

LabLife

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

Spring 2018



LabLife

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FROM DIRECTOR
CHARLIE ABELMANN

Global citizenship



“We want Lab children to see all the ways they can make a difference in their local communities. We want them to better understand national issues and place those issues into a global context.”

Dear Friends,

There are many ways we can help shape an education that prepares our students for global citizenship, recognizing that as children grow and develop so, too, can their spheres of influence. Lab is particularly fortunate to have so many families and educators who value—and who themselves bring—a global perspective to educating our youth. I am thrilled to share in this magazine stories of alumni who have extended their learning and service through the Peace Corps. While we might not all serve in the Peace Corps, we can embrace a desire to promote peace and friendship. We can share a desire that our graduates leave Lab prepared for all of life’s journeys and have the ability to build a better life for the communities in which they live and serve.

We want Lab children to see all the ways they can make a difference in their local communities. We want them to better understand national issues and place those issues into a global context. We want them to have the confidence to engage in both local and global issues. That is one of the reasons it has been so exciting to welcome students to Lab from China and France (and, at other times in the year, from Germany and Argentina). By hosting these young people in our homes and in our classrooms, we allow our students real-time, real-life opportunities to see that theirs is not the only image of the world. We are also excited to plan study tours that will send Lab students and teachers to China. These will be part of a larger effort to honor the 100th anniversary of John Dewey’s two-year visit to

China, a seminal period for our founder and his work. We want Lab students to understand global issues, to have knowledge of—and respect for—cultural differences, and to build meaningful connections with youth from other locales and who have other perspectives. Pluralistic perspectives, an awareness of other cultures, and an understanding of the social, political, and environmental issues facing the world—this knowledge is what will allow our young people to collaborate and solve problems as they move forward.

This summer Lab will embark upon a strategic planning process to help us lay out the desires and goals that will take our school forward. That process will offer our community a chance to reflect on issues that will shape our future, including how we support the interdisciplinary

thinking that promotes critical thinking and problem solving, and how we build coherence and community across our school. We are in a wonderful position—with unmatched facilities, amazing and engaged students, and outstanding educators—to reflect and make what is so wonderful about Lab even better.

I look forward to sharing more as we begin that work.

Warm regards,

Charlie H. Abelman
Charlie

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

Director
Charles H. Abelman

Editor
Catherine Braendel, ’81

Contributors
Megan E. Doherty, AM’05, PhD’10
Ingrid Gonçalves, AB’08

Heather Preston
Paul Schellinger
Lindsey Simon

Design
Janice Clark

Photography
Anna Johnson
Kathryn Smidstra

Lab Notes Correspondents
Dozens of diligent alumni agents

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

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

Volume 11, Number 2
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WOTR WOLL

Nursery School students get their hands wet with early engineering exercises



“Watch, watch, watch, Miles. It’s actually really magical!”
“Where’s the water go?”
“Let’s make some mud! I’m the mud maker!”
“Let’s get the water up, up, up the hose!”

These are just a few of the gleeful exclamations and inquiries that can be heard as assistant teacher Wendy Minor’s Nursery-4 students explore their latest interactive creation: the water wall.

“It all stemmed from the students’ natural interests,” Ms. Minor explains. “When [teacher] Maureen Movrich, [assistant teacher] Luciana Taschini, and I met over the summer to build the curriculum for the upcoming school year, we compared notes about what had captured our students’ imaginations the previous year. We unanimously agreed that all of the children were fascinated by water. From there, the water wall was born.”

Each NK classroom in Earl Shapiro Hall was built with direct outdoor access, and the water wall can be found just beyond the back door of room 113. Each side of a large, square pillar has been fitted with wooden garden trellises, and it is to these trellises that the students attach funnels, plastic tubing, and recycled bottles to experiment with different methods of moving water.

“This project has really encouraged the children to communicate and work together as a team,” Ms. Minor says. “One student has an idea, and then others voice possible strategies to make it happen. If that strategy doesn’t work, they brainstorm about what to try next. And they initiated these processes on their own. It’s like they are teaching themselves through experimentation and teamwork.”



Ms. Minor, herself an artist and former adjunct faculty member at the Art Institute, decided to reroute her career into early childhood education after volunteering in her son’s preschool classroom. “I just knew instantly that this was where I belonged,” she recalls. “I felt that this was the age where I could make the biggest impact. Children are naturally

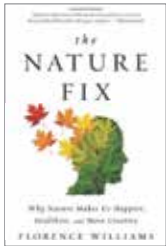
creative and inquisitive. Being a part of the catalyst to help them realize their potential is incredible.”

And young Labbies never fail to dazzle their teachers. Because the students wanted to play with the water wall and be on the playground at the same time, they began to wonder how they could get the water across the intermediate sidewalk. From there, learning took a tangent into the concept and practices of irrigation.

“I want to make it clear that these children are not just playing with water,” Ms. Minor says. “They are designing. They are engineering. They are problem-solving and learning collaboratively. I am so grateful to the parents and Lab’s other resources for making this project and others like it possible. The difference they make in the classroom is immeasurable.”

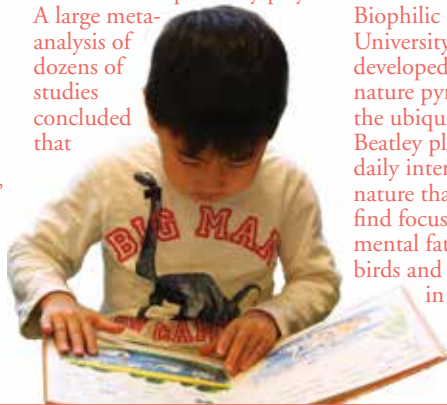
Recommended reading

NK and Primary Principal Carla Young recommends *The Nature Fix: Why Nature Makes Us Happier, Healthier, and More Creative* by Florence Williams



Martha Baggetto, one of our school nurses, recently gave me *The Nature Fix: Why Nature Makes Us Happier, Healthier, and More Creative* by Florence Williams. A journalist who writes frequently about the environment, Williams traveled the world from Korea to Japan, Finland, and Germany and looked at the science behind the positive effects of spending time in nature. She has come to what she calls a kind of ultrasimple coda: “Go outside, often, sometimes in wild places. Bring friends or not. Breathe.” She cites Stephen and Rachel Kaplan at the University of Michigan who found that “their subjects expressed clearer thinking and less anxiety after viewing nature photographs or

spending time outdoors. It is their theory that nature helps to “rest our top-down, direct attention faculties. With that restoration, we become more relaxed and then can perform thinking tasks better.” When it comes to children, Williams writes, “Nature play enhances at least two activities known to develop children’s cognitive and emotional development: exercise and exploratory play. A large meta-analysis of dozens of studies concluded that



physical activity in school-age children (4–18) increases performance in a trove of brain matter: perceptual skills, IQ, verbal ability, mathematic ability, academic readiness. The effect was strongest in younger children.” It seems that being outside and in nature does all kinds of good things for the mind and body. Williams concludes the book with a reference to Tim Beatley who runs the Biophilic Cities Project at the University of Virginia. He has developed a concept called the nature pyramid. “Inspired by the ubiquitous food pyramid, Beatley places at the base the daily interactions with nearby nature that help us de-stress, find focus, and lighten our mental fatigue. These are the birds and trees and fountains in our neighborhoods, our pets and our house plants, public and private

“Go outside, often, sometimes in wild places. Bring friends or not. Breathe.”

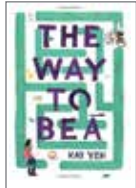
architecture that allow for daylight, fresh air and patches of blue sky and naturalistic landscaping. These are our daily vegetables. Moving up the pyramid are weekly outings to parks and waterways, places where the sounds and hassles of the city recede, places we should aim to imbibe at least an hour or so a week. Moving up higher still are the places that take more effort to get to: the monthly excursions to forests or other restful, escapist natural areas. . . . At the very pinnacle are the rare but essential doses of wilderness.”

