Year
Xavier Nesbit

GIRLS BASKETBALL

ISL All-Conference Team, Honorable Mention
Alex Giles

**BOYS SWIMMING & DIVING**

ISHA Sectional Boys Coach-of-the-Year
Dor Novak, Diving

**GIRLS SWIMMING & DIVING**

ISHA Sectional Coach-of-the-Year
Kate Chronic
Dor Novak

**BOYS TENNIS**

ISL All-Conference
Maxine Hurst
Devyn Moubayed
Amelia Tan

**GIRLS TENNIS**

ISL All-Conference
Paola Almeda
Kriti Sarav

Illinois Tennis Coaches Association, All-State
Paula Almeda and Kriti Sarav, First Team
Cora Chen, Second Team

**BOYS VOLLEYBALL**

ISL All-Conference
Ethan Kucera
Alex Rupple

**GIRLS VOLLEYBALL**

ISL All-Conference
Emily Drennan, Charlotte Henderson
Kris Single, Player-of-the-Year
Juliana Walker

ISL Volleyball Coach-of-the-Year
Lisa Miller

**SPORTS**

**GIRLS VOLLEYBALL**


Senior Charlotte Henderson, juniors Emily Brennan and Ella Cohen-Richie, and sophomore Juliana Walker won ISL All-Conference honors. Cohen-Richie was named ISL Player-of-the-Year and Lisa Miller was named Coach-of-the-Year. The Maroons won the ISL and IHSA Regional Championships.

**GIRLS VOLLEYBALL**

ISL All-Conference
Kaden Moubayed, All-Sectional
Charlotte Young, Honorable Mention

**BOYS SWIMMING & DIVING**

ISL All-Conference Team, Honorable Mention
Charlie Young, Honorable Mention

**BOYS TENNIS**

ISL All-Conference
Maxine Hurst
Devyn Moubayed
Amelia Tan

**GIRLS TENNIS**

ISL All-Conference
Paola Almeda
Kriti Sarav

Illinois Tennis Coaches Association, All-State
Paula Almeda and Kriti Sarav, First Team
Cora Chen, Second Team

**BOYS VOLLEYBALL**

ISL All-Conference
Ethan Kucera
Alex Rupple

**GIRLS VOLLEYBALL**

ISL All-Conference
Emily Drennan, Charlotte Henderson
Kris Single, Player-of-the-Year
Juliana Walker

ISL Volleyball Coach-of-the-Year
Lisa Miller

**SPORTS**

**GIRLS VOLLEYBALL**


Senior Charlotte Henderson, juniors Emily Brennan and Ella Cohen-Richie, and sophomore Juliana Walker won ISL All-Conference honors. Cohen-Richie was named ISL Player-of-the-Year and Lisa Miller was named Coach-of-the-Year. The Maroons won the ISL and IHSA Regional Championships.
On Saturday, October 15, Lab hosted its fourth annual Athletics Hall of Fame Reception and Induction Ceremony, which was established to honor outstanding contributions to Lab’s rich athletics history. During this year’s festivities, the following alumni were inducted into the school’s Athletic Hall of Fame:

- Ted Haydon, ’29
- Jimmy Bruce, ’76
- John Naisbitt, ’80
- Zeke Upshaw, ’09
- Emily Kuo, ’09
- Sherry Fu, ’10

The presenters for this year’s induction ceremony included Larry McFarlane, Deb Ribbens, Mike Moses, Markie Room, John Rogers, and Ron Drozd. We are so proud of all of our Lab athletes and remain excited to strengthen the School’s commitment to athletics, health, and wellness.

Photo Captions:

- Students creating their top pattern for their arabesque lantern
- Plenty of thread for the Friendship Bracelet workshop
- U-High students creating a chocolate sculpture at the Chocolate Showpiece workshop
- Ink and paper only; ink blots were a big hit at this workshop
- Closing ceremonies featuring the Chicago Boyz Acrobatic Team and the U-High Dance Troupe
- The Fountain Pens, Ink, and Paper workshop as students try various fountain pens and inks

Held on March 1 this year, Lab’s annual ArtsFest energized the hallways and classrooms at the Historic Campus as U-High students explored the many facets of art. Designed to heighten appreciation for creativity, ArtsFest is a day-long event of workshops, performances, and activities that celebrate the arts through John Dewey’s “learning by doing” approach to education.

