

LabLife

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

Fall 2017



LabLife

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FROM DIRECTOR
CHARLIE ABELMANN

Opening doors



“Whether it is at an alumni event here on campus or in another city, at a family potluck, with an email, or at one of the ‘Chats with Charlie’ I will host, please do take the time to tell me your story and share your ideas.”

Dear Friends,

Welcome to the 2017–2018 school year. I am so happy to be here. I am honored to have the opportunity to work with you—a community of people who care so very much about this school—as we chart the course for Lab’s future together.

The center of everything we do as a school is the *student*. In its simplest form, it’s my job to make sure that our young learners love coming to school every day and love the opportunities we can create on and off campus to support their academic, social, and emotional growth, and to acknowledge the spiritual dimension of childhood. At Lab, I am among many with the same goal.

Over the summer, I welcomed seeing the hundreds of children on campus for Summer Lab, including a group of students from China! The energy was infectious. In meeting some of the Lab and UChicago Charter students doing Summer Link internships and speaking with the High School students serving as Summer Lab counselors, I saw

how these experiences promote critical life skills. These and other students told me how they love their peers, their teachers, and all they get to do at Lab and at the University.

That enthusiasm for Lab lasts: Alumni with whom I have met—recent grads in DC, current Lab employees, a group who work at Ariel Investments with former Lab Board Chair John W. Rogers, Jr., ’76—all talk about outstanding teachers and peers who remain friends and have become colleagues. It is a group that stays connected to each other and involved with Lab. Our school community is enhanced because of them.

Lastly, I have had the privilege of attending get-togethers for new families hosted by our impressively supportive Parents’ Association and attended by current families as well. In conversation, I quickly realized what huge sacrifices some families make in order to send their children to Lab, whether meeting the cost of tuition, making a long commute, or even, in some cases, relocating from other states. This can motivate us to

contemplate how to ensure that Lab continues to be one of the most outstanding educational experiences. Already it is clear to me that our principals, teachers, and administrators feel that same responsibility.

As I have started to get to know the University, Hyde Park, and Chicago, I am enthusiastic about all of the opportunities available in our halls and right outside our door. I am committed to deepening our connection to the University and the city. Fittingly, we have established a school-wide theme for the year, Opening Doors, which we will explore in all kinds of ways, across all ages. The theme has another aspect that is important for all of us: Lab’s is a large community—home this year to more than 2,100 students—and we must be intentional about shaping a diverse and inclusive community for students, families, employees, and alumni.

I am learning about Lab’s past and present by listening, reading, and uncovering symbols around the school. I hope to learn more from you about your hopes and dreams for Lab, and I will be

meeting with as many people as I can to listen, exchange ideas, and build relationships. So, whether it is at an alumni event here on campus or in another city, at a family potluck, with an email, or at one of the “Chats with Charlie” I will host, please do take the time to tell me your story and share your ideas.

I am deeply interested and value your thoughts. I wish to extend my deepest appreciation to Beth Harris and her work with the community last year. She knows and loves Lab, and having her counsel and assistance as I transition into my new role has been invaluable.

I thank the Lab and University community for so warmly welcoming me and my family.

Warm regards,

Charlie H. Abelman

Charlie Abelman

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

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LabArts 2017

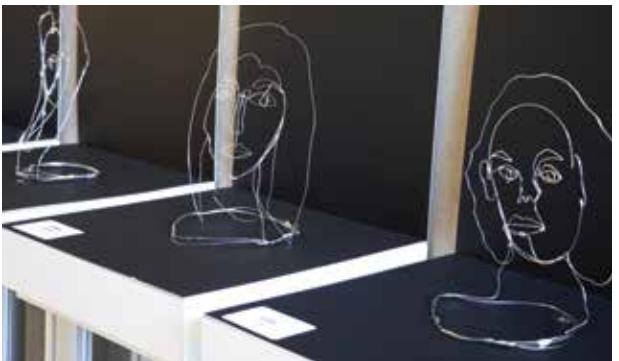
Now in its sixth year, LabArts has become one of the Schools’ most significant community events



Led by a group of parents—in partnership with the fine and performing arts faculty—LabArts has grown to what is now two weeks of events centered around a gallery-style installation of more than 1,500 pieces of student artwork. “LabArts gives our youngest students an opportunity to see what’s possible in the curriculum as they get older,” says Fine Arts Department Chair Gina Alicea. “Our students view their work with pride and gladly bring their families to this all-schools celebration.”

In addition to the gallery, this year’s LabArts included: the Middle School musical; DigiMuse (a digital music concert); a hands-on, all-ages art project; the U-High film festival; and a variety of receptions bringing families together to see the results of longer-term student projects. Throughout the two weeks, teachers routinely brought students to experience the gallery installation and explore art being made by other Labbies.

“It has been a pleasure working with Tracy Coe, Cynthia Heusing, Cheryl Rudbeck, and Garland Taylor who have been the core parent volunteers on the project for all six years,” says Ms. Alicea. “Celebrating the arts in our new arts hall makes it that much more exciting.”



Recommended reading

Humanities teacher Janice Moy recommends Elena Ferrante’s *My Brilliant Friend*



The first of Elena Ferrante’s four “Neapolitan Novels,” *My Brilliant Friend* explores questions that may interest anyone who has ever been a student or a teacher or had a “frenemy” in school.

In the novel’s prologue, narrator Lenù receives a call from the worried son of an old friend. Lila, a woman in her 60s, has gone missing. Searching her apartment, the son sees that every trace of his mother, even old photos, is gone. Lenù realizes that her friend wants not only to “disappear herself” but also “the entire life that she had left behind.”



But Lenù knows this game. Lila is overdoing it, as always. And Lenù does what she has always done:

She competes. “We’ll see who wins this time,” she tells herself. And so she writes the story of her long relationship with Lila.

They are poor girls from a violent Neapolitan neighborhood controlled by the Camorra. Lenù is the pretty, blonde one—smart, but not aggressive, the one praised by teachers. Lila is disheveled, disruptive, and “very bad.” But before long

their teacher recognizes Lila’s brilliance: the girl has taught herself how to read and write.

Over the years, the Lenù and Lila are friends and rivals. They keep in each other’s sights, even as their paths diverge. One of the girls, with the encouragement of her teachers and the reluctant acquiescence of her parents, will climb out of poverty and, seemingly, the limitations of the old neighborhood. The other, who does not advance beyond elementary school, will marry young and badly and not escape Naples.

Absorbed in the drama of the girls’ symbiotic relationship, the reader wonders: What role does rivalry among friends and classmates play in promoting one’s intellectual and artistic development? Innate ability or formal education—which matters more?

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FROM THE SYLLABI

One of the great things about being a librarian? Reading is part of the job description.

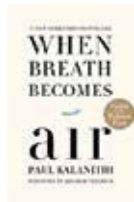
Every year Lab librarians recommend scads of books to readers of all ages. The High School summer reading titles are just right for parents and alumni, too.



The Last Days of Night
Graham Moore, '99



My Cubs: A Love Story
Scott Simon



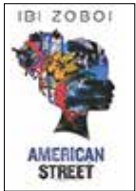
When Breath Becomes Air
Paul Kalanithi



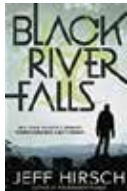
Filmish: a Graphic Journey through Film
Edward Ross



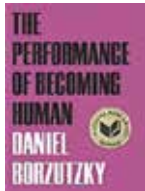
Lucky Jim
Kingsley Amis



American Street
Ibi Zoboi



Black River Falls
Jeff Hirsch



The Performance of Becoming Human
Daniel Borzutzky



The Curiosities: A Collection of Stories
Maggie Stiefvater, Tessa Gratton, and Brenna Yovanoff

In the Halls

Lab’s littlest thespians stage a South African tale



Nursery/Kindergarten teachers **Marie Randazzo**, **Jennifer Morris**, and **Karen DeMaio** proposed making one of their daily-read stories into a play for students to perform for their families and friends.

In classic Deweyan style, the students chose the story themselves—via secret ballot.

“To the chagrin of some and the joy of others, the story *Abiyoyo* won,” said Ms. Randazzo. The tale by Pete Seeger—based on a South African lullaby and folk song—describes a father and

son who use music and magic to triumph over a fearsome giant.

Students divided the work into writing, set design, publicity, and casting. The set committee designed the sets on paper and “hired” crews to help them draw and paint large backgrounds. The writing committee took an improvisational approach to scenes, writing dialogue as it was acted out. The publicity team created the playbill.

The result was a creative, educational experience rooted in critical thinking. Along with student enthusiasm, says Ms. Randazzo, “Parents and teachers collaborated to make *Abiyoyo* come alive.”

Middle Schoolers slice into the heart of science



Grab a scalpel and a heart and let’s get started. Welcome to sixth grade life science.

Every year the students in **Mark Wagner’s** “Systems of the Human Body” course are treated to serious experiential learning: dissection. To culminate a unit about the circulatory system, the students go straight to the system’s epicenter by slicing into preserved sheep’s hearts.

“We use sheep hearts because they are the same basic size and structure as the human heart,” Mr. Wagner says. “Students are able to see the four chambers of the heart and review each chamber’s function.”

The students are placed into groups where each performs a specific job: dissecting, recording data, or sketching what they see. This allows the more squeamish students a little distance and grants the scalpel enthusiasts

To culminate a unit about the circulatory system, the students go straight to the system’s epicenter by slicing into preserved sheep’s hearts.

the opportunity to get their hands dirty... so to speak.

“This is a great way for any future doctors in the class to realize that this is something they might like to do,” Mr. Wagner says.

Exploring the past with the Bayeux Tapestry



On October 14 **Kate Mannering's** fifth-grade class traveled back in time—to England in 1066, where the famed Battle of Hastings was fought exactly 950 years earlier.

Ms. Mannering always begins her British history lessons on that date, kicking off a journey through the

ages that includes Stonehenge and *Beowulf*. But it all starts with the Battle of Hastings, immortalized in the 230-foot Bayeux Tapestry.

At first, Ms. Mannering asks the class to look at the tapestry as archaeologists, closely observing its panels to discern its narrative sequence and characters; eventually,

they start piecing the story together as a group. Each student is paired with one tapestry panel to research in depth, before creating their own comics-style replica of the panel's imagery in the computer lab.

The project gives students an opportunity to further their research skills, embrace creativity, and learn more about primary sources and the importance of perspective. "Always be cognizant of who is telling the story," Ms. Mannering advises. In the spirit of Lab founder John Dewey, the project is also a chance for students to "learn by doing" and immerse themselves in the past. The goal is "appreciating history as alive and exciting," Ms. Mannering says. "It is not just facts and dates but people living the stories inside the big events."



Compliments build community and curriculum



Every morning, students in **Elizabeth Luna's** first-grade class begin their day together with a simple but significant ritual. They stand in a circle, and they take turns giving fellow classmates a compliment.

"The compliment can't be about someone's appearance or what they're wearing. It has to be about who they are and what they do," Ms. Luna says.

Students expressed appreciation for a wide range of character traits, including classmates' **Lego®** engineering prowess,

their speed at "Sharks and Minnows," or their reading, writing, and listening skills. The exercise encouraged students to practice kindness toward each other and to appreciate each classmate's unique, positive qualities.

"It feels different when you start the day off as a community," Ms. Luna says. "It sets up an environment where it's easier to learn because students feel comfortable together. Everyone ends up with a big smile on their face."

Toward the end of the school year, students began writing their compliments down (in proper letter format) so the recipients—a different one each day—could read them privately. Ms. Luna collected the written compliments in a book for each student to keep as a personalized memento.

Students expressed appreciation for a wide range of character traits, including classmates' **Lego®** engineering prowess, their speed at "Sharks and Minnows," or their reading, writing, and listening skills.

How to make history jump off the page



Lab's AT Modern European History students participate in a yearlong, hands-on project that complements the curriculum, usually in the form of a play. This year, three classes worked together to act out *Wild Swans: Three Daughters of China* by Jung Chang. The memoir follows three generations as they witness the arc of communism and the Cultural Revolution in China from the post-World War II era through the 1970s. Says teacher **Chris Janus**, "Putting on a theater production like this is a powerful way of creating a remembering experience."

In hopes of better preparing Labbies for the collaboration required in the 21st-century workplace, teachers **Chris Janus** and **Christy Gerst** structured the project to be completely student-directed. Students

who preferred to work offstage could work on costumes, set design, fundraising, or publicity.

Opening night on June 5 proved to be a rousing success, both for the students and the teachers. Says Ms. Gerst, "The kids gave rounds of speeches afterwards in which they focused on how they learned so much from the process and were grateful for our guidance."

U-High Awards 2016-17

School Awards for Service, Citizenship, Academic Achievement

Senior Service Award

For outstanding contributions to school life over their entire high school career
Eliza Edwards-Levin,
Jonathan Lipman

U-High Service Award

For contributions to school life during the current school year
Seniors: Pascale Boonstra, Athena Chien, Eliza Edwards-Levin, Jonathan Lipman, Taylor Thompson, Eliana Waxman

Juniors: Talia Goerge-Karron, Olivia Issa, Michael Rubin, Elizabeth Van Ha
Sophomores: Otto Brown, Mili Shah
Freshmen: Jeremy Ng, Franziska Wild

Citizenship Award

For exemplary concern for the welfare of the school community and concern for other individuals

Seniors: Pascale Boonstra, Benjamin Grobman, Jonathan Lipman, Genevieve Liu, Lucy Ordman, Taylor Thompson
Juniors: Olivia Issa, Hayward Melton, Elena Sparrow, Elizabeth Van Ha
Sophomores: Hongjia Chen, Madison Christmas
Freshmen: Nolan Issa, Destiny Strange

Principal's Citations Award

ArtsFest: Alexandria du Buclet, Ilana Emanuel, Imogen Foster, Bailey Garb, Megan Moran, Eliana Waxman, Will Zich
Black Students' Association/ MLK Assembly: Tamera Carter, Daniela Garcia, Shoshana Holt-Auslander, Jordyn Mahome, Lauren Parks, Saige Porter, Ariel Toole
Eye to Eye: Bailey Litwin, Samantha Rodman
Jewish Students' Association Holocaust Assembly: Jacob Beiser, Sarah Markovitz, Emma Rafkin, Jonathan Ruiz
Refugee Club: Matt Atassi, Alexander Brown, Olivia Issa, Bailey Litwin, Camille Rehkemper, Giulia Shaughnessy
STEM Club: Athena Chien, Alexander Gajewski, Ojus Khanolkar, Janine Liu, Wanqi Zhu

Award for Educational Improvement

Charlie Flocke, Genevieve Liu, Hazel Martello, Becky Wah

Brent Cawelti Award

In honor of the late U-Higher, recognizing seniors who have made considerable progress during their high school years, been academically strong, and participated in co-curricular activities or sports
Alexandra Brown, Eamonn Keenan

Faith Dremmer Award

In honor of the late U-Higher to a student who manifests her many personal and academic qualities
Emma Rafkin

David Scheunemann Award

In honor of the late alumnus to a junior with outstanding accomplishments in music, literature, and science, and with diverse interests
Hayward Melton

Alan Stern Award

In honor of the late alumnus to seniors in the creative arts
Marissa Martinez, Will Zich

The Phoenix Award

The only award determined exclusively by students. Awarded to students who are generous in their encouragement of others and supportive of all, non-judgmental, approachable, and always find the bright side or silver lining. They represent University High School with their dedication to improving the community.
Senior: Wanqi Zhu
Junior: Jacob Shkrob
Sophomore: Alexander Pietraszek
Freshman: Donna Tong