FROM THE SYLLABI

Lab librarians are always adding to the Schools’ stacks. And while they read, select and purchase scores of new titles every year, here are just a few recently added to our shelves:



Penelope March Is Melting
Jeff Ruby



The Way to Bea
Kat Yeh



Who Was Alexander Hamilton?
Pam Pollack



If Sharks Disappeared
Lily Williams



The Talkative Tortoise
by Jeeve Raghunath, illustrated Shailja Jain



The Librarian of Auschwitz
Antonio Iturbe, tr. by Lilit Thwaites



It All Comes Down to This
Karen English



Refugee
Alan Gratz



David Bowie Made Me Gay: 100 Years of LGBT Music
Darryl W. Bullock

In the Halls

Class pet classification



For Amy Landry’s first-grade class, a trip to the Lincoln Park Zoo became an opportunity for learning about animal classification and data collection. The class participated in the venue’s Zoo Explorers program, which guides students through the grounds with hands-on, inquiry-based lessons highlighting zoology. Alongside their facilitator, the students observed firsthand the different qualities—like body coverings and habitats—characterizing mammals, reptiles, amphibians, birds, and fish. They then put their knowledge to the test, exploring the zoo’s small mammal and reptile house and tallying up how many animals fit each classification. Back at Lab, the students engaged in a similar activity—classifying the classroom

pets in their building. After collecting, double checking, and counting their data, their next step will be to assemble a “pet map” showing the locations of the building’s different animals. For Ms. Landry, a key objective of this project has been to spark curiosity, inspiring students “to feel the excitement of learning something new and being able to apply that knowledge to figure something out.” That spirit of exploration is what a Lab education is all about. “We strive to provide students with opportunities to learn experientially,” Ms. Landry says. “We want them to move, to investigate, to inquire, and to exchange ideas.”

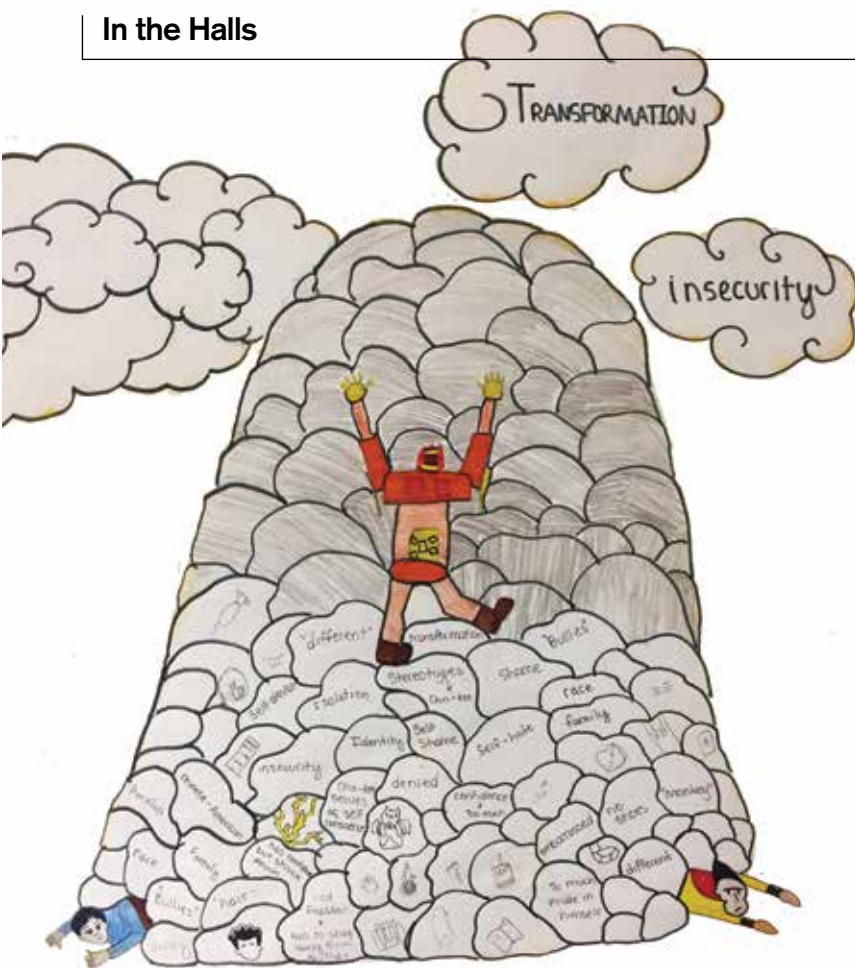
Mindfulness matters



Whether you’re a skeptic or a believer, Lower School teacher Robert Ley says you practice mindfulness all the time. “Mindfulness is just paying attention to anything that’s happening in our experiences. It means showing up fully in every moment with an open heart,” he says. Mr. Ley, who underwent two years of training through the Mindful Schools organization, incorporates the practice into his second-grade class. Students strengthen their mindfulness “muscles” with brief, playful exercises, such as focusing on the sound of a ringing bell or fixing their gaze on an object while Mr. Ley tries to distract them. Mr. Ley also offers an optional mindfulness practice for students and teachers a couple of days each week before school. “Research indicates that mindfulness increases self-awareness, improves attention and emotion regulation, and decreases stress and anxiety,” says Director of Student

“Research indicates that mindfulness increases self-awareness, improves attention and emotion regulation, and decreases stress and anxiety.”

Services Nicole Neal. “In our work focusing on the overall health and wellness of our students, mindfulness is an important element.” “It’s a slow process,” Mr. Ley says. “It’s something you have to do every day—a couple of minutes here, a couple of minutes there.” But the practice is paying off. Over the past few months, students have noticed significant improvements in their ability to sustain focus and process emotions, which translates into deeper learning.



This fall, eighth grade teacher **Joy Parham** asked her students to read *Warriors Don't Cry: A Searing Memoir of the Battle to Integrate Little Rock's Central High* by Melba Beals, who was one of the nine black teenagers to integrate the southern high school in 1957. Then, they rolled up their sleeves.

"We talked about supporters, bystanders, allies, and of course those in opposition to integration," Ms. Parham says. "But the point of the assignment was to start a discussion about how all of this relates to us now." To extend the activity, Ms. Parham asked her students to research a topic that explores the legacy of the civil rights movement. Choices included the NAACP, Shirley Chisholm and the Congressional Black Caucus, Cesar Chavez and the National Farm Workers Association, and the Rainbow

PUSH Coalition, the Council on Interracial Books for Children, and the Civil Rights Act of 1964, Title VII. From there, students chose an artistic medium through which they would express the essence of their topic.

"One student painted a boy trying to read a book with words of oppression visible all around him," Ms. Parham says. "Another student chose five songs from the decade of their topic, then created an album with liner notes and played the music for their classmates. They did such a great job of finding connections between events in the 1950s and 1960s and what is happening now."

In the seventh grade, **Peggy Doyle, Joe Drogos, Sam Nekrosius, and Iris Yin's** students read *American Born Chinese*, a graphic novel by Gene Luen Yang that explores

"We examined how cultural identifiers are mutable, and how some of them may enclose us more so in 'boxes,' which was a metaphor used throughout the unit," Ms. Doyle says.

race and identity through the eyes of three very different characters. Embedded in a larger unit on identity, the book served as a catalyst to an art project in which the students would explore the experiences of others.



"We examined how cultural identifiers are mutable, and how some of them may enclose us more so in 'boxes,' which was a metaphor used throughout the unit," Ms. Doyle says. "We spent quite a bit of time exploring the experiences of those whose identities are different, as well as our own experiences."