The board for this year’s ArtsFest chose the theme of social justice, but workshops were not required to adhere to the theme. This year’s ArtsFest board consisted of Grayson Smith, Maya Herron, Charlotte Sims, Jenna Kilkus, Hannah Maxcy, Jessica (Julia) Daugherty, Lusia Austen, Elizabeth Oyler, and Jeffrey Huang (webmaster).

ARTSFEST: A CELEBRATED ARTS TRADITION CONTINUES
A Walk Across America

Sam Rezaei and James Dill recollect their walk from New York to California as a “completely different chapter of our lives”

By Rocio Villaseñor
Walking across America was a physical and mental challenge that alumni James Dill, ’18, and Sam Rezaei, ’18, faced. Although their journey lasted longer than predicted, on December 3, 2022, the duo looked out over the Pacific Ocean at Los Angeles’s Venice Beach, just as the sun was setting at their feet—feet that had carried them over 2,800 miles in 170 days.

On December 3, 2022, the duo looked out over the Pacific Ocean at Los Angeles’s Venice Beach, just as the sun was setting at their feet—feet that had carried them over 2,800 miles.

“We just kind of took 15-20 minutes, sitting on the beach trying to process what we had just done,” Dill says. Rezaei echoes that it was the same feeling for him. “It didn’t feel like some big grand sense of pride or accomplishment,” Rezaei says. “We finished this challenge that we planned for ourselves and now it is on [to] the next step.”

Their journey began on June 17, 2022, in Coron Island Beach, New York, which they chronicled in both an Instagram account @theamericantrail and blog The Walk Across the United States. In their first blog post, both alumni write that this will be their ultimate challenge to immerse themselves in rural America. “[The walk] really helped me understand such a big population that I and many other people that live out in the city never really get to interact with and all we maybe hear from them is through the news. So I thought that was very eye opening and I really enjoyed it,” Rezaei says.

Most nights the alumni pitched tents along roads, outside churches, or community centers. They faced weather, safety, and other struggles, mostly in the countryside, but they were fortunate to meet people that would help them out. They recall how some locals engaged them in conversations, invited them to services, fed them, offered them showers, or left groceries on the road.

“It was extremely genuine help,” Rezaei says. “We still keep in contact with [some of the people].”

Along the way, their purpose for walking expanded after being mistaken for homeless and having conversations with individuals who are experiencing homelessness or poverty. They decided to turn their walk into a Coast2Coast fundraising initiative powered through a Gofundme.com page, which will provide funds to The Night Ministry in Chicago. They set out a goal of $1 million and have raised over $16,000. They are still keeping in contact with individuals who have touched their lives and experiences, according to Patten. “I believe they’re looking to find other ways to continue to stay involved with The Night Ministry,” Patten says.

Dill and Rezaei had savings, but their parents, for the most part, sponsored their journey. Both alumni say their family and friends are very proud of them. Their parents met up with them in California to see them finish the trip.

“It felt very normal [what] we’re doing after a while, but to other people it is obviously like a very kind of unique thing to do,” Dill says. “I still remember what it was like but it’s like a completely different chapter of our lives. Even though it was a huge struggle, I think we both definitely miss doing it, too.”

The walk was not only about accomplishing their goal but “about each given day and each given house,” Rezaei says. “That’s something that I think we learned along the way…and how we [grew] through this walk.”

Lab alumnus Tomer Keysar, ’18, is turning their journey into a documentary. Keysar was there at the beginning of their trip in New York and also in California when they finished. They hope the documentary will be available to the public next year.

The Night Ministry found out about the fundraiser from a reporter for The Daily Northwestern, where Rezaei graduated from. Burke Patten, communications manager at The Night Ministry, got in touch with the alumni and says this is the first time that the organization has received funds from somebody walking across America.

“We’re really grateful for the funds that Sam and James have raised for us. Those will go towards supporting our mission which is to provide human connection, housing support, and health care to members of our community who are unhoused or experiencing poverty,” Patten says.

The Night Ministry is also grateful to Dill and Rezaei for calling attention to the challenge of homelessness in this country” and educating others about it. The alumni visited the Night Ministry in January. They spoke about their fundraiser

They decided to turn their walk into a Coast2Coast fundraising initiative powered through a Gofundme.com page, which will provide funds to The Night Ministry in Chicago. They set out a goal of $1 million and have raised over $16,000.
A League of Our Own

Student athletes contribute to a rich legacy of excellence

By Valerie M. Reynolds

She explained how being an athlete at a school like Lab positioned her well for the Princeton athletic recruitment spot that she was offered. “I remind myself that I’m here because I worked for it,” said Tyler. “I would not have gotten the spot had I not already been through prep.”