Academic and Leadership Honors, Awards, Scholarships

National Merit Scholar

Janine Liu, Malika Ramani

National Merit Finalist

Pascale Boonstra, Tobias Ginsburg, Wanqi Zhu

Illinois State Scholar

Samuel Adelman, Dhanya Asokumar, Alexander Azar,

Colleen Baumann, Pascale Boonstra, Alexandra Brown, Alice Carlstrom, Alberto Cattaneo, Jason Chang, Athena Chien, Ajay Chopra, Gabriella Conforti, William Curry, Criss Edwards, Eliza Edwards-Levin, Simone Einhorn, Ilana Emanuel, Elsa Erling, Mathew Ferraro, Paige Fishman, Imogen Foster, Alexander Gajewski, Bailey Garb, Julia Gately, Tobias Ginsburg, Elena Graziani, Benjamin Grobman, Jingyi Jiao, Joshua Kaplan, Eamonn Keenan, Isabella Khan, Ojus Khanolkar, Eui Chan Kim, Allie Kreitman, Christopher Kucera, Tiffany Lau, Benjamin Lindau, Jonathan Lipman, Annika List, Genevieve Liu, Janine Liu, Sarah Markovitz, Hazel Martello, Marissa Martinez, Jacob Mazzarella, Aran Mehta, Nikita Menta, Hyder Mohyuddin, Emma Mueller, Zora Navarre, Kendra Nealey, Christos Nikas, Pria Parsad, Delnaz Patel, Rhea Peddinti, Andrew Pomposelli, David Portugal, Shaunak Puri, Sarah Qadir, Emma Rafkin, Malika Ramani, Daniel Rubin, Tomohiro Sawada, Clyde Schwab, Jacob Silverstein, Nicholas Slimmon, Charles Sowerby, Frederick Stein, Nigel Telman, Mia Waggoner, Jacqueline Walker, Eliana Waxman, Benjamin Wittenbrink, Nicholas Woodruff, Katherine Zhang, Wanqi Zhu, Myra Ziad

Departmental and Subject Area Awards

Computer Science Department

National Center for Women & Information Technology Aspirations in Computing

Helena Abney-McPeek, Ruxandra Nicolae

Achievement in Computer Science

Jonathan Lipman

Aspirations in Computing

Benjamin Cifu, Jessica Pan

HackIllinois 2017 Facebook Favorite

CoinTK created by Ashwin Aggarwal, Alexander Gajewski, Jonathan Lipman, Wanqi Zhu

English

Eunice Helkamp McGuire Award

In honor of the retired English teacher, a \$1,000 tuition grant to juniors for senior year
Olivia Cheng, Anna Kenig-Ziesler

Hope Rhinestine Freshman Award

In honor of the late English teacher to a student who has helped himself or herself and others through class discussions and who exhibits tolerance of others, listens receptively, has a gracious spirit and gentleness, and asks questions filled with wonder
Donna Tong

Brown Book Award

To a junior who best combines excellence in spoken and written expression with outstanding overall academic achievement
Jonathan Ruiz

Bryn Mawr Book Award

To a junior who demonstrates a true love of learning and intellectual curiosity about the world around her
Elena Sparrow

Hal Hoffenkamp Award

To a junior for love of learning, especially through discussion
Jeremy Chizewer, Elizabeth Meyer, Elizabeth Van Ha

University of Chicago Book Award

Chloe Schneewind

Senior Book Awards

Andrew Beach, Bailey Garb, Joshua Kaplan, Delnaz Patel, Nigel Telman

Pegasus Young Playwrights Festival Competition

Top 10: Nigel Telman

Regional Scholastic Writing Awards

Jacob Beiser, Olivia Issa, Jamal Nimer, Jenna Nimer, Jacob Posner

Fine Arts

Chicago Architecture Foundation's Newhouse Architecture & Design Grand Prize Winners

Zoe Goldberger, Rachel Schonbaum

Studio Awards

Sculpture: Anna Kenig-Ziesler, Hayward Melton
Studio Practices: Zoe VanderVelde

Illinois High School Art Exhibition

Macelo Gutierrez-Miranda, James Woodruff

Robert Erickson Award

In honor of the late unified arts department chairperson, art and photography teacher for high achievement in the fine arts
Lucy Ordman

Betty Debs Sobel Award

In honor of the 1938 graduate for achievements in the graphic arts
Alice Carlstrom, Nicole Kuper

Jane Bruening Kingsley Art Scholarship

In honor of the 1924 graduate for a senior who also intends to pursue a career in the visual arts
Charlie Flocke

The Photojournalism Leadership Award

Paige Fishman

History

African American History Award

Roxanne Nesbitt

AT Economics Award

Malika Ramani

AT European History Award

Mili Shah

AT Modern World Award

Sammer Marzouk

AT United States History Award

Jennifer Wang

Early World History Award

Neha Ramani

Modern World History Award

Isha Singh

Phil Montag Award

Jacob Mazzarella

Chicago Metro History Fair Special Prize Winners

Chicago Jewish Historical Society Award: Daniel Rubin
Clarence Darrow Society Award: Harrison Shapiro
Hyde Park Historical Society Award: Nicola Han
Javras Award for Superior Historical Research: Jennifer Wang

Recipient of the State of Illinois Abraham Lincoln Foundation Prize

Daniel Rubin

State of Illinois 2017 History Fair

Illinois Finalist
Documentary teams: Sophia Campbell, James Dill, Elbert Du, Katya Edwards, Marc Fohran, Briana Garcia, Zoe Goldberg, Benjamin Hoffmeister, Alexandra Ingrassia, Vivian Liang, Daniel Martinez, Emma Meyers, Maya Paloma, Giulia Shaughnessy, Katherine Stolz, Michael Rubin, Chloe Schneewind, Sharanya Srinivasan, Teresa Xie
Exhibits: Jonah Bauer, Michael Hellie
Papers: Nicola Han, Eamonn Keenan, Jonathan Kutasov, Daniel Rubin, Harrison Shapiro, Jennifer Wang
Website team: Aida Basic, Milo Dandy, Victoria Gin, Alexa Patrick-Rodriguez

Illinois Gold Medalist

Documentaries: James Dill, Katya Edwards, Briana Garcia, Zoe Goldberg, Emma Meyers, first place
Research Papers: Jennifer Wang, first place; Nicola Han, second place

US History Award

Kendra Nealy

Journalism

National Scholastic Press Association Journalism Honor Roll

U-High Midway:
Talia Goerge-Karron, Sonny Lee, Marissa Martinez, Clyde Schwab

U-Highlights:

Florence Almeda, Matan Diermeier-Lazar, Paige Fishman, Nicola Han,

Jacob Mazzarella, Rachel Schonbaum, Whitney Thomas, Benjamin Wittenbrink, Teresa Xie

NSPA Best of Show, Seattle National Convention

Third Place, Newspaper Tabloid
16 or fewer pages

Journalism Education Association (national) Write-off Contests, Seattle National Convention

Emma Trone, excellent, news writing
Jacob Posner, honorable mention, sports writing

2016 U-Highlights Yearbook

Illinois Journalism Education Association

Best Overall Yearbook (enrollment 350-600)
First place in 6 of 8 categories: writing, sports, photography, design, divider pages, coverage

U-High Midway

Illinois Journalism Education Association Annual Newspaper Contest

Best Print Newspaper in Illinois (Division 1: Small schools)
Best Overall Publication (print or online) in Illinois (Division 1: Small schools)
Placed in every category entered; first place in 22 of 23
Honorable Mentions: 1; Second Place Awards: 16; Third Place Awards: 2

Illinois Journalism Education Association Journalist of the Year

Marissa Martinez, Runner-up

Illinois Journalism Education Association All-State Journalism Team

Marissa Martinez

Mathematics

American Mathematics Competitions

School winner for AMC12A: Elbert Du
School winner for AMC12B: Wanqi Zhu
School winner for AMC10A: Roshni Padhi
School winner for AMC10B: Roshni Padhi

American Invitational Mathematics Exam

Certificates of Participation: Helena Abney-McPeek, Neena Dhanoa, Elbert Du, John McKee, Roshni Padhi, Wanqi Zhu

American Invitational Mathematics Exam USAMO

Wanqi Zhu

Illinois Math League

School Winner: Roshni Padhi, David Pan

Illinois Council of Teachers of Mathematics

Third Place, ICTM Division 3AA
Seniors: Jason Chang, Athena Chien, Tobias Ginsburg, Emma Mueller, Shaunak Puri, Malika Ramani
Juniors: Helena Abney-McPeek, Matt Atassi, Ayaan Asthana, Jeremy Chizewer, Elbert Du, Giacomo Glotzer, John McKee
Sophomores: Neena Dhanoa, Seamus Flannery, Jennifer Lewis, Sammer Marzouk, Roshni Padhi, Campbell Phalen, Alexander Pietraszek, Mili Shah
Freshmen: Charles Chen, Amy Hu, Juliana Li, Esha Mishra, Charlie Mueller, Ioannis Nikas, Jessica Pan, Danesh Patel, Kaley Qin, Neha Ramani, Gabriel Ran, Donna Tong

North Suburban Math League

All Conference Team
Elbert Du, Roshni Padhi, Jessica Pan
All Division
Shaunak Puri

Honorable Mention All Conference

Sophomore: Neena Dhanoa
Freshman: Gabriel Ran

Junior/senior two-person: Elbert Du, Shaunak Puri, second place
Freshman/sophomore eight-person: Neena Dhanoa, Al Dines, Amy Hines, Esha Mishra, Ioannis Nikas, Roshni Padhi, Neha Ramani, Mili Shah, fourth place
Junior/senior eight-person: Helena Abney-McPeek, Matt Atassi, Jason Chang, Elbert Du, Giacomo Glotzer, John McKee, Shaunak Puri, Malika Ramani, first place
Freshman/sophomore relay: Charles Chen, Seamus Flannery, Kaley Qin, Donna Tong, eighth place
Junior/senior relay 1: Ayaan Asthana, Matt Atassi, Athena Chien, John McKee, third place
Junior/senior relay 2: Helena Abney-McPeek, Giacomo Glotzer, David Pan, Malika Ramani, sixth place
Orals Team: Jeremy Chizewer, Emma Mueller, third place

North Suburban Math League

All Conference Team
Elbert Du, Roshni Padhi, Jessica Pan
All Division
Shaunak Puri

Honorable Mention All Conference

Sophomore: Neena Dhanoa
Freshman: Gabriel Ran

Music

Harris Vail Award

In honor of the retired teacher, scholarships to Western Illinois University Jazz Camp and performing arts scholarships to Knox College
Alexandria du Buclet, Mathew Ferraro, Nigel Telman

Electro-Acoustic Ensemble

Helena Abney-McPeek, Alexander Gajewski, Tobias Ginsburg, Joshua Kaplan, Janine Liu, Nigel Telman

Science

AT Biology

Luis De Pablo, Arjun Dhar, Malika Ramani

AT Chemistry Award

Isabel Levin

Bausch and Lomb Award to a Junior

Anna Kenig-Ziesler

Biology Award

Sejal Prachand, Franziska Wild

Iota Sigma Pi Outstanding Young Women in Chemistry Award

Pascale Boonstra

Science Team Awards

WYSE

1st in State
11/12 team, 1st in State; best score in Nation

Envirothon

1st in State

Illinois Science Olympiad

1st in Regionals, 8th in State

Physics Olympiad Qualifying Exam

Qualified for second round
Helena Abney-McPeek, Elbert Du

Service Learning

Continuing Service Senior Book Awards

For seniors who have continued their commitment to service since sophomore year, funded by Mr. and Mrs. Charles Schwartz
Pascale Boonstra, Gabrielle Conforti, Paige Fishman, Zoe Robollo Baum

Theatre

Outstanding Achievement in Theatre Arts

Will Zich

Special Thank You Award

Charlie Flocke, Eui Chan Kim, Daniel Rubin, Frederick Stein

World Languages

Chinese

Chinese Book Awards

Chinese 3: Risa Cohen
Chinese 3A: Jessica Pan
Chinese 4: Olivia Pon
Chinese 4A: Campbell Phalen
Chinese 5: Amanda Mei Levitt
Chinese 5A: Elizabeth Van Ha
Chinese 6: Criss Edwards

U-High Awards 2016-17

AP Chinese: Janine Liu
Midwest Chinese Speech Contest
Chinese 3A: Danesh Patel, gold, Ioannis Nikas, silver
Chinese 4: Jacob Beiser, silver
Chinese 5: Jonathan Ruiz, gold
Chinese 5A:
Giulia Shaughnessy, silver
AP Chinese: Isabella Khan, gold & scholarship

French

National French Exam Award Level 2A
Platinum (perfect score):
Lisa Calegari, Sofia Damer-Salas, Audrey Kim, Franziska Wild
Gold: Ananya Asthana, Kepler Boonstra, Erin Flannigan, Emily He, Nolan Issa, Julian Kennedy, Nikita Kumar, Anjali Prachand, Neha Ramani, Aliá Thomas
Silver: Arjun Asokumar, Constantin Carrigan, Briana Garcia, Jillian Garraway, Alicia Hayden, Kaley Qin, Anna Rzhetsky, Lea Runesha, Maria Shaughnessy
Bronze: Louis Brooks, Sarah Lurye, Charlie Mueller, Polina Sonin, Caroline Taylor,
Level 3A
Gold: Zoe Dervin, Seamus Flannery, Naina Jolly, Jamal Nimer, Roshni Padhi, Sarah Polson, Mili Shah, Jasmine Wang
Silver: Son Chau Dam, Grant Fishman, Tosya Khodarkovsky, Elena Liao, Roma Nayak, Ruxandra Nicolae, Alexandra Stevanovich, Lauren Williams
Bronze: Shiva Menta
Level 4A
Gold: David Runesha
Silver: Jeremy Chizewer, Elizabeth Meyer, Rachel Schonbaum, Rachel Zemil
Bronze: James Dill, Allen Jiang
Level 5A
Gold: Alexander Gajewski
Silver: Michelle Awh, Pascale Boonstra, Eliza Edwards-Levin, Alexander Kaplan
Bronze: Jason Chang, Mathew Ferraro, Ojus Khanolkar, Emma Mueller, Malika Ramani, Will Zich

German

Bovée-Spink Award
Josette Spink and Arthur Bovée taught at Lab from the 20s to the 40s. This award honors seniors who consistently showed excellence and dedication to learning French during their four years at Lab.
Pascale Boonstra, Eliza Edwards-Levin, Simone Einhorn, Alexander Gajewski, Christos Nikas, Malika Ramani

German Book Awards
For students who show outstanding improvement in their understanding of the German language or demonstrate exceptional motivation and interest in the study of Germany and its culture
Overall achievement in German: Elsa Erling
AP German: Charlie Sowerby
German 3: Tiangang Huang
German 4: Eva Massey
German 5: Giacomo Glotzer

National German Exam Award Level 1
Gold: Natalie Bakwin, Leah Edelson, John Freeman, Tiangang Huang, Jeremy Ng, Odysseas Nikas, Zoe Robollo Baum, Nikita Sekhar, Paul Staley
Silver: Polina Sonin
Level 2
Gold: Thomas Hsee, Olivia Jarard, Eva Massey, Nicholas Merchant, Whitney Merkle, Jamison Miller, Jacob Posner, Henry Sowerby, Alec Wyers, Grace Zhang
Silver: Jenna Dreixler
Level 3
Gold: Clara Dandy, Giacomo Glotzer, John Grissom, Olivia Issa, Bailey Litwin, Thanh Nguyen (Cecile) Ngo, Anna Peterson, Camille Rehkemper, Sam Rezaei, Fionn Stamataky, Joshua Ulane
Silver: Milo Dandy, Marc Fohran, Sofia Mondragon
Level 4
Gold: Alice Carlstrom, Elsa Erling, Clyde Schwab, Charlie Sowerby

Helen and Louise Gardner Endowment Scholarship Prize
The Helen and Louise Gardner Fund was created by the Gardner sisters at the University in 1959. This fund promotes the study of German language

and culture through an active student exchange between Lab and our German partner school
Jeremy Ng

Latin & Greek

Latin & Greek Book Awards
Latin 1: Leah Iosevich
Latin 2: Noa Rebollo Baum
Latin 3: Horace Shew
Latin 4: Hazel Martello
Classical Greek 1: Maya Paloma, Chloe Schneewind

National Latin Exam Award Latin 1
Gold: Leah Iosevich
Silver: George Culver, Jacob Levine, Gabriel Ran, Tomohiro Sawada, Yuqing Yang
Magna Cum Laude: Jocelyn Tlapa
Cum Laude: Jason Coe, Charlotte Kistenbroker
Latin 2
Silver: Jason Portugal, Derek de Jong
Magna Cum Laude: Sophia Hood, Nicholas Slimmon, Emerson Wright
Cum Laude: Noa Rebollo Baum
Latin 3
Gold: Chloe Schneewind
Silver: Olivia Cheng, Elena Graziani
Magna Cum Laude: Nathan Blevins, Taylor Bogert, Victoria Gin, Maya Paloma
Cum Laude: Horace Shew
Latin 4 Poetry
Gold: Hazel Martello