Students began by creating identity collages, which allowed them to visually represent their similarities and differences, as well as understand the

dominant culture. From there, a plethora of artistic expression emerged, as the students in Ms. Doyle and Ms. Yin's classes worked with resident poet Adam Gottlieb to create poems about their identities and infographics to further explore the themes of *American Born Chinese*.

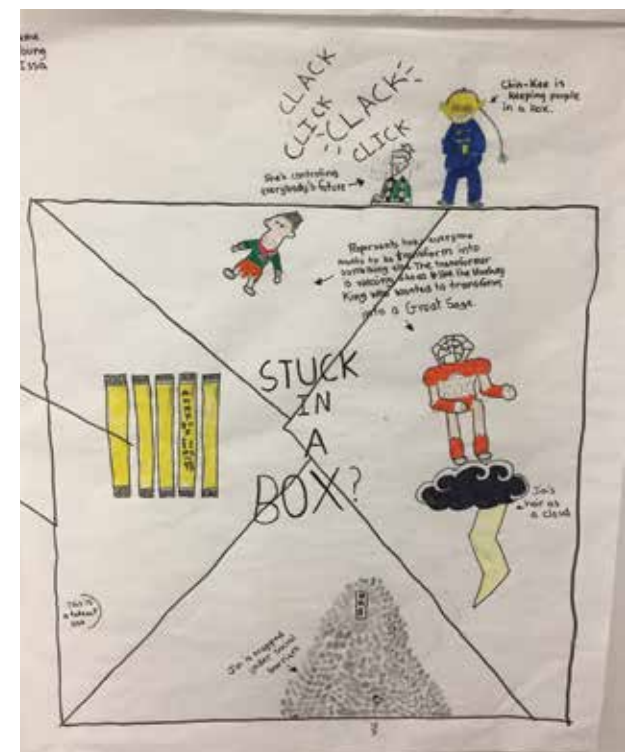
"We explored themes such as fitting in, finding comfort and acceptance and even pride in one's identity, and the issue of turning stereotypes inward on oneself and the damage those stereotypes can wreak," Ms. Doyle says.



TEACHER JOY PARHAM

The infographics—which the students created in small groups—turned out as colorful and complex as the students themselves. One group expanded on the novel's "stuck in a box" theme by illustrating how one character, Chin-Kee, was controlling the other characters' futures with stereotypes. Another group drew a "character abacus," the beads labeled with words like "popular," "normal," and "power."

"The artistic expression allows students to explore some of the complex themes that are harder to verbalize," Ms. Doyle says. "They get to make connections visually that perhaps later they will be able to make verbally."



Bunny buildings



Few rabbits are lucky enough to have their own playhouse lovingly built by Lab students with support from a retired architect. Well, two-year-old Cookie has 12 such playhouses.

Cookie the rabbit is one of many animals to call Earl Shapiro Hall home. During the school day, she's free to explore **Catie Gillespie's** second-grade classroom—along with all of its dark corners and intriguing smells.

Near the beginning of the school year, Cookie started getting into trouble. "She would take things out of garbage can and get into cabinets where she didn't belong," Ms. Gillespie said. "One time she even hopped up on my teacher's chair and jumped onto my desk where my computer is."

Students could tell that Cookie was bored. How do you keep a rabbit busy? The class

came together as a group to address the problem, weighing the pros and cons of obstacle courses, mazes, and other solutions before landing on the winning idea: make Cookie a playhouse.

Ms. Gillespie invited her father, who happens to be a retired architect, to talk her class through the process of building a structure—and designing it around the needs and wants of their four-legged, floppy-eared client.

"The students noticed that Cookie likes to go in small spaces, she likes to have a roof over her head, she likes to climb and jump on things and explore," Ms. Gillespie said.

Working in pairs, students took notes on Cookie's behavior in their thinking journals and used them to create blueprints from bird's eye and street views. Then they took their designs to the Lower School's Creation Station and

built custom habitats out of cardboard and glue, each one featuring its own configuration of doors, windows, and extras ranging from a roof deck to a kale buffet.

The playhouses are rotated in and out of the classroom on a weekly basis, four at a time. Students are working to tweak their designs based on Cookie's likes (multiple floors) and dislikes (steep ramps).

But Cookie isn't the only one benefiting from this creative project, which has emerged as a yearly tradition. By inviting the class on a creative problem-solving adventure, this mischievous but beloved rabbit helped Ms. Gillespie's students learn valuable skills that will serve them long into the future.

Amanda Williams, '92

An artist's visits, and her work, spark students



This year, alumna **Amanda Williams, '92**,—both the woman and her work—inspired Lab students. In October, U-High welcomed her as the fourth annual Mark Plotkin | Muriel Rosenthal Alumni Speaker. The series, made possible by journalist **Mark Plotkin, '64**, in honor of his mother, brings alumni speakers to campus to connect with current U-Highers. (Ms. Williams connects more regularly with two much younger Labbies—her children.) A visual

artist best known for her series, "Color(ed) Theory," Ms. Williams was recently named to the multidisciplinary Exhibition Design team for the Obama Presidential Center in Chicago. For an installation in Lab's Corvus Gallery Ms. Williams created *A Portrait of the Artist as Her Friends*, in honor of her lifelong friends from her Lab kindergarten class.

Ms. Williams uses color theory to pose questions of race and relationships. The installation stems from questions she asked her classmates: "What color are you?" and "What color do you want to be?" In thinking about concepts of identity, the nursery schoolers in Maureen Movrich's class created their own color palette and created their own "I am" "I be" variations that incorporated self-portraiture.

Middle School expands rotation courses for 2018



Lab's expanded offering of rotation courses has provided students, teachers, and administrators an opportunity to foster one of Lab's values: student expression and choice through experiential learning.

Rotation offerings to sixth graders, all required, include Computer Science, Drama, Home Economics and Sustainability, and Visual Arts. More electives including Digital Media are offered in seventh grade. By eighth grade, all rotation offerings are electives, ranging from Robotics and Creative Writing to World Cuisines and the new Decision Quality Workshop taught by Associate Director of Schools **Christopher Jones**.

As Computer Science chair and teacher **Jeremy Schwartz** notes, "The rotation program is designed to provide students opportunities for a broader range of experiences. The

view in the Middle School is that it allows students greater freedom to cater to their personal interests, to discover what those interests are and along with it their own identity—it's a healthy part of middle school development."

The Robotics rotation, taught by Mr. Schwartz, offers a fine example of the program's rationale. Two years ago, Mr. Schwartz, heading up the Robotics Club, saw a big increase in popularity of this extracurricular activity and—through grants provided by the Parents' Association, Middle School departments, and administration—in early 2015 purchased some 15 new robots for the club. Continuing student interest led to Robotics becoming part of Lab's curricular program. Other rotations have grown from similar incubator initiatives.



"Rotations provide great opportunity for teacher collaboration and reflect Lab's consistent message that students be able to assume agency in pursuing their interests, talents, and curiosity and foster their growth as people and scholars," Mr. Schwartz says. More rotations are planned for Fall 2018 and beyond.

FALL AND WINTER HIGHLIGHTS 2017-18



Seniors finish with honors

As they ready for life after Lab, seniors reach important milestones in their careers as U-High Maroons. Harrison Shapiro, who runs cross-country and track, was named to the IHSA All-State Academic Team. This award recognizes academic, athletic, and community success.

Basketball player Tia Polite was named to the Honorable Mention All-State Academic team. Harrison and Tia were elected from over 400 students nominated from across Illinois.