To many, Lab is most often thought of as a private school affiliated with the University of Chicago that is known for its academic rigor; after all, in 2020, Lab was rated as the nation’s fifth top school in Newword’s America’s Best STEM High Schools. However, in the last few decades, it has grown clear that, at Lab, being smart and being athletic are not mutually exclusive.

In recent years, a growing body of research highlighting the benefit of youth athletics has emerged. According to a study cited by Project Play—an initiative launched in 2013 by the Aspen Institute’s Sports & Society Program—physical activity is associated with improved academic achievement, including grades and standardized test scores. And according to At Your Own Risk, a website aimed to educate employers, workers, legislators, school administrators, parents, and student athletes about the value athletic trainers bring to the field, office, and everyday participation in team sports results in higher GPAs for both high school boy and girl athletes. They report that physically active children are 15% more likely to attend college and former student athletes tend to earn significantly higher incomes than those who did not play sports.

“Being competitive has taught me a lot. It has shown me that not only can I be a leader, but I can also be a team player,” says Tyler. “I also have a clear understanding of when it is necessary to step up and be a leader and when— at times— it will be necessary to be someone who sits back and lets others lead the group.”

A shining example of Lab’s long-standing athletic prowess can be exemplified through Lab alumnus Ted Haydon, ’29. After graduating from Lab he attended the University of Chicago and eventually became the head coach of their track and field team in 1950. In 1952 he formed the University of Chicago Track Club, a post-collegiate development group with a nondiscriminatory, open-door policy for young athletes. Haydon was also the assistant coach for the United States National Track and Field team in the 1964 and 1972 Olympic Games and the 1963 and 1979 Pan American Games. In 1975 he was inducted into the USA Track and Field Hall of Fame and was a special inductee into the United States Track and Field and Cross-Country Coaches Hall of Fame. Haydon was also one of five alumni inducted into Lab’s Athletic Hall of Fame this October. More recently, Lab can boast alumni such as Memphis Grizzlies Executive Vice President of Basketball Operations and General Manager Zachary Kleiman, ’06, who was selected as the National Basketball Association’s 2021–2022 Basketball Executive of the Year, an award given annually since the 1972–73 season to the league’s best general manager, president of basketball business operations, or another high-ranking executive.

Similarly, Lab alumnus Jeremy Woo, ’11, began writing for Sports Illustrated (SI) after graduating from Northwestern in 2015 and recently became a contributing SI Sports Matter article as “the best basketball prospect in a generation.” Woo, who was a “Lab Lifer,” played baseball, basketball, and soccer throughout his years at Lab. He fondly recalls what was a great time to be an athlete at Lab as its commitment to athletics began to crystallize under the direction of the school’s athletic director, Dave Ribbens. “I was fortunate to attend Lab at a time when institutional support for athletics seemed to be growing,” said Woo. “I felt encouraged by the opportunities to add to my athletic experience at school.”

In the last few decades, it has grown clear that, at Lab, being smart and being athletic are not mutually exclusive.

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In the last few decades, it has grown clear that, at Lab, being smart and being athletic are not mutually exclusive.

To better illuminate the many high-achieving athletes that have come through the Lab program, in 2019, Ribbens established the Laboratory Schools Athletics Hall of Fame, which honors outstanding contributions and achievements in Lab’s athletics history.

“Launched the Athletics Hall of Fame to simply tell the story of Lab athletics through the experiences of students, teams, and coaches,” said Ribbens. “We have a rich history of athletics at Lab that many within our community are not even aware of. Our goal is to inform, enlighten and share the many ways that athletics helped shape our student experience while attending Lab.” Ribbens has been at the helm of Lab’s athletic department for the past twenty years. Under his tenure, the athletic program has grown in a number of ways. Lab offers a variety of competitive sports programs that came about as a result of student interest. The sailing team for example is one of the newest teams that was formed from our fortuitous student and family community. Students and their families committed themselves to training during the off-season, coaches organized opportunities prior to the start of their season to ensure team readiness, and last year, our sailing team won the Illinois State Championship for the second consecutive year.