National Greek Exam
Green Ribbon: Maya Paloma, Chloe Schneewind

Spanish

Spanish Book Awards
To students who have demonstrated superior performances during their years of Spanish study
Senior: Gabriella Conforti, Julia Gately, Emma Rafkin
Juniors: Jonathan Ruiz, Harrison Shapiro, Cole Summerfelt, Jennifer Wang
Sophomores: Robert Coats III, Jennifer Lewis, Priyanka Shrijay
Freshmen: Anna Stephanov, Destiny Strange

National Spanish Exam Local Winners
Level 2
Notable: Isabel Levin, Jonathan Ruiz
Level 4
Sobresaliente: Helena Abney-McPeck
Excelente: Anna Kenig-Ziesler
Notable: Erica Hsieh, Emma Picker
Level 5
Primer Premio: Harrison Shapiro
Level 6
Excelente: Lucy Ordman

National Spanish Exam Level 1
Silver: Elena Graziani, Anika Gupta, Hazel Martello, Joana Rose, Dylan Scott, Benjamin Wolf
Bronze: Esha Mishra, Saige Porter
Level 2
Gold: Aida Basic, Charles Chen, Hongjia Chen, Eve Grobman, Zain Jansen, Isabel Levin, Nikhil Patel, Sejal Prachand, Jonathan Ruiz, Gershon Stein, Anna Stephanov
Silver: Suleyman Ahmed, Benjamin Cifu, Anya Gazes, Eli Hinerfeld, Sophia Hood, Tomer Keysar, Avery Schwartz, Gaurav Shekhawart
Bronze: Riya Chadha, Grace Brady, Elizabeth Gately, Sohil Manek, Bassem Noghnogh, Bryce Palmer, Aleksandra Witkowska

Level 3
Gold: Nicola Han
Silver: Sophia Campbell, Robert Coats III, Alyssa Russell, Priyanka Shrijay, Isha Singh, Haley Wanner
Bronze: Matthew Chang, Shreya Dhar, Daniel Garfinkle, Reuben Slade, Dheven Unni, William Walker, Wanqi Zhu
Level 4
Gold: Helena Abney-McPeck, Erica Hsieh, Anna Kenig-Ziesler, Roxanne Nesbitt, Emma Picker, Jennifer Wang,
Silver: Florence Almeda, Kendall Cunningham, Elbert Du, Alice Huang, John McKee
Bronze: Luis De Pablo, Chantalle Dupont, Katherine Edwards, Samuel Fleming, Aden Goolsbee, Samuel Morin, Whitney Thomas,
Level 5
Gold: Harrison Shapiro
Silver: Gabriella Conforti, Emma Rafkin
Level 6
Silver: Lucy Ordman

Athletics

William “Doc” Monilaw Medalists
Jameel Alausa, Elsa Erling, Eamonn Keenan, Taylor Thompson

2017 IHSA State Champions, Doubles Tennis Class A
Arjun Asokumar, Samuel Fleming

Bill Zarvis Award
Colleen Baumann, Athena Chien, Oliver Maciak, Charlie Marks, Averie Miller, Andrew Pomposelli, Tamera Shaw

James Wherry-Willis Award
Zoe Rebollo Baum

Physical Education Health & Wellness Awards
Julia Gately, Benjamin Grobman, Oliver Maciak, Lucy Ordman

SPRING HIGHLIGHTS 2017



BOYS TENNIS

The doubles team of junior Sam Fleming and freshman Arjun Asokumar won the IHSA Class A State Championship defeating Dunlap High School in the final match. This was U-High’s first doubles championship since 1927 and the fourth doubles championship in school history. Sam and Arjun went 15-0 on the season. Lab’s second doubles team of senior Ajay Chopra and junior James Dill qualified for State and won three matches in the state championship series. The Maroons finished fifth in the State with 19 points. Seniors Jonathan Kutosov and Alec Kaplan and juniors Horace Shew and Ayann Asthana joined Sam, Arjun, and Ajay on the ISL All-Conference team.



SAM FLEMING

GIRLS SOCCER

The soccer team finished 11-7-1 and won both the IHSA 1A Regional and Sectional Championship before losing a tough 1-0 Super-Sectional match to IC College Prep. Juniors Anna Kenig-Ziesler and Tia Polite were selected 1st team ISL All-Conference. Fafa Van Ha was named to the ISL 2nd team.



dropping 17.92 seconds off their best time. Joining Charlie on the ISL All-Conference team were: seniors Tommy Sawada, 4x400m, Jason Chang, 4x100m, and Chris Woodruff, 4x200 and 4x400; senior Ben Grobman and junior Sean White in the 4x100 and 4x200; and freshmen Stanley Shapiro, 4x200m, and Ismael Figueroa, 4x400m.

GIRLS TRACK AND FIELD

Senior Lilia Wilson was named ISL Runner-of-the-Year for winning the 100m and 200m races in the ISL Championship. Lilia qualified for the 2A State Championship in the 200m. The 4x400m relay team of seniors Taylor Thompson and Chavon Hussey and freshmen Adria Wilson and Sophia Hood qualified for State based on their second place finish at Sectionals. Chavon set a new school record in the Long

Jump with a jump of 17’-00”, won the IHSA Sectional long and high jump competitions, and qualified to State in those events as well as the 4x400m relay. Senior Shoshana Holt-Auslander was named ISL All-Conference in the 100m and 300m hurdles, triple jump, and 4x400m relay. Taylor was All-Conference in the shot put and 4x400m. Adria was ISL All-Conference in the 4x400m relay.

BASEBALL

The team won the IHSA 2A Regional Championship and finished with a fine 16-6 record and a second place finish in the ISL. Senior Andrew Pomposelli, juniors John McKee and Jacob Leslie, and freshmen Zach Leslie and Eli List were named ISL All-Conference. David Reid was named ISL Coach-of-the-Year and the Maroons were awarded the ISL Sportsmanship Award.

U-High student leaders see Obama speak

Math expo

What started out as an ordinary Monday morning turned into the opportunity of a lifetime for five U-High students.



On April 24, freshman **Franziska Wild**, sophomores **Mohammad Alausa** and **Jordyn Mahome**, and juniors **Olivia Issa** and **Elizabeth Van Ha** were called in to meet with Principal **Stephanie Weber**, who wanted to share some big news: The students had been selected to see President Barack Obama speak at the University of Chicago later that day.

“Their faces just lit up. They couldn’t believe it,” Ms. Weber says of the students’ reaction to the news. “They certainly understood that it was a tremendous opportunity, and they were honored to have been asked.”

The purpose of President Obama’s speech—his first public address since leaving office—was to discuss the importance of young leaders and his own experience as a community organizer. With that in mind, Ms. Weber set out to select students who exemplified the values of leadership and civic engagement. She focused on current freshmen,

sophomores, and juniors, in the hope that seeing the former President speak would be “a catalyst for them continuing to come together and inspiring others in the community” when they returned to campus the following school year.

Ms. Weber sees this as one of many ways Lab draws on its relationship to the University of Chicago and to the South Side to enrich its students’ education and deepen their ties to the wider community. She emphasizes that “it’s vital to be actively involved in what’s happening politically within one’s own community and beyond.”

Ultimately, Obama’s talk had a profound impact, says Ms. Weber. “Even though they are young, their voices, thoughts, and points of view are important. They deserve to be heard, and they have the power to make a difference.”

Students look beyond their desks for real-world questions and mathematical answers



How does sleep quality and duration affect classroom performance? How do figure skaters manage all those impressive jumps and spins? What is the impact of food deserts on our society?

Fourth-grade teacher **Rob Ley** sent his students on a mission to find answers to these and other complicated questions—using nothing but math.

“Fourth graders need to be taught to ask questions,” Mr. Ley says. “Younger children ask questions constantly, but as they get older, they become more self-conscious and think it’s cooler to pretend to know everything. I wanted to remind my students to be curious... and to breathe life into mathematical concepts.”

And so the students got to work generating their testable questions. For inspiration, they looked through their “Wonder Books,” in which they’d

been encouraged to jot down questions as they occurred to them throughout the year.

Once they have their questions, it’s time for research and data collection. One student logged his sleeping habits and looked for patterns on how sleep affected his ability to concentrate at school. Another student, who takes ice-skating lessons, studied the mysterious physics and geometry of the sport. A student concerned with food deserts charted the quality of available food and its correlation to the demographics of various areas in Chicago.

At the end of the school year, the students showcased their projects at Lab’s sixth annual Math Expo. For this poster session, each project board is broken into four sections: the testable question, the math concept used to answer the question, a “graphs and data” section, and a

How does sleep quality and duration affect classroom performance? How do figure skaters manage all those impressive jumps and spins? What is the impact of food deserts on our society?

“story problem”—a fictional story to add human interest to the problem. The expo gives students and their families the opportunity to browse the different projects and learn from one another.

Seeing the whole student

Deans of admissions talk about the college process



For the past five years, U-High has hosted “Day with the Deans” for high school juniors from both Lab and the UChicago Charter schools. These professionals—this year from Denison University, The Ohio State University, Reed College, and Tufts University—speak candidly about the admissions process and how colleges view applicants. Says U-High College Counselor **Abigale Wagner**, “There is not one single factor that their schools use in the admissions process. Rather a host of factors and characteristics are considered when reading each applicant’s file—recommendations, essays, and sincere involvement in an array of activities are all valued in their admissions review.”

Karen Richardson, of Tufts, emphasized that their admissions officers seek students who are unique individuals who have sought to pursue their own original interests. Here’s where the unique individuals from the U-High Class of 2017 are matriculating:

BARNARD COLLEGE (2)	OBERLIN CONSERVATORY OF MUSIC	UNIVERSITY OF COLORADO–BOULDER (2)
BELOIT COLLEGE	OCCIDENTAL COLLEGE (2)	UNIVERSITY OF ILLINOIS–CHICAGO (4)
BERKLEE COLLEGE OF MUSIC (2)	OLD DOMINION UNIVERSITY	UNIVERSITY OF ILLINOIS–URBANA-CHAMPAIGN (2)
BROWN UNIVERSITY (3)	ONTARIO COLLEGE OF ART & DESIGN	UNIVERSITY OF MICHIGAN (8)
CALIFORNIA COLLEGE OF THE ARTS–SAN FRANCISCO	OXFORD COLLEGE OF EMORY UNIVERSITY	UNIVERSITY OF NOTRE DAME (2)
CARLETON COLLEGE	PEPPERDINE UNIVERSITY	UNIVERSITY OF PENNSYLVANIA (4)
COLORADO COLLEGE (3)	PITZER COLLEGE	UNIVERSITY OF ROCHESTER
COLUMBIA UNIVERSITY (2)	PRINCETON UNIVERSITY (2)	UNIVERSITY OF SAN DIEGO
CORNELL UNIVERSITY (4)	REED COLLEGE	UNIVERSITY OF SAN FRANCISCO
DARTMOUTH COLLEGE (2)	RICE UNIVERSITY	UNIVERSITY OF SOUTHERN CALIFORNIA (2)
DEPAUL UNIVERSITY	SCIENCES PO–COLUMBIA	UNIVERSITY OF TORONTO (2)
EMORY UNIVERSITY	UNIVERSITY DUAL BA PROGRAM	UNIVERSITY OF WISCONSIN–MADISON
GEORGETOWN UNIVERSITY	SCRIPPS COLLEGE	VANDERBILT UNIVERSITY
GOUCHER COLLEGE	SKIDMORE COLLEGE	VASSAR COLLEGE (2)
HOFSTRA UNIVERSITY	SPELMAN COLLEGE	WASHINGTON UNIVERSITY–ST. LOUIS
INDIANA UNIVERSITY–BLOOMINGTON (2)	ST. JOHN’S COLLEGE	WELLESLEY COLLEGE
JOHNS HOPKINS UNIVERSITY	STANFORD UNIVERSITY (4)	WESLEYAN UNIVERSITY
KENYON COLLEGE	SYRACUSE UNIVERSITY	WHEATON COLLEGE–ILLINOIS
LAWRENCE UNIVERSITY	TUFTS UNIVERSITY	WHITTIER COLLEGE
MOUNT HOLYOKE COLLEGE	UNITED STATES MILITARY ACADEMY–WEST POINT	YALE UNIVERSITY (5)
NEW YORK UNIVERSITY (3)	UNIVERSIDAD CARLOS III DE MADRID	
NORTHEASTERN UNIVERSITY	UNIVERSITY OF CALIFORNIA–LOS ANGELES	
NORTHWESTERN UNIVERSITY (5)	UNIVERSITY OF CHICAGO (12)	

The Revival

Third graders improvise in a Lab-UChicago Charter partnership



On June 5, during a lively improv show at the UChicago Logan Center for the Arts in front of an audience of 500 people, performers asked audience members for a single word, which they used, taking turns, to build an impromptu story one word at a time. The audience not only roared with laughter but beamed with pride: they were not watching a professional comedy troupe, they were watching their very own third-grade children, grandchildren, and friends perform on this very grown-up stage.

Now in its second year, Lab's collaborative partnership with the UChicago Charter schools has expanded beyond the third grade to include a program called "Debate it Forward," in which middle schoolers learn how to debate and mount a mock competition for a parent audience. The goal is to co-create experiential learning opportunities and connect

the two school communities through that experience.

Improv gave the children a chance to communicate and connect in whole new ways. Once a month, throughout the spring, third graders walked to The Revival, a Hyde Park comedy and improv venue, to take classes with their Charter school pen pals.

"They absolutely loved it," says teacher **Ginger Phillips**. "And it's a great opportunity for them to improve their cooperation skills, their listening skills, and to foster creativity."

At The Revival, the students broke into small groups. The groups rotated between classroom work on performance skills—listening, communication, teamwork, and idea-generation—and then hit the main stage to bring these skills to life. There the students played theatre games, a favorite of which is "make a machine with your partner," a non-verbal game

that promotes teamwork and keeps the young thespians busy as they become more comfortable being on the stage. The children have to figure out what their partners are trying to communicate with their gestures, then think what the next logical step would be to build an effective machine.

The Revival's classes are in line with a growing educational trend of using improv as a learning tool across all academic subjects.

Improv gave the children a chance to communicate and connect in whole new ways.

Critical thinking, confidence, and creativity are necessary skills for success in all fields: medicine, engineering, politics, and law, to name a few.

According to Ms. Phillips, improv coaxed out traits in some of her students that she hadn't seen before. "It's been interesting to see who's shy and who shines on the stage," she says. "Sometimes it's kids who are reluctant writers who turn out to be great on stage. It just goes to show that introduction to various mediums is crucial to helping young people find their voices."

"I am so grateful for this grant and want to keep the partnership [with the Charter school] going to see what more we can do with it," Ms. Phillips says. "It's been a trial by error—and it's been successful—but we want to keep making it better. It's resources like these that make Lab such an incredible place to learn."

Playground planners and frog logs

Lab Lower Schoolers have jumped into the playground design business. Literally.



The young designers had already executed a major "play survey" to help inform plans for the Historic Campus

outdoor play spaces. Then, working with Lab's playground consultant (that's a great job!) students reviewed and voted on the various elements of the future Kenwood Mall playground. First, they prioritized their top playground activities (climbing, riding, and fitness/obstacles) and voted on the overall style (think "traditional"—decks, slides, bridges versus "modern"—nets, spin, sway.) Labbies voted for "tower" by a landslide. They also voted on the "special extras" like a track ride and a giant spinning globe. The Kenwood Mall installation will be ready for September recess—along with Lab classics: four-



square, gaga, and wall ball!

Meanwhile, in Blaine Courtyard, Summer Labbies transformed the recently installed log play structure. These lower and middle school students, members of an "art is life; life is art" class co-taught by art teacher **Philip Matsikas** and fourth

grade teacher **Lisa Sukenic**, made the new play structure come alive as an art installation by depicting the ecology and life cycle of our amphibian cohabitants—Frog Logs became an instant hit.

Summer Lab: believe in magic



For six weeks every summer, the Lab experience unfolds in a whole new way: Nearly 1,000 children attend Summer Lab—a range of programs for children ages two to 18. Summer Lab draws a diverse group—half are not Lab students and this year 50 visited for the summer from Asia, Central America, Europe, and Australia. Here are some of the highlights:

> Through “Be the Change” students looked at the ways in which social change occurs, and met with people from five local not-for-profits working to improve our communities.

> Scores of performers took part in the second annual Summer Theatre Lab full production of a Broadway musical and the Summer Lab on Stage performance.