The last Labbie to make the All-State Team was Chase Chavin in 1997. Antonia Whalen (1997), Patrick Spann (1998), Rebecca Cohen (1999), Claire E.W. Stewart (2002), Rebecca Diamond (2003), Andrew Palmer (2012), and Madeline Sachs (2015) were all Honorable Mention All-State Academic.

Horace Shew concluded his stellar swim career with a fine performance at the IHSA State Swimming Championships on Friday at Evanston HS. Shew finished 31st in the 200 yard IM and 18th in the 100 yard backstroke.

Roxanne Nesbitt concluded her U-High basketball career at the IHSA 2A 3-Point contest, where she finished in the top 20 in the State making 7 out of 15 3-point shots.



HORACE SHEW WITH COACHES PAUL GUNTY AND KATE CHRONIC



TIA POLITE



HARRISON SHAPIRO



ROXANNE NESBITT

BOYS BASKETBALL

The boys basketball team lost to Phillips High School, 61-53, in the IHSA 2A Regional Championship game. The Maroons finished with a 16-12 season record. Senior Christian Brookens was named 1st team ISL All-Conference alongside junior Mohammed Alausa. Junior Jamie Miller and freshman Tolu Johnson won ISL Honorable Mention honors. The Maroons finished second in the ISL, with a 9-3 record. Junior Eddie Rose advanced in the boys basketball 3-Point Regional contest.

CROSS-COUNTRY

The Cross-country team placed four runners on the ISL All-Conference team (top 10 finish): freshman Viviana Glick, senior Harrison Shapiro, sophomore Franzi Wild and junior Abraham Zelchenko. Both the boys and girls teams qualified during the IHSA 2A Regional championship for the U-High-hosted Sectional Championships held in Washington Park.

GOLF

Freshman Emily Chang finished 10th place in the IHSA Class A State Championship shooting a 160 for 36 holes. Her finish is

the highest in school history. Emily and senior Jeremy Chizewer and won All-Conference honors in the ISL for top 10 finishes.

SAILING

The sailing team competed in its third varsity season at the Columbia Yacht Club. The Maroons finished with a Midwest Interscholastic Sailing Association rank of 18 out of 40 schools throughout. Seniors Lillian Nemeth and Sam Morin served as team captains for the Maroons this Fall.

BOYS SOCCER

The boys soccer team finished with a 17-2-2 record winning both the IHSA 1A Regional and Sectional Championships before losing to Acero Garcia High School in the super-sectional match (IHSA Elite 8). The Maroons won the ISL Championship with a 9-0-1 overall record. Selected to the ISL All-conference 1st team were sophomore Miles Rochester, and seniors Tomas Linquist and Josh Ulane. Second team: freshman Alex Bal, senior John McKee, and junior keeper Jamison Miller, who recorded 12 shutouts on the year. First-year head coach Josh Potter was named ISL Coach-of-the-Year. The Illinois High School Soccer Coaches Association recognized Josh as Honorable Mention All-Sectional team.

GIRLS SWIMMING

The girls swim team finished ion 3rd place in the IHSA Sectional (out of 15 teams) and set six school records at this meet:

200 Medley Relay, 1:50.03: senior Elizabeth Van Ha, and sophomores Ava McKula, Donna Tong, and Kaley Qin
100 Freestyle, 55.27: McKula
400 Freestyle Relay, 3:44.12: McKula, Van Ha, Qin, and senior Amber Huo
200 Individual Medley, 2:14.02: McKula
100 Butterfly, 58.3: McKula
100 Breaststroke, 1:09.11: Donna Tong

GIRLS TENNIS

The girls tennis team placed 10th in the IHSA State Championships, scoring 11 points. Junior Jenny Lewis #1 singles won the IHSA Class A Tennis Sectional Championship and won All-State honors (top 10) finishing 4-2 at the State Championships scoring 6 points. #1 doubles team of Seniors Flo Almeda/Madeleine Ward-Schultz finished 4th in the Sectional and went 4-2 at the State Championship scoring 5 points and being named All-State Class A. The Maroons won the ISL Championship with the following players being named All-Conference – seniors Flo Almeda, Aden Goolsby and Madeline Ward-Schultz, juniors Jenny Lewis, Jackie Brown, and Emily Sun, and sophomores Ananya Asthana and Izzy Kellermeier.

GIRLS VOLLEYBALL

The girls volleyball team finished with a 9-15-1 overall record. Sophomores Troy Johnson and Sydney Rogers were named to the 1st team ISL All-Conference team, sophomore Sara Gregg was named 2nd team All-Conference. The Maroons were awarded the ISL Sportsmanship Award for 2017.



EMILY CHANG

Littlest learners interact with nuclear chain reaction art and commemoration



Nuclear Thresholds, a temporary architectural installation, is part of the University's 75th anniversary commemoration of the first nuclear chain reaction. It surrounds Henry Moore's *Nuclear Energy* sculpture which has, for the last 50

years, marked the location of the original "Chicago Pile-1." The installation consists of 241 two-inch diameter, seventy-five-foot-long cords of EPDM rubber. Based on computational modeling of unstable processes, the installation creates a material threshold

around Nuclear Energy that resonates at radically different scales. It invites visitors to interact with the shape, and Lisa Kuzel's NK class did just that. Parent Sean Keller, an associate professor in the architecture school at the

Illinois Institute of Technology, helped the children discuss what they were seeing. Before they arrived, the children knew they were seeing a place where scientists had made an important discovery. The scientists had piled up some very special rocks (Uranium)

to make energy. Mr. Keller asked open-ended questions about the original sculpture and the newer additions. Then the students explored—some through physical interactions (climbing) and some by creating their own visual reinterpretations (drawing).

Focus on friendship

What it means to be part of a community



Dear Toad,
I am glad you are my best friend.
Your best friend,
Frog.
—Arnold Lobel

First grade can be a big year for students. In addition to laying foundations for academic learning, it's a time for children to develop socially and get to know what it means to be part of a community. With this in mind, first-grade teachers Orlando Torres and Carin Peacock are leading their class in exploring feelings and friendship as a key part of their curriculum. "Beginning our work with a focus on empathy was critical to setting the tone for the remainder of the school year," Mr. Torres says. So, he started his first graders off with

a fall field trip to see *A Year with Frog and Toad*, based on the books by Arnold Lobel, at the Chicago Children's Theatre. The musical's theme of friendship served as an entry point into the class's focus on socio-emotional learning. Since then, the students have embarked on a variety of exercises highlighting the role of words, body language, and facial expressions in identifying and expressing feelings. Through these lessons, which the instructors planned with assistance from Kate Surmeier, a counselor for grades N–2, the children have been learning to express their own feelings to others, as well as to intuit the emotions and needs of their peers, families, and community members. Mr. Torres says the value of these skills extends far beyond the classroom: "When our students learn, at a young age, the value

of healthy coping skills and the value of being there to help another person, it's not only our classroom that wins, but our society." Thus far, this focus on feelings and friendship has had a positive impact on classroom dynamics. "We now have students who have improved their ability to self-regulate and have strengthened our sense of community by reaching out a helping hand without a teacher asking," Mr. Torres says. "This is what the Lab community is all about: seeing the true value of an individual and his/her sense of self-worth."

Ninth and tenth graders connect with the ancient past



This fall, students in **Holly Johnston's** Early World History class explored connections between their own lives and those of people living 4,000 years ago. The Code of Hammurabi, posted around 1750 BCE, served as a guide for peoples in Mesopotamia, touching many areas of law and daily life. Ms. Johnston's class provided the forum for her students to immerse themselves in this ancient code of conduct and compare it to similar codes in their world.