“Our teams have been successful in winning five IHSA State Championships over the past six years,” says Ribbens. “That success has inspired our student athletes to set higher goals and expectations of themselves and their teammates.”

The athletic program at Lab has been essential to the education of our students for many years. These students remain high-achieving scholars and contribute to Lab’s legacy in an arena that most people wouldn’t assume: the sports arena.

Learn more about Lab’s Athletic Hall of Fame here.

Lab seniors on National Signing Day: From left: Krifi Saree, Wellesley (tennis); Elia Nielsen, Grenfell (soccer); Ashkey Puri, Michigan (Gymnastics); Srah Hd Baez, Wabash Valley (track and field); Charlotte Sims, Swarthmore (soccer); Smith Bumpers, Bucknell (Rowing); and Xavier Nesbitt, Harvard (basketball). Not pictured: Sydney Tyler, Princeton (fencing)
The Genius of Lab

Exploring Lab’s growing connection to the prestigious MacArthur award

By Valerie M. Reynolds
A transformer award
"Humility is something that is important to MacArthur and the way we do our work," said Meyer. "Who are we to tell these exceptionally creative people who have track records of amazing, groundbreaking work, how best to use the funds?"

An unrestricted, no strings attached grant is rare in the world of funding and grant-making. One of the many things that makes the MacArthur Fellows Program and its award unique is that Fellows are not required to report on the status of their work or explain how the funds were used. It is not a grant-making program in the same way that many other funds are; it's an award.

"We take the 'no strings attached' aspect of the award very seriously and really just let the Fellows do what they do best. We don't monitor in any official way," said Meyer. "We do keep track, of course, but more as a matter of interest, or just in the course of reading the news. How could we not be curious to see what Lin Manuel Miranda or George Lewis is up to?"

Among those bestowed with the honor in 2022 were three awardees with ties to Lab: artist Amanda Williams, '92, an active alumna and current Lab parent; composer and cellist Tomeka Reid, a Lab orchestra teacher from 2003–2011; and mathematician Melanie Matchett Wood, who is the granddaughter-in-law of Margaret Matchett, a large contributor to Lab's Math Department for many years. Melanie Matchett Wood, who is the granddaughter-in-law of Margaret Matchett, a large contributor to Lab's Math Department for many years until her retirement in 1987. Other former Lab alumna who received this award in the past include musicologist George Lewis, '69, geriatrician Diane Meier, '69, and astrophysicist Andrea Ghez, '83, who went on to receive the 2020 Nobel Prize in Physics "for the discovery of a supermassive compact object at the center of our galaxy."

A transformative award
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A legacy of unparalleled teaching
"Everyone I had there from the third grade with Miss Louise Bliss, right on to high school, played a role in who I am today," says George Lewis, who received the MacArthur Fellowship Award in 2002 and is the Edwin H. Case professor of American music at Columbia University, where he also serves as Area Chair in Composition and Faculty in Historical Musicology.

There were many fond memories of teachers that came up when these "Genius" award recipients spoke about their Lab experience. Lab educators are continuously recognized, locally, nationally, and internationally, for excellence in teaching and innovation in the classroom. Currently, Lab boasts...
11 teachers that have won Chicago’s prestigious Golden Apple Award for Excellence in teaching—more than any other school in the city.

Lewis recalled from decades ago how his social studies teacher was a great educational figure. “I hate to play favorites, but Earl Bell was a social studies teacher who was a great influential figure,” Lewis recalled. “When I think about how I teach, like a flashlight, I’m teaching my class on twentieth century music and I’m talking a certain way, and I think, ‘God, I’m talking just like Mr. Bell would talk.’”

As it turns out, Bell was not just influential to Lewis, but also to his fellow alumna Valerie Jarrett, ’73, whom he learned when comparing notes with Jarrett as they discussed both being honored with Labs Distinguished Alumna/Alumnus Award.

Williams and Ghez both fondly referenced being inspired by the renowned Vivian Gussin Paley, a former teacher who was a MacArthur Fellow too. Paley, who was an early childhood educator, researcher, and writer, worked nearly her entire entire forty-year career as a preschool and kindergarten teacher at Lab and was the recipient of the MacArthur Fellowship Award in 1989. A 1992 New York Times article about Paley asserted that “Vivian Paley is an artist whose medium is children in the classroom. The end product of her year’s work is a group of children who can live comfortably with themselves and with one another.”