> “Amazing Architecture” spotlighted Frank Lloyd Wright on the occasion of his 150th birthday. Kids read former Lab teacher Blue Balliett’s *The Wright Three*, toured Robie House, and visited the Garden of the Phoenix in Jackson Park with sketchbooks.

> Visitors from China’s Big Bridge Academy spent three weeks at Lab. In this sixth year of collaboration, the Big Bridge students participated in Summer School and sports camps.



Waste not, want not

From the Lower School to U-High, composting and other environmental efforts surged at Lab this year



Brown apple cores? Black banana peels? Slimy egg shells? If you've got 'em, Labbies want 'em.

In 2003, inspired by Al Gore's *An Inconvenient Truth*, then-Director David Magill founded the Green Team at U-High. Now led by junior Victoria Gin, the team seeks to "educate Lab students to be more environmentally conscious as well as create a sustainable community." The team has promoted this mission in many ways, such as posting recycling signs, implementing hydration stations, and, most recently, composting. Now younger students are getting in on the action as interest spreads.

"Our dream is to have zero garbage at Lab—for everything to be recycled or composted," Ms. Phillips says. "Our classroom is pretty close!"

Dismayed by Chicago's relatively meager recycling efforts, Oregon-grown third-grade teacher **Ginger Phillips** is determined to incite environmental changes at the Lower School. This year—armed with a grant from the Parent's Association—Ms. Phillips consolidated Lab's previously sporadic composting efforts into a

school-wide project for the Lower School.

"I want to catch the kids when they are young and get them excited about doing little things to make a big difference in our environment," Ms. Phillips says.

Ms. Phillips purchased little green composting bins for each classroom and two large ones for the school garden. To promote the program, her students visited other classrooms to explain which items from school lunches can be put in the composting bin, which should be recycled, and which should go back home.

"The thing my students love most is their daily trek after lunch to collect all the bins from the classrooms and empty them into the large bin in the garden," Ms. Phillips says. "They love the responsibility."

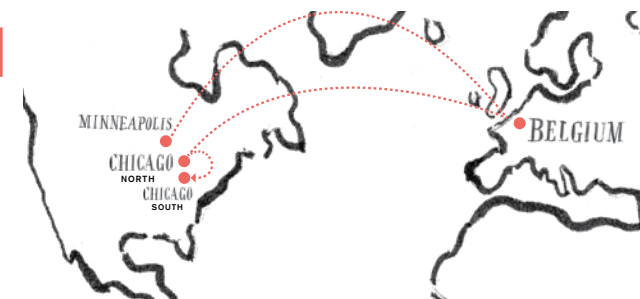
And they didn't stop there. Fueled by their own curiosity, the students asked Ms. Phillips if GoGo SqueeZ pouches—pureed fruit snacks that are popular in school lunches—can be recycled. Ms. Phillips found a company online that specializes in recycling the pouches, so her students put a special "GoGo SqueeZ Bin" outside their classroom door so that students from the whole school can drop off their pouches, and stay out of landfills.

"Our dream is to have zero garbage at Lab—for everything to be recycled or composted," Ms. Phillips says. "Our classroom is pretty close!"

Behind the Scenes

LIVE, LEAP, LEARN

Debby Davis is all about embracing self-directed learning—her own and her students'



Debby Davis's educational journey has spanned decades, borders, and disciplines. And she's just getting started.

A third-grade teacher at Lab, Ms. Davis studied nursing in college before trading the hospital for the classroom and settling on education. Her teaching career has taken her to Europe and back but her pursuit of learning never stops. She played the clarinet while growing up but since then she's also learned the flute—along with tennis, calligraphy, and dance.

"I just follow my curiosity," she says.

With three children of her own, including twin sons, Ms. Davis hasn't always had time to pursue extracurricular activities outside of home or school. But her roles as an educator and parent offered plenty of opportunities to learn and grow.

After teaching an experimental "science

through art" program at a multicultural middle school in Minneapolis, Ms. Davis moved across the Atlantic Ocean with her husband to Belgium, where she worked at an English-speaking Catholic school for two and a half years.

"I got to do a lot of travel and just be a part of another culture, struggling with the language and how to live and work in a different country," she says. "And I worked with colleagues from all over the world."

The couple returned to the United States when their twins were born, and Ms. Davis spent eight years as a full-time mom. But that didn't keep her out of the classroom. An active volunteer at her children's school, she helped start a chess club. "Even though I don't play chess!" she says. "But I can organize teachers and students, and I wanted that experience for my kids."

When Ms. Davis's youngest child went to kindergarten, she did as

well—as a teacher at Sacred Heart Schools on the north side of Chicago, where she also taught fourth-grade girls.

Lab first caught Ms. Davis's attention as a potential high school for her eldest sons. The Schools' pedagogical approach stood out for its focus on learning through deep understanding and broad application, with less emphasis on rote, rigid test-taking skills. She submitted her application for the job she still holds nine years later.

Ms. Davis spent much of her life helping young people pursue activities that interested them. Now that her children are grown, she has more time to pursue those activities for herself. ("Wait, I can do this, too!" she says.)

In addition to a brief stint with salsa, Ms. Davis has performed ballroom dance, and just signed up for a global dance class.

"As an adult learner, you have so much freedom," she

says. "You can just go and try things, just for the pure sake of dancing or playing an instrument."

To bring some of this freedom into her classroom, Ms. Davis instituted weekly "Genius Hours" during which students learn about a

"As an adult learner, you have so much freedom," she says. "You can just go and try things."

topic of their choice, either individually, with partners, or in small groups. Projects range from learning to sew stuffed animals to researching real-life animals to composing music and editing videos on the computer.

The beauty of Genius

Hour is that every week brings a new chance to explore. By investigating an unfamiliar topic, and repeating the process every week, students develop the skills for self-directed discovery. "So, you've learned to do this type of learning," Ms. Davis says. "Now do it again." Her imperative applies not just to Genius Hour, but to educational adventures at every stage of life.



THANKYOU

Recognizing that our Schools are a better place because of the people who contribute their

time and resources, Lab held two special events to say thank you.

THANKING ALUMNI

For the fifth year in a row, Alumni Association Executive Board member Smita Shah, '91, has underwritten the Lab alumni donor thank you event at a downtown Chicago hotel with an extraordinary view of Chicago. This year's event took place at London House with more than 70 alumni in attendance. Lab's new director, Charlie Abelman, gave brief introductory remarks.



Michelle Webb, '91, Lynn Sasamoto, '79, Monica Palmer, '91, Monica Horton, '91, Rhonda Gans, '80



Maarten de Jeu and Lorinzo Jeffries, '73



Smita Shah, '91, and Director Charles Abelman



Lauren Uchima, '10, Clare Casey, '10, Caitlin Finn, '10



Ramez Haddadin, '00, Tiago Pappas, '00, and Johanna Pappas



Monica Palmer, '91, and Deanna Quan, '89



HONORING PARENTS

The second annual volunteer thank you party was a smashing success, with many in attendance. The event was designed to recognize, celebrate, and acknowledge our parent volunteers who donate their precious time to Lab. In so doing, these critical volunteers make the Schools a better place for our students, our faculty and staff, and one another. This year, Tina Louie and Audris Wong were honored for their extraordinary leadership of the Parents' Association.



Lars Stole, Audris Wong



Audris Wong and Tina Louie



Andee Stacy and Cathy Lee



Nathaniel Robinson, Chitra Nair, Sieglinde Lim-Seiwert, and Donna Fackenthal



Advisor & Former Interim Director Beth Harris and Director of All-Schools Programs Nicole Hood



Cheryl Rudbeck, Lauren Polite, Cynthia Heusing, Peggy Lim, and Andee Stacy

Educator Charles Abelman named director of the Laboratory Schools

Charles Abelman, former head of the Barrie School in Silver Spring, MD, joined Lab as director on July 1. He spent seven years leading Barrie, which is an independent school for students 18 months through grade 12 that combines a Montessori-based program for younger students with a college preparatory program for older students, while training future educators and leaders.

“The Laboratory Schools have a legacy of outstanding and innovative education, and Charlie will provide the strong academic leadership needed to continue and enhance that tradition,” says UChicago President Robert J. Zimmer, who made the appointment. “He is also committed to fostering vibrant connections between Lab and the rest of the University, which will bring multiple benefits to our community.”

At Barrie Mr. Abelman strengthened academic programs, in part by ensuring coordination among divisions and promoting pedagogical innovation. Under his leadership, the school formed partnerships that attracted guest artists and visiting teachers from other countries. The

school also became a convener on important topics in education and formed local and global partnerships that provided new opportunities for students and faculty to build community and support social responsibility.

Prior to his leadership of Barrie, Mr. Abelman developed an expansive understanding of educational practice and policy through his work at the World Bank where, among other things, he oversaw investment in education programs, conducted policy analysis, and aided in capacity-building in East Asia and East Africa. He has served as principal of a public elementary school in Washington and as special assistant to the superintendent of the DC public schools.

“We are impressed by Charlie’s passion for education, his breadth of experience, and his enthusiasm for collaborating across the Lab community to advance teaching, learning, and the development of students,” says David Fithian, executive vice president of the University, who has oversight responsibility for Lab and its director.

Mr. Fithian led the search process working with a committee that included Lab administrators, teachers, parents, and alumni. To ground and inform its work the committee held open sessions and one-on-one information-gathering meetings across the entire Lab community.



“In a very short time,” says Mr. Abelman, “I am seeing why this school has such a rich history: Its people are passionate about education; the teachers are deeply invested in the students; and the students are open, talented, and engaged. I grew up around university life, and I am eager to be part of a community so invested in the education of young people, one that places a high value on inquiry and collaboration.”

“The search committee was unanimous in its enthusiasm for Charlie,” says David Kistenbroker, chair of the Lab Board. “He has a strong vision for education and an affinity for collaborative work with boards, parents, teachers, staff, and students.”

Mr. Abelman earned his MA and EdD in administration, planning, and social policy from the Harvard Graduate School of Education. His BA in English and religion is from Duke University. He has two high school-aged sons, Tobias and Emilio.

“The summer was a great time to get grounded and start to explore,” says Mr. Abelman, “but it’s even more exciting now that our students and teachers are back.”

“THE LABORATORY SCHOOLS HAVE A LEGACY OF OUTSTANDING AND INNOVATIVE EDUCATION, AND CHARLIE WILL PROVIDE THE STRONG ACADEMIC LEADERSHIP NEEDED TO CONTINUE THAT TRADITION,” SAYS UCHICAGO PRESIDENT ROBERT J. ZIMMER, WHO MADE THE APPOINTMENT.

In his own words— a little more about Charlie



Within a very short time, Charlie (as he will say you should call him) has immersed himself in life at Lab. He wants to learn all he can about the Schools from others as he fosters community and continues to explore the city—he is drawn to bakeries, galleries, museums, and visiting new neighborhoods on foot or by bike.

On context

As I’ve met with people from our community and started to get to know the University, Hyde Park, and Chicago, I am enthusiastic about all of the opportunities available right outside our door! Parents and alumni have so much to offer our students, and we can take even greater advantage of being part of the University of Chicago and its outstanding array of people, ideas,

creativity, and innovation.

We have opportunity for our students and teachers to interact with researchers and policymakers and to do more with neighbors like the DuSable or Smart museums. The city itself is a classroom—what better venue for learning about complex social issues and the importance of civic engagement?

On embracing the history of Lab

The alumni, parents, and teachers I’ve met share one of my greatest beliefs as an educator: that learning is a lifelong process and that schooling offers an opportunity to enhance and inspire the natural curiosity with which we are born. Those beliefs have direct ties to Lab founder John Dewey who so beautifully acknowledged the innate curiosity we all have.

By exchanging diverse ideas, developing critical thinking skills, and engaging in our local and global community, we can make the world more economically balanced,

more environmentally sustainable, and more peaceful. Learning happens everywhere and we will continue to think beyond the classroom when we consider how students grow to love learning and see that they can make a difference.

In its simplest form, you will hear me say, my job is to make sure that our students love coming to school every day and love learning! Our students need to gain not only the ability to think critically but to work collaboratively and develop a depth of emotional grounding to interact in a diverse, multicultural world.

On the relevance of my past work overseas

In Mongolia, I saw how motivating children’s books can be for both adults and youth. We helped revitalize the publishing industry and inspired children and parents to create thousands of books. I saw the power of sharing both published and homemade

books and simply sharing oral stories. Lab is a place that values children’s literature. I am excited to share my passion for books from around the world and resources like the International Children’s Digital Library that was linked to our work in Mongolia.

On community, cookies, and lemonade

We are a large, diverse community, so making sure that everyone feels connected and part of that community could not be more important. We will be working to find new ways for everyone—certainly every student, but also parents, guardians, faculty, staff, and alumni—to find a Lab

that feels comfortable and welcoming.

I find that even a simple invitation for cookies and lemonade—ice cream or fruit can work, too—can give people license to make new connections. I look forward to lots of these small but important opportunities!

Faces of feeling

THE ABILITY TO “READ THE FACE” OF A FRIEND HELPS COMMUNICATE WHEN HE MIGHT BE UPSET, ANGRY, HURT, STUCK, FRUSTRATED, OR SAD.

Teachers Maureen Movrich, Wendy Minor, and Luciana Taschini picked up on a recurring theme in their classroom—“bad guy versus good guy” play—and an entire flow of teaching and learning emerged. At Lab, Nursery/Kindergarten teachers are constantly observing, documenting, and thinking about the play and interests of the children in their classrooms. They’re looking for just these kinds of common

themes or interests. And when they find those commonalities? That’s when things get interesting.

“We have a popular picture book in the room called *Superhero ABC* by Bob McLeod. Some children were having a hard time reading the expressions of the faces of the characters in the book. ‘Who’s the bad guy?’ was a common question,” explains Ms. Movrich.

Being able to think about feelings, your own and others’, is an important element guiding the Nursery curriculum—building empathy is a part of the social/emotional

< Isabelle’s story told by Willa

One time Isabelle was walking to school and it was so cold when she was walking to school and it was snowing and her mom was the scribe of story dictation. But it got colder and colder and Isabelle thought that she missed her dad! So that’s why I picked Isabelle because she’s so sad!



Miles’s story told by Astrid

Miles is mad at the dinosaur because, he, Miles, doesn’t want his mom. The dinosaur cracked into pieces then everyone was happy. Then he wanted his daddy. Then it’s almost dark, then the fire works almost come out. The other dinosaur is nice and it helps him not make him mad anymore. It makes him happy, happy, happy!



Sebastian’s story told by Max

Sebastian had a little lovey. Then his lovey went away. The witch stole his lovey but he didn’t like that. He was surprised by the witch stole it because the witch stole it and it was his favorite lovey. The witch grabbed it from him and threw his little lovey away. Then he slept in his bed without it.



Astrid’s story told by Ziyang

Astrid is sad. Maybe Isabelle was walking her in and then Silu came and she walked her in. They made a house for Astrid and then they changed their mind. It was just for them. That’s why she’s sad.



Noah’s story told by Samuel

Noah is sad. Noah thinks I’m (Samuel) is gone. That I’m sick sometimes. One day I went to school and dropped Noah off. Noah went to school. Noah misses me.

development children are working on in nursery school. The ability to “read the face” of a friend helps communicate when he might be upset, angry, hurt, stuck, frustrated, or sad. “Our project began with this in mind. How do children decode a friend’s face or images in a book?”

The teachers decided to start with color and simple symbols (think emojis). The class read and discussed a story that explored the idea of color and the feelings one may associate with them. Later, the children looked closely at faces drawn by Ms. Minor and talked about which emotion they thought the face represented. One drawing in particular—a face that had two eyes and a simple straight line for a mouth—inspired very different interpretations:

Imogen said it was a frustrated face.

Lucy said it was a goofy face.

Zephyr said it was a confused face.

Adrian said it was a fine face.

When children were challenged to use their own face to express different emotions for a photo session it wasn’t an easy task for all. Some referred to their emoji project for inspiration. Others needed verbal prompts such as, “think of something that makes you mad.” But when the children were invited to pick a friend’s photo, focus on the emotion on the face, and then offer a story that would explain the emotion: “We observed how easy it was for them. It made sense to the children to talk about feelings in relationship to their friends and their knowledge of those friends.”

WHEN CHILDREN WERE CHALLENGED TO USE THEIR OWN FACE TO EXPRESS DIFFERENT EMOTIONS FOR A PHOTO SESSION IT WASN’T AN EASY TASK FOR ALL.