Ms. Johnston, who moved to Chicago from Philadelphia last summer, came upon the idea as a new member of the Lab community. Thinking about the norms of a new community led her to put her professional interests to work for her students as both an academic exercise and a reflection on their world. "When you walk past the

school's mission statement, that's [Director] Charlie Abelman wanting to make sure kids know what is most important to us, what values he and Lab leadership are asking the members of a community to share," Ms. Johnston noted. "That's not so different from the Hammurabi Code—but without the emphasis on retributive justice!"

Students began the project by researching a particular judgment of the Code's 282. They debated how each was intended and applied, how it worked for their civilization, upholding or suggesting amendments. As part of their research, students visited the Oriental Institute, where they saw a replica stele of Hammurabi's Code and other depictions of daily life in Mesopotamia. In addition to seeing history firsthand, students made a valuable Lab-

UChicago connection via the auspices of Oriental Institute Director Christopher Woods, father of one of the students in the class.

After completing research papers, students interviewed High School counselors and administrators, focusing on how their approach to rules and expectations shapes their educational philosophy. How and why do rules evolve? How do they differ for different age groups? What is the approach to, and rationale for, consequences? Such questions formed the basis for fruitful interactions between students and faculty. Both groups found alignment in valuing the academic, social, and emotional well-being of students, wanting to create an environment where people can thrive and feel safe.

"Scheduling the interviews with adults, interacting with them in a professional



manner, thinking through what was most important to Mesopotamian culture in relation to what is important at Lab—all of this fostered critical skillsets for students and made them feel part of the community beyond their classrooms," Ms. Johnston noted. She plans to do the project again next year.

How and why do rules evolve? How do they differ for different age groups? What is the approach to, and rationale for, consequences?

High School students guide UChicago grad students on art project



High School Fine Arts teacher **Veronica Bruce** and some of her Mixed Media students gained valuable experience leading UChicago political science PhD students through an exciting art project. In return the PhD students got to spruce up their space, Albert Pick Hall, with some new abstract artworks—and came away with newfound painting techniques and experience to boot.

At the invitation of one of the PhD candidates, Ms. Bruce, along with freshmen Aisha Ziad and Ella Kraus-McLean, led about 20 grad students in what Ms. Bruce describes as "a 'controlled' abstraction workshop to create nine canvases." The PhD students organize social and cultural events every quarter, but this was their first art event. "I was thrilled that they reached out to us at Lab," Ms. Bruce noted.

"I'm very happy to see such connections taking place."

In planning the event, Ms. Bruce and her students had to strategize how to keep everyone busy for two hours on works incorporating multiple layers—taking into account paint drying times. "I really believe in creating space and depth in painting," said Ms. Bruce, "and I love to teach working in layers, progressively working toward those effects."

The two Lab freshmen prepped canvases before the PhD students arrived, literally laying the groundwork with the first layer of paint once the grad students had determined the color palettes for the rooms in Pick Hall. "My volunteers found that the grad students were hesitant to take risks with the work, but responded

well to their encouragement," Ms. Bruce noted. "The Lab kids enjoyed feeling they knew more about the process, and everyone embraced the opportunity to collaborate."

The students worked in collaborative groups, participating in one another's decision making. "I genuinely enjoy the problem-solving aspect of the work," Ms. Bruce said, "seeing how students with no art background respond to the prompts—and to one another."

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We All Live Here

Fourth graders learn how art can change communities



Mr. Alapack leads The We All Live Here project which has a mission to “unite communities through public art installations.”

As a first step in what will be a bigger multidisciplinary

project, students worked with charter school students—while wearing their completed t-shirts—have lunch, chat, and take pictures of each other wearing the shirts, Instagram style. We will then create two photo memory books of the experience, one for each school to keep.”

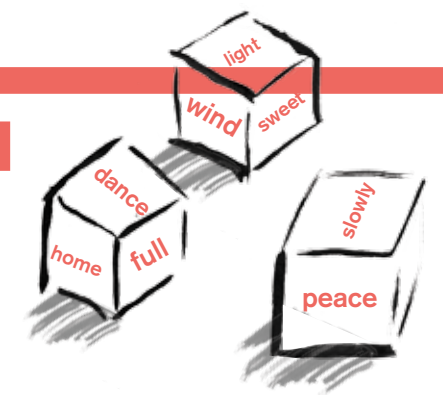
And to remind all of the kids that they have a place in a broader community.

Around Chicago, including on a wall on the second floor of Blaine Hall, one can stumble upon art installations that read, “We All Live Here.” The idea, according to Rich Alapack who created the concept, is that “public mantras” can be used to help solve difficult issues. Art teacher Emily Forrest-Mattfield met Mr. Alapack at Bret Harte Elementary where he worked with students on a public art piece using pastels.

project, students worked with Mr. Alapack, talking about the meaning of the phrase, and then collectively “sewing” the Blaine hallway installation. In the coming months, the Lab students will be working with fourth graders from the UChicago Charter School to create individual t-shirts using embroidery, screen printing and sewing techniques. Says, Ms. Forrest-Mattfield, “The plan is to meet with the



FOUND IN TRANSLATION



Maja Teref opens creative floodgates in High School English students



Do fish get thirsty? Why does the sun lighten our hair but darken our skin?

Why is it considered necessary to nail down the lid of a coffin?

These may not rank among life’s most pertinent questions, but possibly among the most fun—and there is no shortage of fun in Maja Teref’s English I and II classes.

“Lab students are all highly intelligent, successful scholars,” Ms. Teref says. “But when I look at a student’s writing, I want to see the beating heart behind the perfect GPA and high test scores. I want my students to forget they are writing an essay and—just like a child building a sandcastle—get lost in the moment and forget that they are trying to please me.”

The quirky questions above are just some of the many writing prompts Ms. Teref uses to ignite her students’ imaginations. For a

recent poetry assignment, she asked each student to pick a Volkswagen card, an Edward Gorey card, and to roll her haiku dice. Restrained only by incorporating the results of their cards and dice into their work, the students wrote original poems, later reading them out loud to their classmates.

“They kept asking me, ‘So it’s even ok if we swear?’” Ms. Teref laughs. “I reminded them that ‘no swearing’ was not one of their three constraints. They couldn’t believe it. The ideas they came up with were hysterical—they had so much fun crafting their free verse poems.”

It was Ms. Teref’s early educational experiences that led her to this approachable, endearing teaching style. As a young girl in the former Yugoslavia, she had two music-school teachers who stand out in her memory. The first—a tall, intimidating opera singer—frightened her and made her dread her lessons. The second

teacher—who was gentle and mild-mannered—made all the difference to a young Ms. Teref.

“It was from that teacher that I harvested the importance of gentleness and a sense of humor in teaching,” Ms. Teref explains. “She was the first teacher who really saw me, and I want to do the same for my students.”

New to Lab this year, Ms. Teref brings a unique and international perspective to the Schools. Between her early travels with her parents and her adult excursions, Ms. Teref has visited an impressive 30 foreign countries.

“I learned the art of haggling in Istanbul; I ate whale meat in Norway (it tastes like fishy beef!),” Ms. Teref says. “I cherish these and so many other experiences that have broadened my perspective of the world.”

Ms. Teref has published several books, mostly translations of Serbian/Croatian poetry. Her translation of *Directions for Use* by Ana Ristic is a finalist for the 2017 National

Book Critics Circle Award. To share this art form with her students, Ms. Teref’s next venture is to start an annual literary translation journal at Lab, comprised of mostly students and two or three faculty members. Depending on the students’ interests, the journal would be comprised of poetry, flash fiction, or other texts translated from underrepresented languages.

For a recent poetry assignment, she asked each student to pick a Volkswagen card, an Edward Gorey card, and to roll her haiku dice.

“The mission of the journal would be to address the sad fact that only 3 percent of foreign literature gets translated into English versus, say, 25 percent in France,” Ms. Teref explains.