John Dewey founded Lab in 1896 upon the notion of “experiential learning,” and since its founding—more than 126 years ago—the school is still recognized as a pioneer in education that changed the way teachers went about their jobs in the classroom: the children, not the lesson, became the center of the teacher’s attention.

“The training at Lab was all about asking questions. Asking good questions is the key to being a good scientist,” says Ghez. “So am I fundamentally different from other scientists? No. But I trained well?” Yes.!”

The Alumni Relations and Development Office at labnotes@ucls.uchicago.edu.

Judy Daskal, representative of the Class of 1946, retired to Mill Valley, California in June 2022, and lives happily in a senior residence near some of her family, including grandchildren. She writes: “As always, my days remain very busy. Among other activities, I’ve joined the Political Action Group and the Los Gatos Yacht Club, which aren’t exactly what I’ve continued to teach several Lab students via long distance over Zoom, therefore, I’ve lots to read. The weather is great, I do not miss Chicago winters! I love all the sunshine, which occurs most of the time. I enjoy reading LabNotes, so I can keep informed about recent activities at Lab. Keep it coming!”

Class of 1947: Interested in volunteering to serve as your class representative? Email the Alumni Relations and Development Office at labnotes@ucls.uchicago.edu.

Mara Lee Goldman writes: In 2018, my husband, Jay, Candel, and I, took 26 members of our blended family to South America on an amazing family holiday. At long last, in 2022, we can all travel again; and this year we took 23 members of our family to Argentina and Patagonia—for more wonderful family ADVENTURES!“

Class of 1949: Interested in volunteering to serve as your class representative? Email the Alumni Relations and Development Office at labnotes@ucls.uchicago.edu.

Alumni notes

These grants can be transformative not only for recipients of the award, but for society as well. Williams’ work as an artist who trained as an architect often uses color and architecture to explore the intersection of race and the built environment. Her work visualizes the ways urban planning, zoning, development, and disinvestment have impacted and continue to impact people’s lives, especially in Black communities.

50s

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

515 Class Representative

Lynn Manaster Alperin writes: “With the arrival of the new year, I also want to personally report to all of you that I am now more active in the Lab community than ever before. I believe that this is due to the remarkable changes that have occurred in our world over the past two years. As I reflect on the past year, I am struck by how much has changed, and how much remains the same. I am grateful for the opportunities that have come my way, and I am committed to continuing to serve the Lab community in any way that I can.”

Alumni Life: Women of Chicago

The Community Alumnae Fund is a sister organization of the University of Chicago Alumni Association. The Fund was established in 1950 as a result of an initiative by the University’s alumnae to raise funds for the benefit of women students at the University. Today, the Fund provides financial support to women students who would not otherwise be able to attend the University.

The Fund is governed by a board of directors, which consists of women alumni of the University of Chicago. The board is responsible for making decisions regarding the administration of the Fund and for determining the allocation of its resources.

The Fund is funded through contributions from individual alumnae, foundations, and corporations. In addition, the Fund receives funding from the University of Chicago, which provides a matching grant to support the Fund’s activities.

The Fund has a number of programs that are designed to support women students at the University. These programs include financial aid, scholarships, and travel grants. The Fund also provides support to women students who are involved in community service and leadership activities.

The Fund is committed to promoting the advancement of women in higher education. The Fund’s mission is to support women students at the University of Chicago and to promote the advancement of women in higher education.

The Fund is proud of its long history of support for women students at the University. The Fund is committed to continuing to support women students in the future and is dedicated to ensuring that all women students have the opportunity to receive a quality education at the University of Chicago.”

Alumni notes
Dave and I were surprised to learn that we both had lived in the Chislets at the same time several years ago. He had left U. Chicago. As we got to know each other better, we both marveled at the gravity of how fortunate all of us have been. He told us how on their way they had a brief visit with Tom Kirshbaum, who had expressed feelings similar to our own about his good fortune; Tom lives in Flagstaff, where he retired after a long career in the Music Department of Northern Arizona University.

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about American education. On a lighter note, I hear from Ellen Mostardi that things planned for our reunion. So those of you graduating elsewhere at that moment, but I’ll be there in spirit.