Lucian’s story told by Derin

He’s angry. Because he’s afraid of the monster. He’s trying to chase Lucian. Lucian is very fast but the monster isn’t. The monster is very fast with his hands. The monster is trying to eat Lucian all up. He runs so fast.



Imogen’s story told by Silu

She’s mad! She’s angry! The toy break! The dinosaur break! Smashed him. I don’t know who smashed him. She was sad. And she walked away. That’s the end.



Ziyan’s story told by Cassius

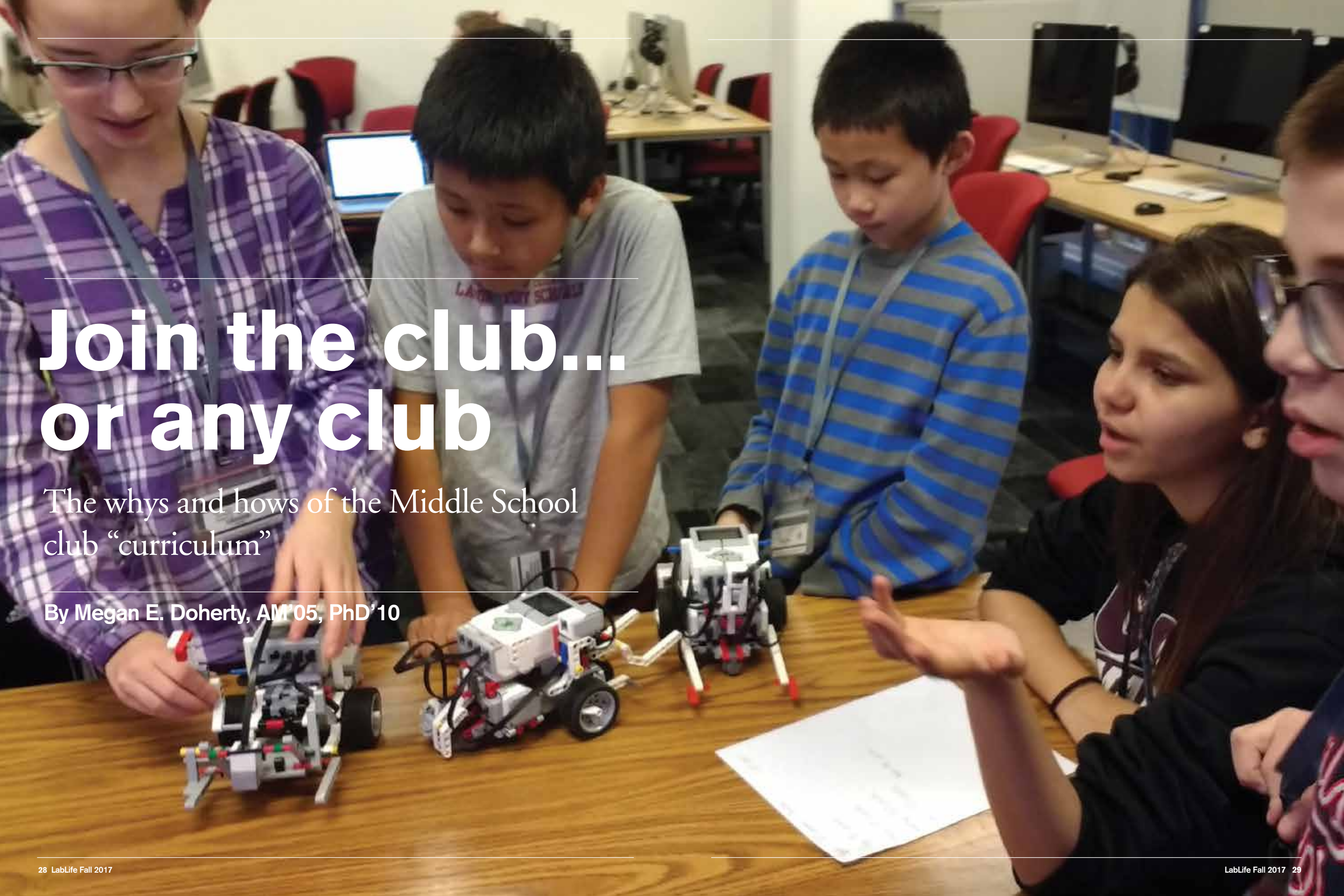
He’s sad. Someone stole his favorite toy, it was a monster truck. It was a gift from his parents. They got it at a store. And a vampire stole it. He’s gonna break it apart. The vampire disappears and Ziyan gets the monster truck back.



Leah’s story told by Gaby

She’s mad! She’s not jumping in the puddles. She’s not go into the puddles. She not jump in the puddles. “Don’t jump in the puddles!” Leah says. She no want to go outside but her parent want her. I don’t know what else.





Join the club... or any club

The whys and hows of the Middle School
club “curriculum”

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

Rubik's Cubes. Harry Potter. Drawing. Legos. Quiz Bowl. Anime. Math. Chamber music. Historical fiction. Homework. If you are a Middle Schooler and it's lunchtime, you have time to be part of a club—one of these, or one of dozens more.

In the Middle School, the student club program has both intellectual and social/emotional underpinnings. Yes, clubs are fun. Yes, they can be driven by student interest. But clubs provide an important scaffold for Middle Schoolers to develop a variety of interpersonal and intellectual skills and connections.

Thanks to the revamped schedule, four days out of five there are 30 minutes set aside for club activities (after a 20-minute lunch period). About half of Middle Schoolers head to a club on any given day, though it's not required—kids may opt instead for a longer lunch break, to visit the library, or simply to hang out with friends. For the Middle Schooler, clubs are for experimenting and exploring their interests without the pressure of a long-term commitment.

"Kids need to know that they have options and flexibility to explore," says Middle School Principal Sandy Bixby. "That is why we say clubs are drop-in and drop-out. It has to be easy and fun." This is the way all of the 40 or so Middle School clubs operate.

As teachers get to know the students and their interests, clubs also serve as a tool to help kids make connections with new friends. Says Middle School Dean of Students Ryan Allen, "We use the clubs as an encouragement to explore for our kids. They are not only trying out interests and intellectual ideas, they are tapping into the social connections that come along with them."

Because it's developmentally-appropriate, every Middle School club is sponsored by an adult who is present when the club meets. These adults provide important structure for young people who are coming into their own as individuals.

Says Janice Moy, faculty co-sponsor for the Asian Students Association (ASA), "Many students who identify as Asian are not drawn to a club like ASA and we don't push it, but for those who are intrigued by ASA's existence and interested in exploring their 'Asian-ness,' I think that the club can



For the Middle Schooler, clubs are for experimenting and exploring their interests without the pressure of a long-term commitment.



be a very good thing. We also always have students who are not Asian who become very strong and supportive members of the club. These are often students who like or have experience with certain aspects of Asian culture, have lived in Asian countries, are studying an Asian language, or just have Asian friends who also like to

participate in ASA."

Ms. Moy and co-sponsor Mythili Venkataraman speak enthusiastically about the club's cultural celebrations and philanthropic work but also about how the club serves as a place where kids can be comfortable about Asian culture and identity, and to celebrate them. Says Ms. Moy, "It's kind of a 'it's fun and cool to have this identity; we're here' thing, in my view."

In some cases, clubs allow students to get leadership experience that they may not otherwise have: When a group of students expressed an interest in economics, their club found a sponsor in sixth-grade humanities teacher Kelly Storm. They discuss how tax cuts might impact markets and social programs, and they track a few stocks over time, exploring how current events connect to the economy and cause stock value to go up and down.

"It's something we don't study formally in the Middle School, but they were interested in the subject and it's an extension of their curiosity," says Ms. Storm. "This allows kids to spend time

experiencing new things outside of the classroom, both academic and social."

The Datio Project Club, newly formed last year, consists of a group of sixth graders who want to focus on giving back to the community. The student who initiated the club, Lorelei Deakin, also settled on the

Do Your Homework Club
Environmental Club
Jewish Students Association
Math Counts
Rubik's Cubes
Star Wars Club
6th Grade Math Team
7th Grade Math Team
8th Grade Math Team
Drawing Club
Lego™ Civilization
Marvel™ Club
Prism
Science Fiction
Movie Club
Science Olympiad
6th Grade Work Time
7th Grade Math Help
Asian Students Association
Black Students Association
Chamber Music
Chess Club
Datio Project
Drama Club
Fantasy Book Club
Ganesian Math Club
History Vault
Jammed Locker
Little Bits
Quiz Bowl
Social Justice
Robotics Club
Anime Club
Economics Club
Glee Club
Historical Fiction
Book Club
MLAB



club name—*datio* is Latin for "giving." The kids raised \$140 for Doctors Without Borders at their bake sale at Lab's Holiday Bazaar in December. The club also doubles as a dance troupe, with the students planning to perform at fundraisers in order to raise awareness for social action. Their routine debuted in May for a small, donation-based "friends and family" show to benefit the Chicago Anti-Cruelty Society.

"The Datio Project works to be actively engaged in the world we live in through social action, a value that John Dewey highlighted in his work," says Emily Forrest-Mattfield, Lower School fine arts teacher and the club's sponsor.

Also new this past year was the Dress Code Club, an offshoot of student council, which addressed issues surrounding the school dress code and solicited student input.

"They're a group of students who believe that the code unfairly targets girls, causing body shaming, and has not been enforced uniformly," says humanities teacher Peggy Doyle, who oversees the

club and contributes questions to keep the participants thinking.

To prompt change, they met each week and engaged in high-level discussions about how sexism can creep into rules for what students can wear. As a result, they proposed a new dress code that they felt would reduce shame for girls and increase fairness, consistency in enforcement, and freedom of expression. The next step for the club is to create a survey to gauge how students feel about the current dress code and the alternate suggestion, a task that will likely extend into this year.

"The effort was completely generated by their commitment and interest, and they took the lead on developing a responsive, thoughtful, and grounded dress code that addressed their concerns," says Ms. Doyle, whose own classroom discussions lead to questions of power, authority, and gender discrimination. "This is typical of our kids."

Says Mr. Allen, "The clubs provide opportunities for kids to explore their different interests in a very autonomous way. Advisors get the chance to know kids in a different environment. While they could be really involved, they tend to step back and let the kids run the show."

Powering potential and opening doors

The Malone Scholars Program makes a Lab education possible. And the scholars make the most of Lab.

By Ingrid Gonçalves, AB'08

As a middle school student Myra Ziad, '17, approached the work of applying to high schools with enthusiasm but also trepidation. On top of worrying about simply getting an acceptance, she worried about her family's ability to afford independent school tuition.

"Lab was my top choice, but in the back of my mind I knew it wouldn't be possible because of the tuition," Ms. Ziad recalls. But when she opened the envelope from Lab, she found not only an acceptance letter, but also a letter from the Malone Family Foundation offering her a full merit scholarship through their Malone Scholars Program. "I thought it was a prank or a scam. I started crying.

My mom and dad started tearing up. I felt like a billion doors opened for me."

Lab's partnership with the Malone Foundation has made it possible for 10 outstanding students of limited financial means to benefit from, and enhance, the U-High experience. These are students with stellar academic performance, above-and-beyond work ethic, and deep thirst for knowledge.

"Malone Scholars are top-tier," explains Irene Reed, executive director of admissions and financial aid at Lab. "To think about them going to another school would be a huge loss for our students and our institution." She says the Malone Scholars Program has been a tremendous force for recruiting outstanding students.

A special place

For more than a decade, Cathie Wlaschin, the Malone Foundation's executive director, traveled to more than 10 schools every year in search of the most enriching learning environments in the country. Lab was chosen as one of 50 schools nationwide to partner with the Malone Scholars Program.

Each partner school is entrusted with a \$2 million endowment to fund Malone Scholarships for students in the top five percent of their national class who qualify for financial aid for at least 30 percent of their tuition.

"Lab is a special place," Ms. Wlaschin says. "I visited a few other schools in Illinois, and there was no question in my mind that Lab was absolutely the best. The education these kids were getting

and the warmth of the place were among the highest I found anywhere in the country.” She was moved by students’ outspoken love for their school and impressed by the wealth of academic and extracurricular programs available for a broad range of interests.

Seizing opportunity

Lane Gunderman, ’13, his sister, Hazel Martello, ’17, and Ms. Ziad believe that a Lab education is not to be taken for granted. The Malone Scholars Program placed that privilege within reach and inspired them to make the most of it.

“I was very excited about Lab,” Mr. Gunderman says. “I was able to do research during some summers in high school (something that I doubt I could have done at another school as easily), take classes at UChicago, and take very well-taught and challenging courses in nearly every subject.”

As a finalist in the 2013 Intel Science Talent Search, Mr. Gunderman traveled to Washington, DC, to present the Summer Link research project he worked on with UChicago Associate

Professor of Chemistry Greg Engel. And he dove in deep at Lab joining the Math, Science, Linguistics, and Scholastic Bowl teams, too. (“I guess I also helped form the Latin club,” he adds.)

Mr. Gunderman recently graduated from the Massachusetts Institute of Technology, where he double majored in physics and math, and now he’s heading to graduate school.

Though their interests differed,

“I THOUGHT IT WAS A PRANK OR A SCAM. I STARTED CRYING. MY MOM AND DAD STARTED TEARING UP. I FELT LIKE A BILLION DOORS OPENED FOR ME.”

with Ms. Martello focusing her time on Certamen and Ethics bowl, Lab made a lasting impact on the life trajectories of both siblings. This summer, her second as part of the Internship for Civic Engagement, Ms. Martello added leadership responsibilities for the program as a senior intern working with Alderman Sophia King. “She has a deep intellectual capacity and she really uses her intellect to make connections between policy and people,” says program director Alex Wallace.

“Malone Scholars don’t just have great grades,” Ms. Reed explains. “Often these kids shine in the admissions process despite having overcome some pretty serious obstacles in their personal lives.”

This fall, Ms. Martello is attending the University of Chicago, hoping to study political science and linguistics. “I’m still unsure what I’d like to do after college, but hopefully something with international law or politics.”

Ms. Ziad developed an early interest in neuroscience, which she began to pursue during her sophomore year at



MYRA ZIAD



LANE GUNDERMAN AT HIS MIT GRADUATION WITH SISTER, HAZEL MARTELLO, AND THEIR BROTHER

Lab. She presented her research on brain injury and memory loss at the National Junior Science and Humanities Symposium in San Diego, and completed several Summer Link research projects with UChicago faculty while at U-High.

One research project, in partnership with the Brain Surgery Institute paired Ms. Ziad with Dr. David M. Frim, chief of neurosurgery at University of Chicago Medicine. As part of her work, she created microscope slides out of brain sections less than two millimeters in size. Each section had to be perfectly flat, requiring a great deal of care and precision much like neurosurgery itself.

“Not many high school students get that opportunity,” she says. “But I took each opportunity and made the most of it, because not everyone gets to go to

Lab, and I had the privilege to be a part of this community that’s unlike any other.”

Ms. Ziad is enrolling in the University of Michigan this fall, where she plans to study neuroscience as part of her pre-med track, and to explore other subjects as well.

One life at a time

In the mid-1950s, worried about her son, Dr. John C. Malone’s mother went to the nearby New Haven Grammar School to ask if they would consider a work scholarship for her son. They did and Malone went on to study electrical engineering and economics at Yale University, earn a master’s and PhD from Johns Hopkins University, and eventually build a multibillion-dollar fortune in the cable television industry.

“MALONE SCHOLARS ARE TOP-TIER,” EXPLAINS IRENE REED, EXECUTIVE DIRECTOR OF ADMISSIONS AND FINANCIAL AID AT LAB. “TO THINK ABOUT THEM GOING TO ANOTHER SCHOOL WOULD BE A HUGE LOSS FOR OUR STUDENTS AND OUR INSTITUTION.”

Malone credits his success to the challenging, engaging education he experienced early in life. He established the Malone Family Foundation in 1997 to offer the same opportunity for students. The foundation’s ultimate goal is to provide an outstanding education to every student in the top five percent of their national class.

Says Ms. Martello, “I came to Lab uncertain of my capabilities and of my future, but Lab helped me nourish my ambitions and reach my potential. After six years of hard work, not only on my end, but of my teachers, friends, family, and support system, I’m ready to continue pursuing a top-notch education and am looking onto a bright future.”

“Eventually I believe that the Malone Scholars Program will change the world,” Ms. Wlaschin says. “The first Malone Scholars only graduated in 2004, but they’re already out doing great things. We’re still in our infancy, and it’s a perpetual program, so I think it’s going to make a big difference.”