“Ultimately, the goal would be to publish a journal that would have a national distribution, though that will take a few years.”



ALUMNIWEEKEND2017

Despite a rainstorm that forced some last-minute location changes, Lab alumni gathered in October to reconnect. The U-High Family Festival, with DJ Vince and games for kids, filled Lab's recently renovated cafeteria space. Maroon Key Society students—U-Highers who volunteer for alumni and parent events—gave tours, which included an exhibit in the Corvus Gallery by artist Amanda Williams, '92, and more than a dozen milestone classes held dinners across campus.



Maroon Keys



Eichi Fukushima, '52, and Alice Hannon



John Ford, '62, Donald Williams, '51, and Ernest Baker, '65



Kimberly Bragg, Nonya Fiakpui and Kwame Foucherall, all class of '92



Frank Alschuler, '42, the oldest alumnus in attendance and Director Charlie Abelmann



Kumal Muhammad, '77, and Kenneth Newman, '76



Class 1982: Lorie Westerfield, Denise Goldberg, Heidi Nicholls, and Adrienne Collins King



Jeff Ruby, Sarah Abella, '93, Chase Chavin, '97, and Stefanie Chavin



Marc Nunn, Jordan Zachary Nunn, '02, Mairead Ernst Salah, '02, and Hisham Saleh



Monica Davey, '82 and Amanda Williams, '92, also this year's Mark Plotkin | Muriel Rosenthal Alumni Speaker



Timothy Wilkins, '82, and son, Spencer



Class of 1997



Class of '92: Craig Slaughter, Valerie Melotti, Marc Piane, a guest, and Cheryl Cortez



Alumni tour Earl Shapiro Hall



A new Jackman Field

On any given school day, Jackman Field, which sits on the Historic Campus behind Sunny and Kovler Gyms, may be used by more than 1,000 individual players, students, coaches, and instructors. The field is used by all the Physical Education classes for grades 3 through 12, the boys' and girls' soccer teams practice and play matches on the field, and Summer Lab uses Jackman for sports camps.

With the support of three anonymous donors and the many people attending Connections, Lab's gala fundraiser, Lab will have a transformed Jackman Field next fall. The new field will feature an artificial

turf playing surface (IHSA regulation size), a three-lane practice track, as well as current batting cage and track and field practice area.

The new surface will withstand heavy use and Chicago's harsh climate to the benefit of our students and all users. Lab is also pursuing the installation of high-visibility, low-cost LED lighting to extend the useful hours of the field; upgrades to bleacher seating to make the fan experience more comfortable and enjoyable; and the installation of a high-visibility digital scoreboard. Construction will start as soon as school ends in June.

>> IF YOU WOULD LIKE TO MAKE A CONTRIBUTION TO SUPPORT THE REVITALIZATION OF JACKMAN FIELD, PLEASE CONTACT LAB'S OFFICE OF ALUMNI RELATIONS AND DEVELOPMENT, 773-702-0578, DEVELOPMENT@UCLS.UCHICAGO.EDU.

Meet Michael Zarobe, Lab's new director of alumni relations



Most recently at Adler University in Chicago as their director of alumni relations and annual fund, Michael's nearly 20-year career has taken him to academic institutions that will prepare him well for life at Lab and the University. He has served in alumni and donor relations management at a premier urban research university, for a nationally recognized independent school, and at a globally ranked engineering college at a Big Ten university. Says Mr. Zarobe, "The opportunity to work at Lab—an outstanding independent school, connected to a world-class university—provides a rich culture of ideas, diversity, and history. This blend will influence what we do as we work to build a robust alumni relations program."

At the University of Michigan College of Engineering he worked to shape and facilitate the alumni experience to create a loyal, engaged constituency of volunteers, donors, and advocates. He spent four years as director of alumni relations at the University Liggett School, Michigan's oldest coeducational independent school serving about 600 students in grades Pre-K through 12 and located in Grosse Pointe Woods outside of Detroit. He spent many years serving his alma mater, Wayne State University, where he obtained both a BA and an MA in communications.

"Alumni are great advocates to show how the Lab experience changed their lives and prepared them for college and making a difference in the world. Parents can see how Lab's curriculum and academic programs inspire a strong foundation for their children's growth. Together they raise awareness for Lab's mission, share their stories, and help rally their peers around our work as a school."

An Epic Collaboration

This year, Lab students are having a one-of-a-kind opportunity to explore the intersection of cinema, music, and history through collaboration with the *American Epic* film team.

By Lindsey Simon



The *American Epic* documentary series and feature film—created by Allison McGourty, directed by Bernard McMahon, and presented by T Bone Burnett, Robert Redford, and Jack White—highlights the history of music in the United States, starting with the earliest days of the country's recording industry in the 1920s. But the filmmakers' ambition for this unique project extends beyond the screen: they aim to share the history of American music by making the series' rich array of educational materials available for schools across the nation.

The *American Epic* team is beginning that work at Lab, working with faculty to design an interdisciplinary, experiential curriculum centered on the film's content. These efforts will eventually serve as a model for other schools throughout the United States to incorporate *American Epic* into their courses.

The film's creators first came together with the Laboratory Schools educators after orchestra teacher Michelle Morales Miles saw the film at a local festival. Struck by the documentary's compelling content, she described it to her fellow teachers, Rozalyn Torto and Kate Truscello, who agreed that there was strong potential to tie the film in with their teaching. With support from administration, the team welcomed McGourty and McMahon as the Schools' first Kistenbroker Family Artists-in-residence.

The collaboration includes three campus-wide events throughout the year, giving students and teachers of all grade levels an opportunity to come together and celebrate the history of American music. First, an initial "kickoff" event

The *American Epic* team is working with faculty to design an interdisciplinary, experiential curriculum centered on the film's content. These efforts will eventually serve as a model for other schools throughout the United States.



introduced McGourty and Bernard as artists-in-residence, as well as spotlighting the films themselves; later on, the community will showcase of the students' curricular work surrounding the project, with celebrations including interactive spaces highlighting different regions of the United States as featured in the films; and finally, the *American Epic* team

will hold a grand unveiling of the restored 1920s-era recording machine used in the *American Epic* Sessions, which the students will be able to see assembled and even have the chance to use for recording their own music.

In addition to these celebrations, Lab teachers have found creative ways to integrate the content from *American Epic* into their courses throughout the year—the films serve as a starting point from which to delve into the complex story of US society as a whole. "We hope that students will gain a new perspective on American history by looking at it through a fine arts lens," says orchestra teacher Rozalyn Torto.

Many Lab classes have been using the story of music as an entry point for exploring the diversity of America's cultural traditions. Music teacher En Chen incorporated a story of Hopi music from *American Epic* into her lessons for nursery and kindergarten students. Later this year, High School

students will study African American musical traditions as part of their history curriculum; the documentary's segments on steel guitar inventor Joseph Kekuku and Tejano musician have led into lessons about the influence of Hawaiian and Latin music, respectively. Additional classes will use *American Epic* as a way to investigate the relationship between music, socioeconomic class, and politics in the early 20th century, with examples including gritty coal miner songs from Logan County, West Virginia.

Lab students have also had the opportunity to experience a hands-on look at music history and more through a variety of interactive projects and activities. For McGourty and Bernard's first visit to the campus, U-Highers explored production design and writing by putting on a talk show-style conversation introducing the filmmakers: they drew on their visual arts and verbal skills to design a set and craft a detailed list of questions for the conversation. This spring, an end-of-year musical open house will allow students and families to dance and try out instruments in the style of a variety of American musical genres, including blues, folk, and country. Student music groups may even audition to record on a painstakingly restored 90-year-old recording device—the same one that artists such as Elton John, Beck, Nas, Jack White, and Willie Nelson used in the film.