1979 Class Representatives Carl Wright 1957 Davina Terrace Sherman Oaks, CA 91403 carl@sggboglobal.com 818-981-2725

Jessica Kim 1182 East Court Street Philadelphia, PA 19145 jessikim1851@ymail.com 215-471-5767

Han Minaoqui 3609 York Road Huntington Woods, MI 48070-111 sawaoz@asus.com 313-642-2221

James Regnante writes: my latest book, Growing Up Gayly: The Story of America’s Most Unconventional Dynasty, has just been published by Simon & Schuster. I’m happy to say that it has already received excellent reviews in the New York Times and on NPR’s Morning Edition. Forget the self-promotion, but I hope some of you will enjoy it. Otherwise, I am a New Yorker—a long-time West Village resident. I would love to hear from any of our dear old classmates! Hope everybody is well.

1980 Class Representative Rhonda Gans 26054 York Road Huntington Woods, MI 48070-111 215-471-5767

Rhonda Gans writes: I have returned of good health, so we got to spend almost every day of the last two years of my life together. We were always there for each other, and our love and loyalty for each other was what sustained us.

After receiving my JD from Loyola Chicago and my MHA from the U of I, I focused the past fifteen years on making a difference for others by working to advance health equity. It’s an ever-evolving field and one that has proved very rewarding in shaping and helping to support the lives of adults. We always reflect on my days at Lab when I think about the years of practice—our class was so cool and interesting! If you’d like to reconnect, my email is gloria@jdmhealth.com. I hope everyone is doing well. I wish you all the best in 2023, and thanks for reading my first Lab Notes story!

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

1999 Class Representative Mehdia Johnson-Brooks 7425 South Princeton Avenue, Chicago, IL 60619 pmb6701@uchicago.edu 773-783-0445

Hosted over 1,000 changemakers at our Global Conference in Chicago, IL, at the Atrium and virtually (one at the Alumni Relations and Development Office at labnotes@ucls.uchicago.edu). The call is still to be decided!)

Gabrielle Lubin writes: I am the proud owner of a Chicago-based startup, The Spark. The company is situated in the Future of Work and Global Entrepreneurial Challenge, where it would love to connect with other alumni in the startup ecosystem on our ongoing Discord.

Ashley Rayner apologizes for the lateness of this update, but a lot has happened in a few years! After working for the Chicago Public Library for seven years, last as a branch manager in Greater Grand Crossing, Ashley started working for Northwestern Memorial Hospital in Chicago in July 2021. She is a research librarian, supporting social sciences with reference help and occasionally going to Regenstein to pick up interlibrary loans. In August 2021, Ashley fulfilled a lifelong dream of moving to one of the best cities in the world: Jeopardy! Though she didn’t win, it was still an amazing journey. In 2022, she moved to St. Louis, where she can visit her favorite farmer at her farm in nearby St. Louis. She now works in Spanish language. If she did win, she would be in the same in Spain for twelve weeks per year. From there, she returned to study astrophysics so this topic has been really intriguing to discuss in class.

Class of 2011: Interested in volunteering to serve as your class representative? Email the Alumni Relations and Development Office at labnotes@ucls.uchicago.edu.

Shahnak Pouri visited Lab on January 5 to serve in a panel on The role of the Current class about what to expect in college. He was joined by members of previous classes and shared about his post-Lab experiences so far.

Shahnak Pouri writes: I was very pleased to be part of a panel on that talked to the current senior class about what to expect in college. They were joined by members of previous classes and shared about their post-Lab experiences so far.

Class of 2020: Interested in volunteering to serve as your class representative? Email the Alumni Relations and Development Office at labnotes@ucls.uchicago.edu.

Carolyn Glazer visited Lab on January 5 to talk to the current senior class about what to expect in college. She was joined by members of previous classes and shared about their post-Lab experiences so far.

Class of 1990: Interested in volunteering to serve as your class representative? Email the Alumni Relations and Development Office at labnotes@ucls.uchicago.edu.

Todd Belcore writes: On behalf of Chase Chavin, ’97 and Anthony Williams, ’98, we are really excited about the event this weekend, alone, we, via Social Change:

Mobilized/trained 33 people in Georgia runoff election from every corner of the nation, traveling over 35,000 miles and engaging over 15,000 voters.

Hosted over 1,000 changemakers at our Global Conference in Chicago, IL, at the Atrium and virtually (one at the Alumni Relations and Development Office at labnotes@ucls.uchicago.edu). The call is still to be decided!)

Gabrielle Lubin writes: I am the proud owner of a Chicago-based startup, The Spark. The company is situated in the Future of Work and Global Entrepreneurial Challenge, where it would love to connect with other alumni in the startup ecosystem on our ongoing Discord.