Making the world a better place is no small feat. But Lab’s Malone Scholars seem poised to help.

1982

Back into the swing: Paul Crayton, '84, and Edyth Stone, '83, at a back-to-school party in the cafeteria.

Alumni notes

Keep in Touch

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

40s

EMERITUS ALUMNI REUNION
OCTOBER 13–14, 2017

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

Class of 1941: Interested in volunteering to serve as your class representative? Email the Office of Alumni Relations and Development at labnotes@ucls.uchicago.edu.

Charlotte Dragstedt Jeffrey writes, “I majored in math. My cousin, Beulah Shoesmith, was a great math teacher. I got a job with NASA after graduating, then in Dr. Leon Thurstone’s laboratory doing secret statistical work. I met Thomas Jeffrey there and we married a year later. Now I have three children and four grandchildren. I am going to celebrate my 94th birthday on August 15 in Northern Michigan with my large family by way of a party my chef grandson will produce. Love to all!”

Class of 1942: Interested in volunteering to serve as your class representative? Email the Office of Alumni Relations and Development at labnotes@ucls.uchicago.edu.

75TH CLASS REUNION /1942
OCTOBER 13–14, 2017

Class of 1943: Interested in volunteering to serve as your class representative? Email the Office of Alumni Relations and Development at labnotes@ucls.uchicago.edu.

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

Ralph Bettman writes, “At age 89, I’m living a carefree, comfortable life in California. There are no classmates in the area that I know of. I tried to visit the school a year ago, to show it to my now-grown children, but could not find it in the construction and one way streets now in the area. As they say, you can’t go back. I do enjoy Lab Notes and the occasional photos of our days.”

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

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

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

George Tressel writes, “I have never thought of myself as a Lab alumnus, but rather as an alumnus of the Fifty Year Club (FYC). I continued in physics for another year or so after receiving the PhD in 1943. Like all of us, the FYC experience set the tone and framework for the rest of my life. People who know me ask regularly what the Hutchins program was all about, and I always answer that its goal was to start as early as possible to make Renaissance men and women. People were trained to be widely versed and sufficiently fluent in history, literature, science, philosophy, etc., and to learn about and carry on an intelligent discourse in almost any field or environment.

As a result, I have enjoyed a wonderful adventure—exploring, writing about, and making films and TV programs (and winning awards) about every subject one can imagine. **George Lindholm** and I were “happy warriors” together for a good number of years—ran the US film program for the 1964 Atoms For Peace Conference, among other things—and when he died, I helped carry his casket. Later I was a division director of the National Science Foundation and headed a large project of the Children’s Television Workshop. A few years ago the American Association of Museums named me one of the “Hundred Most Influential in the last Hundred Years” (or something like that) at shaping the growth of museums. (Truth is, I don’t remember exactly how they phrased it.)

But I didn’t mean this to be a puff piece—rather to remember some of our classmates and their stories, in case you don’t already know them. After our last FYC class reunion, **Ric Meana** and **Kaye Piper** stopped by my home in DC and we had a wonderful afternoon of old memories and nostalgia. Unfortunately, I think I am the only one left now. Kaye, of course, was still largely disabled from her life fighting infantile paralysis and the aftermath—and we spent a marvelous afternoon reminiscing while she lay at rest in their van.

I am now 91, have outlived four wives and endless friends, and enjoy wonderful memories. I hope you don’t mind my sharing a few.”

Tom Wilson writes, “In 1934 I started Nursery School at Lab. In 1946, after tenth grade, **Rob McDougal** and I left Chicago for prep school at Deerfield. I then attended Haverford College for

three years. I was admitted to the UChicago Medical School in 1951, so I was back in Hyde Park for those four years plus internship and residency training in pediatrics. I was drafted and served two years as an Army doctor at Fort Carson, Colorado. We moved to Princeton, NJ, in 1960 and lived there for 40 years. I thoroughly enjoyed those years of pediatric practice. Sixteen years ago my wife, Joan, and I moved to Hanover, NH, where we live in a continuing care retirement community called Kendal at Hanover. Living in a college town means we never stop learning. That was true in Hyde Park and Princeton and is still true now in Dartmouth College’s hometown. Joan and I have three children—all married with families—and we have eight grandchildren. Our first great grandchild is due in August. I have often had the intention of returning for a Lab reunion, but there has always been some conflict. Dear classmates, we shared so much of our youth together. Will you too share your life history in one paragraph?”

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

70TH CLASS REUNION /1947
OCTOBER 13–14, 2017

Joanne Phillips Hirschfield writes, “Making sure I am still here considering I am class of ’47! Doing well! Just want to say hello to old friends. I have a wonderful life. Three amazing sons and a wonderful daughter! Thirteen grands and three in-law grands. Wonderful memories from Lab! My son wrote an interesting book: *You Don’t Have to Be Wrong for Me to Be Right: Finding Faith Without Fanaticism*. A good read by Rabbi Brad Hirschfield.”

Richard Dick Woellner writes, “This will be our 70th reunion! (See, I can still do arithmetic. Thanks, Ms. Ofstedal in third grade!) Is anybody else planning to come to the reunion?”

1948 Class Representative
Dorothy Drucker Nesbitt
9005 Oak Trail Circle
Santa Rosa, CA 95409
ditton3@gmail.com
847-291-4131

MeraLee Kahn Goldman writes, “Spending the summer

in Illinois is always great—with sunny, breezy days for hiking along the lake; hot, humid days for staying indoors to paint and read; “gi-normous” lightning and thunder storms that brilliantly light up the whole sky—and sometimes all of that in one day! Saw U-High friends **Happy Stone** and **Nancy** and **Kenny Marks** at the 85th birthday party for my husband Jay Canel in Highland Park.

Jay and I were in England and France in May visiting favorite museums. In June we took a trip up the Rhine River from Amsterdam to Basel and Lucern—visiting several more amazing museums and Art Basel. In July, we flew to St. Thomas and Peter Island for a family celebration. August includes our annual trek to Santa Fe for the opera there, and a visit to Boulder, CO for a family wedding. After that, it’s back home to California for a while. Our next big adventure will be the North of India in late October to see the Adjanta and Ellora caves—all part of our plan “to do as much as we can for as long as we can.” Clearly, we both have an overabundance of the curiosity gene!”

1954 Class Representative
Richard Heller
421 Ellendale Drive
Nashville, TN 37205
richard.heller@vanderbilt.edu
615-343-0473

Salim Barbara Lewis writes, “Still cattle farming in the Adirondacks—good weather, good soil, good air, good water. Much to be grateful for. Over 200 calves were born in April and May, and now the bulls are back in the herd, so everyone is happy! Come visit. lewisfamilyfarm.com.”

1953 Class Representative
Cordelia “Corky” Dahlberg Benedict
885 West Stone Barn Road
Franklin Grove, IL 61031
benedictcd@hotmail.com
815-677-0093

1954 Class Representative
Richard Heller
421 Ellendale Drive
Nashville, TN 37205
richard.heller@vanderbilt.edu
615-343-0473

Louie Zand writes, “I’ve been a solar eclipse chaser for well over 50 years. Eclipse chasing has taken me to some fabulous places and on some incredible adventures all over the world. I have have long felt that a total eclipse of the sun is the most beautiful sight in all of nature. A good friend of mine has made a short film that captures the joys of eclipse chasing. You can view it at: eclipseguy.com/videos/hooked-on-the-shadow.

This year’s solar eclipse, on August 21, will be quite special as it will be the first one visible from the United States since the 1970s. The path of totality, where you want to be, will run from the Oregon coast eastward, across the entire country, before heading out into the Atlantic. We’ll be watching the big show from Riverton, WY. Another website, greatamericaneclipse.com, will give you all the information you’ll need to make viewing plans. Clear skies, always.”

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

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

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

65TH CLASS REUNION /1952
OCTOBER 13–14, 2017

1957 Class Representative
Elizabeth (Elsie) Hughes Schneewind
Apartment 8A
130 Eighth Avenue
Brooklyn, NY 11215
chschneewind@nyc.rr.com
718-783-0003

60TH CLASS REUNION /1957
OCTOBER 13–14, 2017

1958 Class Representative
Allen S. Musikantow
9110 NW Highway 225A
Ocala, FL 34482
musik1@aol.com

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

Owen Cramer writes, “I’m no longer chair of my classics department at Colorado College: I became as a solo classicist in 1965, expanded the department to two departments in 1977, three in 2009, and now, in 2017, to four tenure lines. A capable new generation is now in charge and I’m on sabbatical. Among other things I’m working on getting two courses I haven’t managed to teach so far into the curriculum next spring: Alexander the Great and Race, Ethnicity, and Prejudice in the Ancient World. Unexpectedly the other things now include cardiac rehab to get my new stent working. Becky (my Oberlin classmate, a Mississippian by birth, married since 1962) and I have four sons and eight grandchildren, all living at a distance: We like to take the train to one coast or the other for visits. I am planning to be in Chicago for our reunion in October.”



Bill March, ’56

Meredith Eaton, Jean Maclean Snyder, Mike Winter, and Marianna Tax Choldin write, “The Class of ’59 is having a big birthday party! Most of us turn 75 this year, and we’re using this momentous occasion as a reason to celebrate together during the weekend of October 20–22, 2017. We’re planning a tour of our school—new and renovated buildings—a great dinner together, and some other nice events. A number of classmates have already responded that they’ll join us. If we haven’t heard from you yet, please e-mail any or all of us: Meredith (harrmer@aol.com), Jean (jeansnyder@sbcglobal.net), Mike (mikewinter@ameritech.net), and Marianna (mcholdin@mc.com). We’d love to hear from you, and to see you in October!”

60s

1960 Class Representative
Ellen O’Farrell Leavitt
7508 North Red Ledge Drive
Paradise Valley, AZ 85253
ellen@leavittcom.com

Menachem Kovacs writes. “Recently again I visited Israel with my son Rabbi Mayer Kovacs and again connected with family and friends in holy places like Jerusalem, Hebron, and Tiberias as well as Netanya, Tel Aviv, and Gush Katif refugee communities. Very inspiring! Continuing in Senior Torah Kollel in Baltimore and in the worldwide Torah program of Daf Yomi, tens of thousands of us learn a page a day of Talmud with commentaries. Fascinating!”

1961 Class Representative
James Orr
Apartment 3802
1660 North La Salle Drive
Chicago, IL 60614-6027
jeo@aol.com

Paul Boorstin writes, “My novel, *David and the Philistine Woman*, has just been published and it’s getting great reviews. I hope my U-High friends and classmates will visit my book website at www.paulboorstin.com to see the press reception and to learn more about it, and then I hope they’ll order the book on Amazon. And most of all, I hope everyone will let me know what they think, and keep in touch!”

Robert F. Nussbaum writes, “I was elected Commander of the Department of Illinois Jewish War

Veterans of the United States.”

Kathryn Posin’s company, Kathryn Posin Dance Company (KPDCC), was awarded the Art Works award of \$10,000 as part of the National Endowment for the Arts funding announcement for the 2017 fiscal year.

Lee Preston writes, “This past winter a number of Lab alumni came to visit Fran and me at our home in Scottsdale, Arizona, and it was a blast. **Ben Shapiro** and wife, Barbara, **and Dick Goldberg** and wife, Lisa, stayed with us and we were joined for drinks, dinner, and hours of reminiscing and laughing by **Rich Silverman** and wife, Carol. A few weeks later, **Steve Marcus** and wife, **Lynne Graham Marcus, ’62**, stayed with us for more reminiscing and laughing. It was just a great time of strengthening longstanding friendships. We have been friends for about 60 years. Much of the reminiscing focused, of course, on our shared time and adventures at U-High. I know we’re all looking forward to getting together again and often.”

55TH CLASS REUNION /1962
OCTOBER 13–14, 2017

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

1963 Class Representative

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

C. E. Steuart Dewar writes, “Following a tumultuous 2015, 2016 started off to a much quieter note, which was definitely welcome, and 2017 continues that trend. With JoBeth’s passing in 2015, I decided to donate



Ann Gold, ’63 with Samud

Jerry Neugarten ’65



the wildlife facility to another nonprofit organization, Project Chimps, which is now embarking on the most ambitious retirement project yet: to retire all 250+ chimpanzees at the New Iberia Research Center. There had never been a huge need for the wildlife facility I built to support gorillas, so I am pleased to finally see all the efforts I sank into it being put to a better use. After selling my property in North Georgia, I moved to the Hill Country just south of Fredericksburg, TX. It’s about an hour from San Antonio and only a little further from Austin.

I still work on my Android Calendar app (Pimlical), but I’m taking it a lot easier these days, as I am rather enjoying quasi-retirement and having more time on my hands. I spend a lot of time on astronomy and completed one of my bucket list items with a perfect Messier Marathon down in Big Bend in March of this year. The only sad part was that my dog, Freeway, quickly slipped into end-stage renal failure shortly afterwards and I had to put him to sleep.

But life does go on and fun continues—I just returned from Berlin last week where I got to spend a day with a friend driving a brand new Ferrari 488 Spider on the Autobahn at...uhhhh... somewhat ridiculous speeds (not quite the 212 mph top speed, but not that far away either).

I’ve been happy to link up with fellow classmate **Kim Mosely**, who lives in Austin, for some enjoyable conversations about life. I hope that a 55th reunion is in the offing in 2018 (missed the 50th reunion having my knees replaced). ”

Ann Gold writes, “I have published a new book called *Shiptown: Between Rural and Urban North India* (University of Pennsylvania Press, 2017). In February, 2017 I revisited friends in Rajasthan.”

Jory Blakemore Johnson writes, “Still alive and well! Loving Social Security and Medicare. Allows me to perform when I feel

like it—electric lead guitar, Top 40. Just last December I had a reunion with a couple of the guys from my Denver surf band from back in the 60s, and in 2014 I had a reunion with the guys from my 80s Austin, TX, rock band. I performed in Las Vegas for 20 years, mostly as a duo (neighborhood bars), then moved here to Tucson, AZ, eight years ago. Still single with a significant-other girlfriend, from the 60s, whom I had not seen for 40 years. I’ve been using my professional name since 1975 and have toured the Midwest and Southwest—lots of motels, bars, and parties. Lots of fun. I got married in 1975, divorced in 1985. Three great kids in Austin, TX. Two grand kids. I’m still a computer and electronics geek. I set up and installed home theater units during musician ‘down time.’ I choose Z-Wave and Zigbee for my smart home. I’m not an Apple person—too proprietary. Feel free to say hello. I got over being shy decades ago. My relaxation is performing classic rock, viewing sci-fi, adventure, and fantasy movies, and practicing at the shooting range. Rock & rule!”

Paul Breslin wrote to share about **Jack Kolb**, who passed away last year. “He was much beloved by his students and his wife of 17 years, Katie Andrews. He was one of my closest friends at U-High. We crossed paths again as graduate students at the University of Virginia. After that, we only saw each other a few times but kept in touch by letter, phone, and by email, when that became available. Katie held a lovely memorial service for his friends on October 9, which would have been his 70th birthday. We all remembered him as a generous friend and wonderful conversationalist. I grieve for this loss still, which may be why I couldn’t write about it until now.

While I’m here, I want to thank **Ben Counts** for his moving story about how **Tommy Stern** posthumously saved his life. I think about Tommy a lot, too. We were close early on, less so afterwards, but I remember him vividly. There were a lot of witty people in our class, but he was one of the sharpest. Hoping the rest of us can hang in there for many more years.”

1964 Class Representative

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

Susan Epstein Faibisoff writes, “My husband is a gastroenterologist physician. He practiced in Skokie for 30 years and retired three years ago to take care of his mother in Tucson until she passed away. Several months later, we moved to Jerusalem. We have two daughters and nine grandchildren living here. We still have a son, a daughter, and 10 grandchildren living in the States. My son is chief neurologist at the VA hospital in Saint Louis. My daughter is living in Silver Spring, MD, and is a teacher. My two daughters in Israel are nurses; The eldest will be going to midwifery school next year. I am very proud of my kids, obviously, and take great joy in my grandchildren, ranging in age from 18 months to 20 years. My 18-year-old grandson has been accepted into one of the most difficult military services: He will be a Navy Seal when he begins his military service in a year or so.

We love living in Israel! We will be starting ulpan in September. I am very excited about that. I have a basic knowledge of Hebrew (from going to Hebrew school in the States), but Jan (my husband) and I are really looking forward to becoming proficient in the language.