Fine arts, history, social issues, technology—all these topics converge as part of this project. With this wide variety of themes, activities, and events, all students can find something to "be inspired by or relate to," according to Ms. Torto. "There is something for everyone in this work." Students with all different academic interests can find a way to



connect their favorite subjects with this interdisciplinary curriculum. Beyond that, notes Ms. Torto, working with Allison McGourty provides a special opportunity for Lab's female students to connect with a successful woman in the film industry.

The project has also helped spark teamwork and idea-sharing within the campus community. "Collaborating with the *American Epic* team has been a catalyst for working more closely with our colleagues at Lab," Ms. Torto says. "Not only is this providing material for interdisciplinary connections, but it also reaches across the grades." The project's hands-on, interdisciplinary approach to learning serves as a true extension of Lab founder John Dewey's educational philosophy, according to Ms. Torto. "At the Laboratory Schools we ignite and nurture an enduring spirit of scholarship, curiosity, creativity, and confidence," Ms. Torto says, citing the Schools' mission statement. The project is a chance for students to get inspired, pursue what intrigues them, and dive in to learning by doing—all part of Lab's long-standing commitment to experiential learning and to giving students space to develop their passions, she explains.

"We are truly being a laboratory! Having an idea and undertaking the immense project with open arms and the planning and hard work it takes to make it happen . . . this is absolutely Lab!"



Outdoor classroom connects experience and education

As envisioned, the classroom has become a place to see nature in transition, a source of inspiration, and a space for contemplation.

By Lindsey Simon



ART
MATH
SCIENCE
LANGUAGE
LITERACY
COLLABORATION
COMMUNITY

The space is the beginning . . . one stop on a much longer trip toward the development of an outdoor curriculum that begins to redefine, and make real, abstract ideas like sustainability, ecology, environment, native and non-native, natural, adaptation, survival of the fittest, evolution, relationships, and beauty”
—*Outdoor Classroom Faculty User’s Guide*

When Lab faculty considered how they would use the new outdoor classroom (situated adjacent to Kovler Gym) faculty coordinators Meredith Dodd, who teaches nursery school, and Jeff Maharry, a Lower School science teacher, shared this and other principles with their peers. As envisioned, the classroom has become a place to see nature in transition, a source of inspiration, and a space for contemplation.

Buddies visit regularly and the classroom sparks a curiosity that bridges age, and teachers from a multiplicity of

grades and disciplines are making use of this special resource. “It has opened up possibilities that maybe were only there for the limited number of grades who had time to walk over to Botany Pond,” says Ms. Dodd. “Now, if a math class is studying ripples, they can go outside and apply an equation and see it and feel it.”

Says Mr. Maharry, “I hope the outdoor classroom will grow to be a place where we can connect to nature and to each other, in quiet reflection or through shared stories and song, as new traditions take hold. Like our students

and our school, the outdoor classroom is full of promise.”

Diane Bloom and Stephanie Mitzenmacher asked their fifth-grade students to “Think like a scientist/Think like an artist” as they made repeat visits to observe the space, watch the sky, and pen poems inspired by the natural surroundings. Third graders in Zackary Ruelas’s class linked art and spatial relations as they graphed and mapped the outdoor classroom.

The stream and pond (“our jewel,” says Ms. Dodd) are particularly fascinating to students. “The simple flow of the water has been a thread of continuity.” Her nursery schoolers

searched for the stream’s source and made leaf boats—with snail passengers—to follow the current. High Schoolers in Julia Maguire’s class applied mathematical knowledge in a practical exploration of flow and waves as part of a trigonometry unit.

The stream system is designed to mimic a naturally occurring watershed and teachers are helping to naturalize the space by introducing water—and a little muck—from other living ponds and streams or adding plants native to Northern Illinois. Art teacher Philip Matsikas arranged a nature conservancy group to donate hundreds of plants and led a service day for their installation.



Says Mr. Maharry, “I hope the outdoor classroom will grow to be a place where we can connect to nature and to each other, in quiet reflection or through shared stories and song, as new traditions take hold.”

Sharing the care of the space is something everyone is being asked to do. Says Ms. Dodd, “Do no harm! Each group needs to leave it ready for the next to enjoy and investigate. We are working to communicate that to our whole school without inhibiting investigation, curiosity, and wonder.” One way that might happen? Lift a section of ice to see what lies below—but then replace it carefully. “We want our space to be protected and honored, and for our people to be caregivers.”

The Middle School has taken that idea and translated it into a hands-on service learning opportunity for students—watering plants, keeping the pond clear of detritus, or ensuring that the pump is working properly.

Mr. Maharry says, “One of the things I’m most excited to see is the awakening of life that occurs each spring. The ground will warm as the days lengthen and the seeds that we introduced in the fall will sprout and take root. There will be an awakening of learning as well. Along with plants and animals, more teachers and students will emerge and bring their own wonder and creativity to the space.”

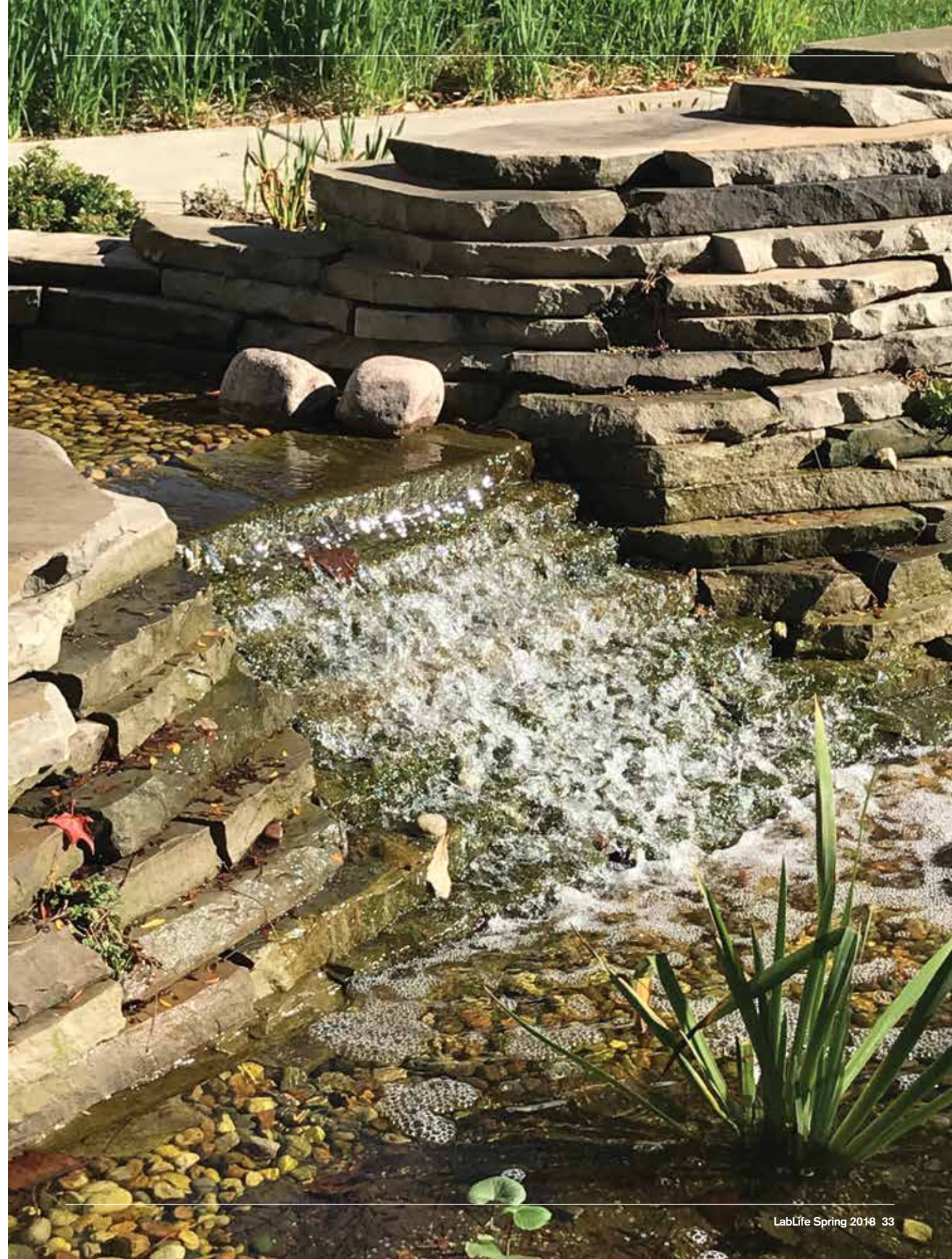
There are hopes that with the new makerspaces student will build