Ashley Rayner apologizes for the lateness of this update, but a lot has happened in a few years! After working for the Chicago Public Library for seven years, last as a branch manager in Greater Grand Crossing, Ashley started working for Northwestern Memorial Hospital in Chicago in July 2021. She is a research librarian, supporting social sciences with reference help and occasionally going to Regenstein to pick up interlibrary loans. In August 2021, Ashley fulfilled a lifelong dream of moving to one of the best cities in the world: Jeopardy! Though she didn’t win, it was still an amazing journey. In 2022, she moved to St. Louis, where she can visit her favorite farmer at her farm in nearby St. Louis. She now works in Spanish language. If she did win, she would be in the same in Spain for twelve weeks per year. From there, she returned to study astrophysics so this topic has been really intriguing to discuss in class.

Class of 2011: Interested in volunteering to serve as your class representative? Email the Alumni Relations and Development Office at labnotes@ucls.uchicago.edu.

Shahnak Pouri visited Lab on January 5 to serve in a panel on The role of the Current class about what to expect in college. He was joined by members of previous classes and shared about his post-Lab experiences so far.

Shahnak Pouri writes: I was very pleased to be part of a panel on that talked to the current senior class about what to expect in college. They were joined by members of previous classes and shared about their post-Lab experiences so far.

Class of 2020: Interested in volunteering to serve as your class representative? Email the Alumni Relations and Development Office at labnotes@ucls.uchicago.edu.

Carolyn Glazer visited Lab on January 5 to talk to the current senior class about what to expect in college. She was joined by members of previous classes and shared about their post-Lab experiences so far.

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In Remembrance

FACULTY

MURRAY HOZINSKY
1932–2022

Murray Hozinsky, a former U-High biology teacher, died on September 20, 2022, at the age of 90. Mr. Hozinsky is credited with helping select students find summer jobs in the University’s research labs. He was a much beloved friend to many students who want to participate. He was loved and cherished by many people including his children, Ezra and Rivka, and his grandson Nami.

Henry Levi Freund, ‘47

Henry Levi Freund, age 96, of Rancho Mirage, CA, formerly of Chicago, IL, passed away on September 18, 2022. He is survived by his beloved wife Joyce, nieces, nephews, and family members.

Marilyn Freund, ‘71, son

Daniel Freund, daughter, Nadine Freund-Cremo, and sons, Alvin and Henry Freund, ‘47, were predeceased by their mother, Henry’s beloved wife, Henry Levi Freund, ‘47.

Alvin Freund-Cremo, ‘60

Alvin Freund-Cremo died on July 15, 2023, age 79, a brain tumor. Alvin and his wife, Nadine, attended Lab from Kindergarten through their Senior year of University. They attended University of Wisconsin-Madison School of Medicine and Surgery.

Words and music were inextricably linked for Ned Rorem. Time magazine called him “the world’s best composer of art songs,” yet his musical and literary ventures extended far beyond this specialized field. Rorem composed three symphonies, four piano concertos, and an array of other orchestral works, music for combinations of chamber forces, ten operas, choreographic works for every description, ballets and other music for the theater, and literally hundreds of songs and cycles. He authored numerous books, including five volumes of diaries and collections of letters and criticism.

In addition to a Pulitzer Prize, awarded in 1976 for his suite Air Music, Rorem was the recipient of a Fulbright Fellowship (1951), a Guggenheim Fellowship (1957), and an award from the National Institute of Arts and Letters (1968). He was a three-time winner of the ASCAP-Deems Taylor Award; in 1998 he was chosen Composer of the Year by Musical America. The Atlanta Symphony recording of the String Symphony / Sunday Morning / Eagles received a Grammy Award for Outstanding Orchestral Recording in 1989. From 2000 to 2003 he served as President of the American Academy of Arts and Letters. In 2003 he received ASCAP’s Lifetime Achievement Award.

Jerry Neugarten, ‘65

Jerald Lee Neugarten (born in Chicago in 1948) died peacefully at home in Highland Park, Illinois, on August 8, 2022, attended by his wife Betsy Keeler. He was a proud father to Rachel, Sarah, and Carter Neugarten, delighted father-in-law to Andrew Lullo and Katie Turner Neugarten, loving grandfather to Andrew and Thomas Ellbogen, and Mabel Lello and a grandson expected in November. He was an avid snowboarder and hoped to advocate for better treatment options and advance science of this disease.