Well, I want to say that I have such wonderful memories of U-High. The education was the absolute best. I think I learned more in high school than I ever learned anywhere else. I remember the friendships I had there with great fondness, although I have not kept up with any of the people with whom I enjoyed such lovely friendships. But I will never forget them. I am always so terribly sorry when I hear of the loss of any of our classmates. I am also so proud when I hear of our achievements!

That is about it! If anyone is ever in Israel, I would love to get together. My email is susan.faibisoff@gmail.com. Best wishes to everyone!”

Mark Plotkin was recently recognized by the DC City Council, which declared Monday, April 10, 2017 “Mark Plotkin Day” in the District of Columbia in honor of Mark’s 70th birthday. The vote was unanimous. A ceremony was held in the office of Jack Evans, the longest serving DC council member. In attendance at the celebration were former mayors Sharon Pratt and Vince Gray. Also newly elected Congressman Jamie Raskin (D-MD). And to top it off classmate **Michael Weisskopf** was also there.”

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.

Jerry Neugarten writes, “**Bob Graham** is on the board of the new Chess Foundation.”

Jerry Neugarten is a retired Manhattan prosecutor and has been very involved in running a community-wide chess program for over 20 years. His chess teams have won many awards and in both the New York and Illinois state championships, and one of his clubs made it to the national championship level. Neugarten has also received community service awards for his volunteer chess work in New York and Illinois. He has also chaired the Youth Committee and served on the board of the Illinois Chess Association from 2009-2015. Neugarten is currently the author of the Chicago Chess Foundation curriculum, coaches’ handbook, and strategic plan.

Kathie Booth Stevens writes, “I’m living in Oxford, England. I’m chair of Oxfordshire’s magistrates. We sit in the first-tier criminal courts, dealing with 95 percent of all criminal cases in the United Kingdom. We are not legally trained, but receive a lot of training and we do it very part time (and for no pay). The criminal justice system in the United Kingdom is going through major changes, so my role has been a lot about change management, but it has been a very interesting and challenging three years, which will come to an end this year. Our daughter is writing detective fiction for children—a dream come true for her. I’m in touch with **Penny John, Pam Pacelli, Kennette Benedict**, and **Sue Levine**. My mother still lives in Hyde Park.”

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

Stewart Herman writes, “My wife, Linda, and I recently retired from college teaching and moved to Minneapolis. We renovated a 100-year-old house to produce more energy than it uses. The point was to show that an ordinary city house on an ordinary city plot in the most climate-challenged

Peter Kovler, ’69, Judy Kovler, ’67, Sherry Lansing, ’62, Dick Lansing, ’63, and Fanchon Weiss Auman, ’67



major city in the lower 48 could become ‘net zero’ with no sacrifice in attractiveness, comfort, or convenience. While it looks for all the world like a brand-new 1907 house, with handsome, traditional woodwork, it is packed with sustainable technology, including 54 solar panels, four 250-foot-deep geothermal wells, and triple-glazed windows. Over the past year, it has produced 25 percent more than it has used, and we hope to spend many sustainable years here. Visitors are welcome.”

Joey Kenig writes, “I closed House Dog Carpentry three years ago and have since then been working as a musician. I perform both solo and with others and split my time between Ely, MN, my home since 1979, and St Louis. If you’re curious, you can find a variety of video clips on YouTube, and a couple of CDs online. Perhaps the most interesting recent St. Louis collaboration is with pianist Richard Egan and poet Andrea Scarpino. Rich and I perform regularly as a duo (piano/guitar/voice), and when we play with Andrea, we accompany her as if she were a singer, except that she reads (speaks) instead of sings. Her work is daring and powerful and can be found in three volumes: *Once, Then; What the Willow Said as it Fell; and Once Upon WingLake.*”

1967 Class Representative

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

50TH CLASS REUNION /1967
OCTOBER 13–14, 2017

Thomas Hirsh writes, “**Robert Bergman, Kevin Kenward, Jonathan Spiegel** and I still meet for lunch at Macy’s (formerly Marshall Field’s) in downtown Chicago on State Street at least quarterly. We have been doing so for decades. We don’t talk

about our careers anymore, just retirements. We wish you the best.”

Frederic Wilson writes, “I’m still here in Alaska and continue to enjoy working for the US Geological Survey. Last year I completed a major project, the product of which is the publication of a new geologic map of Alaska and digital database. It was even announced on the PBS Newshour which has got to be a first for a geologic map. My newest project involves the Caribbean. I’ve not been back to the Chicago area for years and literally haven’t seen anyone from my class since graduation 50 years ago! Is anybody out there?”

1968 Class Representative

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

Sarah Lincoln writes, “I continue to live in Hyde Park, our small town. I retired from patient care (as an oncologist) about five years ago but continue to do clinical work. And that’s because, as a late-in-life-parent, I still have three more years of college tuition ahead of me! My daughter (U-High class of 2016) will be returning for her second year at NYU Tisch School of the Arts in photography. She loves everything about it. Looking forward to our reunion in 2018.”

Class of 1969: Interested in volunteering to serve as your class representative? Email the Office of Alumni Relations and Development at labnotes@ucls.uchicago.edu.

Sonya Baehr writes, “Hi Fellow Lab grads! I have been involved for many years now with the International Drama/Theatre and Education Association, or IDEA. As a theatre educator I was thrilled to attend the World Congresses that IDEA has sponsored, where researchers, educators, and practitioners from all over the world come together to share workshops, papers, performances, and fellowship. I presented a paper at the Ottawa Congress, and participated with two of my students in an international exchange at the Congress in Hong Kong, where students from 21 different countries devised an original performance piece together. At the Paris Congress in 2013 I was elected director

of projects. I initiated the IDEA Land and Home Project, which inspired educators around the globe to create theatre pieces and educational projects with student teachers and young people on issues of sustainability. Their work is incredible! (Check out the Facebook “IDEA Land and Home” page.) At our most recent meeting in Portugal, at the historic Colegio Espirito Santo, the University of Évora, I was elected vice president. Now I am looking for ways to do fundraising to help support more projects like Land and Home, and to find ways for more young people to have exchanges across countries and cultures, using drama as their means of developing connection and empathy with each other. I welcome any advice or interest from fellow alumni! Write me at ideavicepres@gmail.com. Best wishes to all from my brownstone in Brooklyn!”

Yakov Ben-Haim (aka Jim Moulton) writes, “I have written a new book (my sixth) titled, *Dilemmas of ‘Wonderland’: Decisions in the Age of Innovation*. It will be published by Oxford University Press.”

70s

1970 Class Representative

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

Jim Hazard writes, “I am writing from my wife’s village on a Greek island. The family returned to France after an eight-year sojourn in Silicon Valley. I continue to fiddle with real things—wooden, vegetal, and electrical. My son, Geoffrey, will start at Brown this fall, 47 years after his father. My other son, Benjamin, has a rare condition and an indomitable will to build. I continue work on CommonAccord.org, a project to electrify the law.”

1971 Class Representative

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

John McNeill writes, “**Rob McNeill** was elected in 2017 to the American Academy of Arts and Sciences and elected president of the American Historical Association. His proudest

accomplishment is reconnecting with **Spike Kaplansky** after nearly 40 years.”

1972 Class Representative
Colin Smith
99 Mill Road
Santa Cruz, CA 95060-1612
colinmbsmith@gmail.com
831-818-1455

45TH CLASS REUNION /1972
OCTOBER 13–14, 2017

Karen Meier writes, “By the time you read this I will have moved from the Bay Area to Portland, OR. We are retiring, downsizing, and starting a new stage of life. Plan to do lots of traveling, hiking, eating out, and making new friends with our neighbors at PDX Commons, an active adult cohousing development (pdxcommons.com). Contact me if you want to get together in Portland or are curious about cohousing.”

1973 Class Representative
Kevin Spicer
Apartment A
1122 Chelsea Avenue
Santa Monica, CA 90403-4656
uofclabschool1973@gmail.com
310-315-1833

Robert Gomer writes, “I’m now living in Texas, teaching biology at Texas A&M (I never thought I would be doing this!) and doing research on fibrosing diseases. My wife Deb and I have a small farm with a couple of miniature donkeys, cats, and a dog. My daughter Katie is now an attorney in San Francisco making more than Deb and I combined. Any Class of ’73 people who are in or visiting Texas, please stop by!”

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

Cathy Altman Nocquet writes, “I divide my time between Paris and New York, editing college essays, primarily. It’s been wonderful staying in touch with so many of my classmates.”

1975 Class Representative
Goddess Simmons Drew
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Lake View Terrace, CA 91342
goddess.drew@yahoo.com
818-890-9740

Cathy Altman Nocquet ’74



1976 Class Representative
Stuart Field
1609 Blue Sage Drive
Fort Collins, CO 80526-3714
stuart.field@colostate.edu
970-219-5364

Becky Brisben Davis writes, “My business Becky Davis Design has its 10th anniversary this fall. I build custom WordPress websites for a wide variety of businesses and am proud to have done the redesign for one of my favorite places in the city: the Garfield Park Conservatory site. I’m active in the WordPress community, running a monthly meetup on the North Side and speaking at WordCamps all over the country, including WordCamp Europe in Vienna last year. This was my first time in Europe and it was a very fun trip that I hope to repeat every few years. Mostly though, I continue to code, manage projects, and run my business from my home office in Lincoln Square.

My daughter is happily married and has just completed her PhD in Anthropology. She has been a poor student in Salt Lake City for six years and never travelled the area, so we took a fabulous trip through most of the national parks so close to her this summer.

My son is an electrical engineer, working in the western suburbs. He programs those big one-armed robots that you see in manufacturing. I’m a pretty proud mom.”

Elizabeth (Lizby) DuBois writes, “I graduated in June 2017 with a doctorate of education from Portland State University.”

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.

40TH CLASS REUNION /1977
OCTOBER 13–14, 2017

1978 Class Representative
Andrew G. Neal
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andrew.neal@sbcglobal.net
773-348-6367

Amity R. Shlaes leads the Calvin Coolidge Presidential Foundation as board chair and is at work on her sixth book, *A History of the Great Society*.

1979 Class Representatives
Karl Wright
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Sherman Oaks, CA 91423
karl83@sbcglobal.net
818-981-2723

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

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

Bruce Wilkerson published his first novel, *A Glance At My Other*. He was interviewed at 57th Street Books about his work by his Lab classmate **Rachel Kligerman**. After three years of university in the United States, Bruce studied at the University of Provence in Aix-en-Provence where he earned undergraduate and graduate degrees in fine arts, English, and French. He then lived in Aix-en-Provence for 15 years where he pursued a career in the arts before qualifying to teach in the French educational system. Today he is an English teacher to physically handicapped or hospitalized French children and owns and operates a combination art gallery/dance studio where he also teaches



John Vita, ’76, and son Jack

Argentine tango, a discipline he has studied and practiced for 20 years. His broad interest in the creative arts led him first to writing poetry, then prose and in time, full-length novels. *A Glance at My Other*, which is set in Paris, draws on Bruce’s long acquaintanceship with French culture and subcultures. He currently lives with his French wife, Michelle, in Cesson, France.

Rachel received a degree in comparative literature from Smith College and an MBA from Boston University before being recruited back to Chicago by the ad agency Leo Burnett. She spent 24 years at Burnett, as a planner, a discipline which combines market research and insights to create brand strategies. In 2011, she left Burnett to form her own company, Insights Straight Up, where she continues to conduct research and uncover insights for many of America’s best-known brands. She has interviewed hundreds of consumers over the years, and is thrilled and honored to interview Bruce.

80s

1980 Class Representative
Rhonda Gans
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ryrgans@sbcglobal.net
312-645-0248

1981 Class Representative
Paul Robertson
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8750 Georgia Avenue
Silver Spring, MD 20910
pjr4@georgetown.edu
301-588-3859

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.



Harry Bims, ’81, with locals in Berlin

35TH CLASS REUNION /1982
OCTOBER 13–14, 2017

Tom Bigongiari writes, “On July 29 I am getting married in Rochester, NY. My fiancée’s name is Shannon Ligammari. She works for Target, and I am a social worker with Catholic Family Center, and doing community theater on the side. Other lab alumni who are attending the wedding: my brother, **Matthew Bigongiari, ’78, Thomas Marks, Thomas Kirsten, Eric Berry, Stephen Kellam, ’81, Cyrus Claffey, Michael Claffey, ’78, and Gabrielle Frahm, ’81.**”

1983 Class Representative
Cheryl Buckingham
csamp2002@yahoo.com

Bess Bezirgan Winston writes, “I am the principal and founder of the Winston Agency (www.thewinstonagency.com), a full service communications firm in the Washington, DC metro area. My team and I deliver strategic public relations programs to help companies, associations, and nonprofit organizations tell their stories and advance their interests with the audiences that matter most. Winston Agency clients include the World Bank Group, Avery Dennison, Tetra Pak, Meals on Wheels America, and others. I am always eager to network with fellow Labbies or Hyde Parkers in the DC area.”

1984 Class Representative
Susan Mack Taple
drsusantaple@gmail.com

Paul Marks writes, “Hello Class of ’84. It was a bit surreal to sit in Rockefeller Chapel watching my son graduate from U-High this June. Thirty-three years ago we all shared the same experience, but how the world has changed.or maybe not. The gowns and hats, the awkward and joyous moments with other Lab parents and their graduates. The seniors saying goodbye to Lab, their teachers, and each other. Some happy and relieved, others looking sad and despondent, and many just wanting to leave and say their final farewells. Off to college they go, and 12 of them will be heading across the street to UChicago! One more son to finish in 2020 for me and my memories and times spent at Lab will take on a new chapter. Although it’s always nice to see Labbies as parents to reconnect and

Michael Straus, ’88, and his family



share then and now stories. **Kim Du Buclet, ’83, Arnold Toole, ’83, David Wong, and Camille Baughn-Cunningham** to name a few, are Lab parents whom I often see around campus. Come by U-High and take a look, it’s bigger and better, really!”

Sarah Allen McQuad writes, “I’ve just finished recording my fifth solo album, which will be out in January 2018, and am planning a US tour to promote it in September–October 2018—keep an eye on http://www.sarahmcquaid.com/tour for details. Still enjoying life in Cornwall—my kids are 12 and 14 years old now, so the dreaded teens are looming, but so far so good!”

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.

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

Monika Schmitter writes, “I’m an associate professor of Italian Renaissance and Baroque art history at the University of Massachusetts–Amherst. This fall will be my twentieth year in Western Massachusetts, which I love. I recently visited **Laura Orleans, ’86**, in the eastern part of the state, where she has just opened the New Bedford Fishing Heritage Center.”

1987 Class Representative
Barbara Harris
harriswoodard@gmail.com

30TH CLASS REUNION /1987
OCTOBER 13–14, 2017

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

Carmen Elena Mitchell writes, “Living in LA since 2000, writing, producing and mommying my four-year-old son. Married to an awesome guy (philosophy professor who keeps my brain spinning). Currently working on a documentary about my late brother’s artistic journey and battle with schizophrenia. For those who don’t know, our beloved **Gabriel Mitchell, ’91** (Lab through eighth grade, graduated from Kenwood), died by suicide in 2012. Wow, that was hard to write. Anyway, I see most of you on Facebook these days or at reunions, but ‘hello’ to everyone else.”

90s

1990 Class Representatives
Dan Kirschner
606 Forest Avenue
River Forest, IL 60305-1710
dsk@corboydemetrio.com
312-346-3191

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

1991 Class Representative
Mariann McKeever
marianmckeever@comcast.net

1992 Class Representative
Shrunali Rai
shrunali@me.com

25TH CLASS REUNION /1992
OCTOBER 13–14, 2017

Amanda Williams is proud to have her first solo museum exhibition on display at the MCA. The work on display is an extension of her acclaimed 2015 work *Color(ed) Theory*. Many of the sculptures on display are built using bricks, siding, and other materials from the demolished

homes of her previous work. She believes this work holds the potential to raise difficult questions about the social and political fabric of our city.

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

Sarah Abella will become the administrative and program coordinator at Lab for grades N–2. Sarah has taught Nursery School at Lab since 2006. Before joining Lab, she worked for three years at CPS and was a founder and director of a KIPP school in Chicago for three years. Sarah will be helping to keep operations going smoothly for all of Earl Shapiro Hall.

Heather McClean Massart has joined the Obama Foundation as director of development operations and policy.