Alumni

NED ROREM, ‘40

1923–2023

NED ROREM, ‘40

NED ROREM, ‘40

NED ROREM, ‘40

NED ROREM, ‘40

NED ROREM, ‘40

In his diary, Lies, a Diary: 1986–1999, Rorem described his time as a soldier in the U.S. Navy for “his growing up.” While in medical school he committed to the Navy. In 1952, he finished his medical school in South Pasadena, where the family had moved. He attended Colorado College and medical school at USC. He served as a cancer surgeon in the army’s 82nd Airborne Division from 1969 to 1972, opened the Walnut Creek Center for the Arts and Music in 1974, and served as a flight surgeon in the army’s 82nd Airborne Division from 1969 to 1972. He was a Lt. Commander. Civilian practice followed from 1962 to 1995, during which he remained in the U.S. Navy Reserve and Air Station North Island, CA. He earned several honors and awards, including his children, Ezra and Rivka, and his grandchild Nami.


Jerry’s family and friends speak with admiration about his generosity as a father, friend, and mentor, his formidable organizational skills, intelligence, dedication to his art, and a passion for good food, pleasure in debate and food, and hearty laugh. A recording of Jerry’s music is available at ASCAP. A memorial service will be held on December 4, 2023, at Temple Rodef Shalom in Arlington, Virginia. In lieu of flowers, contributions can be made to the Chicago Symphony Orchestra, where Jerry was a devoted supporter.

Jerry was a brilliant, kind, and generous man. He was a great friend of mine, a great friend to students, and a great friend to the University. He was a great friend to everyone. He was a brilliant man, a great friend to everyone, and a great friend to me.

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Ben Epstein, ’99

Writer, Director & Producer

Horvath and is a coming of age story about troubled teen Alex (played by Horvath) who runs away to learn the deep secret of her roots as she seeks out the biological father her mother kept hidden. Epstein's classmate and fellow alumnus, the Oscar winner Graham Moore, ’99, is among the executive producers of this feature film.

When asked about his best advice for success during a YouTube interview promoting the film, Epstein was quick with an answer. “Finish things. If you don’t finish something, then it doesn’t get to become all of the things that you imagined it could be when you were first conceiving of it,” he said. “But if you’re sitting around conceiving it never becomes anything.”

Epstein has a number of conceived projects in the hopper. He is working on a screenplay on Michael Jordan’s short-lived baseball career and has a couple of shows in development for both Netflix and Lionsgate.

“At Lab, I learned the value of inclusion, and the importance of fostering communities built on mutual respect, deep curiosity, and an appreciation for difference.”

Rogers started volunteering and teaching art classes in seventh grade at the Sue Duncan Children’s Center in the South Side of Chicago. For six years until she went to college at Yale University for art, Rogers says, “I recognized I was given many opportunities as a young person, and I wanted to use my time and resources to be supportive in a community that didn’t have that same level of access,” she told Frieze.

Rogers is described as a creative business strategist, avid art collector, and philanthropist. She received her MBA from Stanford University and MFA from Parsons School of Design. She manages the strategy team at Autodesk and is an advisor at X, Alphabet’s moonshot factory.

“My experience at Lab shaped my commitment to building a more equitable future world.”

Ben Epstein, ’99, is showing the television and film industry that he’s got the chops for this business, and he’s also showing them just where he got those chops from. With a growing number of credits to his name—including You Get Me (2017), In the Vault (2017), and The Reunion (2004) —Epstein created a buzz on the film festival circuit and received a number of awards including Best Short at the 2004 Avignon/New York Film Festival and Best Student Film at the California Independent Film Festival—Epstein is developing quite the name for himself.

His name is recognized to many as the creator of the MTV’s dRamedy Happiland, which centers on the character Lucy, a cynical teenage girl whose mother works as a mannequin in a theme park. Lucy explores the fairytale princess in a popular theme park. Epstein is developing quite the career in the television and film industry.

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Fund for Lab

The bedrock of Lab’s philanthropy efforts, the Fund for Lab, provides the Laboratory Schools with funds that allow us to continue to invest in the people and programs that are at the heart of the Lab experience.

The Fund for Lab supports all of Lab’s core programs, making a real difference in the lives of students, families, and teachers. Every gift, no matter the size, makes an immediate and lasting impact to ensure that Lab continues to thrive.

give.uchicago.edu/lab
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