1994 Class Representative
Michelle Maffia Tarkowski
mamaffia@hotmail.com

1995 Class Representative
Dan Hartley
danielaaronhartley@gmail.com

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

Elena Arensman McPeak
elena.mcpeak@gmail.com

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

20TH CLASS REUNION /1997
OCTOBER 13–14, 2017

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.

Todd Belcore writes, “I started my own national non-profit called Social Change, which transforms systems and empowers individuals, communities, and organizations via film, community capacity building,

Deana Greenfield, '96, flew a kite for the first time on vacation in Galveston, TX



technical assistance, advocacy and legal representation. The past year we've passed seven bills in multiple states—legislation ranging from comprehensive bail reform to a bill ensuring people are properly informed of the consequences of pleading guilty before doing so in Illinois to a whistleblower bill in Missouri to decrease improper government action.

We have trained over 50 individuals and organizations on rights, remedies, and the steps necessary to accelerate their impact. We also sponsored several direct service programs with partners to provide food, clothing, legal assistance, and more to communities and organizations. Currently we have secured three cities (LA, NYC, and Chicago) to showcase our annual Social Change Film Festival.

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

Katey Schein Prudhomme writes, "I am living in DC, working for the US Agency for International Development, and leading a team that manages humanitarian assistance programs in the Middle East—including life-saving operations in Syria, Iraq, and Yemen. My husband, Justin, and I welcomed our first child, Tristan, in June."

00s

2000 Class Representative

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

2001 Class Representative

Greg Kohlhaugen
gkohlha@gmail.com

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

15TH CLASS REUNION /2002
OCTOBER 13-14, 2017

Julia Betley writes, "I got married on July 8 to Mitch Morgan. We both work in licensing for Film and TV music and met while working in the music industry together. We also both went to the University of Southern California. I work at RCA Records and he works at Warner Chappell. I am now senior director of licensing and soundtracks for RCA Records."

Gina Monaco writes, "I am in Indianapolis at Indiana University just starting year five of seven in my neurosurgery residency. I graduated from Loyola University Chicago in 2013 with an MD and a PhD (obtained from the Department of Cell Biology, Neurobiology, and Anatomy). My dissertation focused on treating nerve injury in animal models with electrical stimulation and androgens, which we found speeds up clinical recovery in a variety of nerve injuries. Maybe someday we'll get to test these therapies in patients."

2003 Class Representative

John Oxtoby
joxtooby@gmail.com

2004 Class Representative

Marcelo Pappas
marcelopappas@gmail.com

Tomell Ceasar writes, "Hello Lab family. After graduating from Stanford University in 2008 I moved to Dubai, where I have been living and working for the past eight years. I spent nearly seven years working at TOTAL Middle East, a French oil and gas conglomerate, as Head of their Corporate Governance

Department, and I am currently working for the Dubai government at the Emirates National Oil Company (ENOC) as their ethics and compliance lead. I enjoy giving lectures at universities and presentations at conferences on the principles and importance of compliance and corporate governance in the Middle East. I am passionate about giving back, and in 2009 I joined a project to build a premier educational/training institution on 150 acres of land from the center of the capital of Uganda in Kampala. The project is constantly inviting new supporters/investors to join us in initiating a great change in that country. Please contact me at tomell@stanfordalumni.org if you would like more information."

2005 Class Representative

Mark Berberian
Apartment 3
850 West Diversey Parkway
Chicago, IL 60614
mark3@uchicago.edu
773-348-7233

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

2007 Class Representative

Molly Schloss
molly.j.schloss@gmail.com

10TH CLASS REUNION /2007
OCTOBER 13-14, 2017

2008 Class Representative

Victoria Rogers
victoriamrogers@gmail.com

Linnea Madsen writes, "I got



Benjamin Brichta, '04

Cortni Agnew, '07, and family



engaged in February to Mohannad Bayari from Madaba, Jordan."

2009 Class Representative

Jaya Sah
jaya.t.sah@gmail.com

Patrick Robert Philizaire will be an assistant teacher at Lab in the Nursery School next year.

10s

2010 Class Representative

Loren Kole
loren.kole@gmail.com

2011 Class Representative

Rachel Sylora
rachelsylora@gmail.com

Tyler Anderson is currently teaching young children English in Beijing. He is leaving that post to teach in an international school in Shenzhen Guandong Province, China. He considers his work and stay in China to be an incredible, life-altering experience. He still loves to sing. When he was in kindergarten he would break into song quite often."

Matt Soble writes, "I currently am living in New York City working for Sealed, a startup company focusing on residential energy efficiency. Saving the world, one boiler at a time!"

2012 Class Representative

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

5TH CLASS REUNION /2012
OCTOBER 13-14, 2017

Kavia Khosla writes, "Hi everyone! I'm happy to be coming back to Hyde Park for medical school at UChicago this fall.

Joe Konowski, '10 and Emily Kleeman, '10, celebrated one year of marriage this past June



My sister, **Natalia Khosla, '10**, and I are living together here, and hopefully pursuing some interesting dance projects at the same time. I love catching up with Labbies, so reach out if you want!"

Giorgi Plys-Garzotto writes, "I graduated from NYU's Tisch School of the Arts last June as part of the class of 2016. My thesis film from NYU, 'Won't Somebody Think of the Children?' has been in the official selection for 14 film festivals to date, including the Equinox Women's Film Festival, Miami Independent Film Festival, and Munich Underground Film Festival. It has also won five awards, including two for best director. It most recently screened at the indie theater Anthology Film Archives in New York as part of the film series 'NewFilmmakers NewYork.' I currently do freelance video editing and writing in New York, but plan to move to Los Angeles in October to pursue writing for television."

2013 Class Representatives

Sarah Curci
sarahcurci@gmail.com

Amartya Das
amartya.das78@gmail.com

Sean O. Magill writes, "I will be attending Purdue in my final year to get my degree in biological engineering."

2014 Class Representatives

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

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

Obituaries

1940s

Dorothy Diane Drucker Nesbitt, '48, AM'58, affectionately known to all as Dot then Ditto, died of natural causes on April 10 in her home in Santa Rosa, CA. From her 53-year marriage to Frank T. Nesbitt, Jr., she is survived by her four children and granddaughter.

Born June 7, 1933 to Albert and Ruth (Levinson) Drucker, she grew up with her brother Bill in Chicago's Hyde Park neighborhood, a proud graduate of, and then teacher at, the University of Chicago Laboratory Schools. After graduating from Smith College (Pi Lamda Theta) in 1954, she taught English at elementary and high school levels in Cambridge, MA Chicago; Evanston; and Winnetka. She and Frank were married in 1959, and raised their children (and beloved black labs) in Illinois and Southern California. Ditto trained in family therapy and counseling and worked as a clinical social worker (MSW) at Swedish Covenant Hospital in Chicago from 1981-84. She taught English as a Second Language to the Japanese expat community on the Chicago North Shore. She loved skiing, tennis, sailing, piano, and recorder, and was long passionate about sewing, quilting, and needlework. An early adopter, she co-organized the North Shore Mac Users Group from 1983. She and Frank loved traveling, from Alaska to European cruises, and for many years she had an abiding passion for Japanese culture, and language.

John Albert Dragstedt, '49, AB'56, AM'62, died at age 83 on October 30, 2016. Albert attended Lab through the eighth grade before graduating from high school at Hyde Park High. He was interested in the classics from his earliest years and went on to receive two degrees from UChicago before completing his PhD in

classical languages at the University of California-Berkley. John spent his career teaching others about his passion and was a professor of classics at St. Mary's College for almost 50 years. He is survived by his wife, son, brother **Lester Dragstedt II, '44**, and sister **Charlotte Dragstedt Jeffrey, '40, SB'44**.

1960s

Ellen Myers Adelman, '60, AM'65, died on February 23. Ellen was an active member of Temple Emanuel in Greensboro, NC. She is survived by her husband, James, and her children, Joel and Lisa.

Bill Parsons, '63, died in December 2016. Bill was the first education director of the Holocaust Museum in Washington, DC. He received national recognition for his leadership, passion, and commitment to teaching the lessons of genocide and the Holocaust and to recognize it was the result of individual and institutional choices. Bill retired in 2015 as chief of staff of the United States Holocaust Memorial Museum in Washington, DC, after 25 years of service. He was also the recipient of numerous awards for his leadership and publications. Mr. Parsons is survived by his wife and son, as well as his brothers **James Parsons, '70**, and **Bradford Parsons, '77**.

Diplomatic attorney

Timothy Wilkins, '82

Lawyer Timothy Wilkins, '82, breaks down assumptions to marry global business and social justice.

Working on mergers and acquisitions for international firm Freshfields Bruckhaus Deringer, he helps companies come up with solutions that work across vastly different cultural, legal, and economic backgrounds.

"What makes it really fun is in every deal you must assume the hat of an international diplomat," says Mr. Wilkins, who credits social studies teacher **Earl Bell** with fostering his ability to structure persuasive written and oral arguments.

Drafting language that is comprehensible to both US and Indonesian parties, for example, requires Mr. Wilkins to see things from each party's point of view. His most creative and effective fixes arrive when he breaks out of the mentality that the customary US law approach is the right one.

"I spend 100 percent of my time doing those deals, and another 25 percent working on social justice

issues," quipped Mr. Wilkins, who is the only African American partner in the United

States at a firm that has 2,500 lawyers across 28 offices around the world. "At Lab, I learned that the more diverse voices that contributed to a project, the better the outcome. Coming to Wall Street firms, I was surprised to see such a small percentage of women and lawyers of color." Mr. Wilkins started a global Black Affinity Network that connects black lawyers at his firm's global offices from London, Shanghai, Paris, and Frankfurt.

To help with the diversity challenge, Mr. Wilkins pioneered Freshfields' Legal Outreach program, which works with New York City public schools to expose students to the type of thinking and writing required to

"Coming to Wall Street firms, I was surprised to see such a small percentage of women and lawyers of color."

be a good lawyer.

Mr. Wilkins serves on the Diversity and Inclusion Committee of the NYC Bar Association and on the board of the New York Public Theater, which has promoted playwrights and performers of color. In 2016 he was named the Minority Lawyer of the Year in Private Practice by Chambers USA and was the highest-ranked lawyer at #16 on the *Financial Times* list of 100 Leading Ethnic Minority Executives.

"There is power in the sharing of stories on the challenges and successes of being a minority lawyer across continents," he says.

Sports medicine physician

Gianmichel Corrado, '87



Physician Gianmichel Corrado, '87, has a life project: replacing the stethoscope with the portable ultrasound.

When he was a 23-year-old post-baccalaureate student, he liked playing pick-up basketball. One day, a young man suddenly collapsed in the middle of the game.

"He just died right in front of us. I'll never forget that moment," says Dr. Corrado, head team physician at Northeastern University and the associate program director for Primary Care Sports Medicine Fellowship at Boston Children's Hospital.

What happened was not an isolated case. On average, every three days in the United States an otherwise healthy, young athlete dies of an undetected cardiac anomaly. The most common cause is hypertrophic cardiomyopathy, a condition that makes it harder for the heart to pump blood.

"You could save their lives, but these heart anomalies are very difficult to detect," says Dr. Corrado, whose research as an assistant professor at Harvard Medical School focuses on sudden cardiac death in athletes. "How do you prevent a kid who is seemingly fine from dying of something you can hardly detect? The best way is with an echocardiogram."

Stethoscopes have been used to listen to the heart since before there was electricity.

Instead of listening, he says, we need to be looking—with portable, affordable ultrasound machines. "Now, you can have a probe that fits into your iPhone, and no prohibitive costs," he says. "I want to level the disparities in health care so every frontline clinician, whether on the South Side of Chicago or Rwanda, can have cardiac imaging ability at the highest level."

After a decade practicing emergency medicine, Dr. Corrado—who was in the ER often enough as a patient recovering from basketball and skiing injuries—began a fellowship in sports medicine at Boston Children's Hospital. It was there that he began applying ultrasound technology to the problem of sudden death in athletes.

"In sports medicine, I care for athletes of all ages, from five to 80 years old. I love seeing people of every age group get back out there to play safely," he says, adding that he's trained his team to use portable ultrasound machines to do echocardiograms.

"We're screening all athletes at Northeastern now. We haven't found any anomalies yet. But someday, we will."

Stethoscopes have been used to listen to the heart since before there was electricity. We need to be looking—with portable, affordable ultrasound machines.

Dancer and choreographer

Rachel Turner, '09

Although she's been dancing since she was three, Rachel Turner, '09, never thought she could turn it into a viable career. But after performing two years ago in two shows for the Capital Fringe Festival in Washington, DC, it all came together.

"I suddenly realized, woah! I'm actually doing this," she says. "It's still fantastic and not real for me that I get to do this for a living."

"My company is really about human connection. Everything we do has a common thread around relationships, from technology and social media to inequality and injustice."

She moved to DC after college to teach dance at St. Andrew's Episcopal School, and was inspired to take her choreography into the professional world. Initially working with her friends, including Karlin Gatton, '11, she founded her dance company Errant Movement in 2015.

"My company is really about human connection. Everything we do has a common thread around relationships, from technology and social media to inequality and injustice," says Ms. Turner, whose work, though modern, is strongly influenced by ballet.

"It's easy to understand and relate to since it deals with issues that affect people on a day-to-day basis."

To achieve her goal of uniting communities through dance, Ms. Turner began organizing local arts programming. She coordinated a dance showcase with 13 companies designed to be accessible to those unfamiliar with

the art and performed in an underserved community for neighbors who may have never experienced dance.

"My experience running Arts Fest at Lab prepared me for this type of work," says Ms. Turner.

Ms. Turner, who received her first grant from the DC Commission on Arts and Humanities in May, used the money to put on the DAnCEecostia! Festival in August. The event spanned four nights and included free performances and dance classes for children and adults. The goal was simply to expose more people to dance.

"Dance is such a large part of African American communities, including liturgical and social dance trends. It's important to witness these dances on the stage alongside modern and ballet, and see how they can be performed on a professional level as a career."



Economic environmentalist

Michael Greenstone, '87



Michael Greenstone, '87, didn't always think he'd try to make people's lives better through economics.

"I was certain when I arrived at Lab in the ninth grade that, despite being five feet three-and-a-half inches tall, an NBA career was ahead of me," quipped Mr. Greenstone, director of the Becker Friedman Institute. "But the world was broader. Lab helped open my eyes to that."

The Milton Friedman Professor in Economics at the University of Chicago credits Lab with giving him a solid foundation in how to think clearly and linearly about problems. When he was a U-high junior, he took history with **Earl Bell**. He clearly remembers the moment he figured out how to construct a paragraph with a sharp topic sentence, and it was as if a light went on.

"I realized, oh my goodness, I could make all my paragraphs like that one."

This revelation—that learning opens doors to better understand the world—had a lasting impact on Mr. Greenstone. In college, he found that economics offered a clear way to think about the world and the tradeoffs that people in societies face. While he is broadly interested in the role of government in society, he is focused on finding solutions to the global energy challenge.

"Access to inexpensive and reliable energy is critical for advancing living standards, but the least expensive forms of energy come bundled with air pollution that shortens people's lives and greenhouse gas emissions that increase the odds of destructive climate change," he says. "How to balance the goals of economic growth and environmental quality is the challenge."

In 2014, Mr. Greenstone and colleagues partnered with the government in Gujarat, the most industrialized state in India, to reduce industrial

This revelation—that learning opens doors to better understand the world—had a lasting impact on Mr. Greenstone.

pollution. They devised an incentive structure to entice local environmental auditors to be honest about plant pollution. The state adopted the reforms he and his team outlined as policy, which resulted in reducing pollution by 30 percent.

Now he's working to understand the economic consequences of climate change, with a focus on the energy needs of developing countries.

"The most exciting problems are finding the areas where governments can successfully intervene in markets to improve our well-being—that is where it is possible to make a difference in people's lives."



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LAB ALUMNI WEEKEND

FRIDAY, OCTOBER 13 AND
SATURDAY, OCTOBER 14, 2017

All Lab alumni are invited to return to campus to reconnect with the Lab community. U-High class years ending in 2 and 7 will celebrate milestone reunions and enjoy special class gatherings and dinners.

Return to see old friends, favorite teachers, new and familiar spaces. Additional information regarding the weekend schedule and accommodations is online now at:
<https://labalumniweekend.uchicago.edu>

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

save the date

Young Alumni Thanksgiving
Party

Saturday, November 25
Chicago