“Leopold” benches designed by Aldo Leopold, a famous American environmentalist. The very specific, simple design says Ms. Dodd, “signals to others that the people who use this space care for the environment and value what it offers for thinking and contemplation.”

As the weather turned colder, use adjusted. Dozens of classrooms bundled up to enjoy hot chocolate at Lab’s first “Stories around the Campfire” days listening to librarians—and even Director Charlie Abelmann—tell stories as a campfire blazed.



Exploration of Independence

Whether in art, history, or science, the same thing can be said about an independent study project at U-High: you won't find one quite like it anywhere else. Meet three students who charted courses undeniably their own.

By Ingrid Gonçalves, AB'08

For most of their academic careers, students follow teachers' lead. Lab faculty and staff work tirelessly to offer support inside and outside the classroom. But some of the most important lessons put educators in the backseat.

Through an independent study U-High students design an academic project in an area of personal interest. Each individual or group works with a dedicated teacher to define project goals and stick to a plan for achieving them. And then—beyond weekly check-ins—students are on their own.

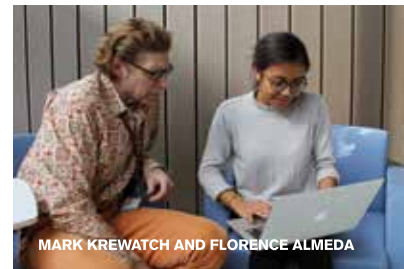
U-High biology teacher Daniel Calleri believes the experience fosters personal growth that can serve students well in the future. "When you show up for a new job, you try to learn as quickly as possible what that job requires of you," he says. "I think independent studies help with that."

Lab students enjoy access to a treasure trove of creative and educational resources but there is still room for students to lead their own learning down new paths. In their independent studies this year, three U-High students—senior Florence Almeda, junior Clemente Figueroa, and junior Mitch Walker—chose their own educational adventure.

The shapeshifter

Florence is very much an multidisciplinary artist. She started with classical piano. In sixth grade, she learned to experiment with chords. Soon Florence began composing (and releasing) pop songs, singing her own lyrics over background music she recorded on the guitar and ukulele. Her sophomore year, Florence performed at a poetry slam, and also tried her hand at sculpture. Lately she's been rapping at open mics.

But for her independent study, Florence focused on one specific medium: poetry. With guidance from English teacher Mark Krewatch, she developed a



plan to revisit her past writing and recast it in different poetic forms, ranging from the rigid villanelle to full-on freestyle. At each Thursday meeting, Mr. Krewatch critiqued the poems Florence had worked on the week before.

Florence's poetry study was her first experience working individually with a teacher (piano lessons notwithstanding). "It felt like a lot of pressure in the beginning," she says. "But when I made that switch to realizing it wasn't for a grade, just my own personal development, I started to enjoy myself a lot more."

In one of her poems about her experience as a Filipino American, Florence recalls being mocked for her appearance. "Someone called my nose flat, and I was really offended by that," she said. So she wrote about it. As part of her study, Florence readapted the piece in various styles—some strict; some more flexible—reflecting on sisterhood, shared experiences, and cultural influence on beauty standards. Her favorite version? The newfangled "bop" form.

Practicing poetry also helped Florence hone her music. "I feel like I now have a better understanding of the way that form and content go hand in hand, and how form can emphasize certain types of content," she says. "Even my piano teacher noticed my songs were more complex, the imagery I was using was less basic."

Florence created a website, which she continues fine-tuning, to share her work with family and friends. At Mr. Krewatch's suggestion, she also plans to submit some writing for publication in poetry and literary magazines.

The time traveler

For his independent study, Clemente delved into his family history within the broader context of Puerto Rican diaspora. "We have three generations with three completely different experiences as Puerto Ricans," he says.

Clemente's grandparents opened a barber shop in Logan Square in 1975, not long after they moved to the mainland. Their son, Clemente's father, now a Yale-educated executive, was a first-generation college student. "He had to work harder

in high school and figure everything out himself," says Clemente, whose mother is also of Puerto Rican descent.

The variety of perspectives within his own family inspired Clemente to wonder about the presence, pressures, and treatment of ethnic communities across time. His aunt, a professor of Latino/a studies at Williams College, shared her course syllabi as a starting point for his independent study. The resulting reading list included texts in English and Spanish.

Clemente's research examined the impact of racial segregation on once-unified working class communities in Chicago and New York. Racial pressures over the course of the 20th century, combined with differences in skin color and citizenship, left many Puerto Ricans disconnected from their black, white, and Latino neighbors. As a result, many Puerto Ricans abandoned their cultural identities in an effort to gain acceptance.

Clemente met with history teacher Paul Horton to discuss each week's readings, developing his thoughts across several three-page papers and a longer final report. He also maintained ongoing discussions with his aunt, and spoke with other relatives about their experiences.



Clemente's independent study functioned as a vehicle for exploring his Puerto Rican roots and arriving at a deeper understanding of his heritage. The aspiring Latin American Studies major also got a crash course in college academics.

"The way we look at race is heavily flawed because we see it in binary terms—black, white, Latino, Asian—but we don't see it as anything more than that," Clemente says. "If we found a way to look at race outside of those binary ways, and start to appreciate more cultural differences, then instances where an entire generation denounces their own culture wouldn't happen as much."

The deep sea diver

Some interests run in the family. A certified scuba diver, Mitch got the idea for his independent study after his sister visited the Marine Biological Laboratory

Each individual or group works with a dedicated teacher to define project goals and stick to a plan for achieving them. And then—beyond weekly check-ins—students are on their own.

(MBL) in Woods Hole, Massachusetts. A University of Chicago affiliate, MBL hosts Lab students during the summer for a week of hands-on learning among local marine life.

After the trip, Mr. Calleri, one of the faculty organizers, mentioned he would have liked to bring some species back to Lab so other students could see them. The Walker family happened to be setting up their own freshwater tank at the time. When the topic came up at home, Mitch saw a learning opportunity. He approached Mr. Calleri and volunteered to build a saltwater tank as part of an independent study on water chemistry.

Mitch thought it would be really cool to have sea urchins in the tank, though he acknowledges invertebrates barely look alive most of the time. "Urchins don't make huge movements like other fish. But then you see them move and change throughout the fish tank gradually. Observing them over long periods of time is more interesting to me." So he chose them as the first species to introduce.

But welcoming live sea creatures involves a delicate game of balance. The temperature, circulation, and salinity of their environment have to stay just right—which requires special equipment. To control setup costs, Mitch repurposed items he found in Mr. Calleri's classroom, including the 40-gallon tank and some filtration equipment. A Parents' Association grant supplied a chiller to the keep water (precisely) as cool as Buzzards Bay.

"It's like a puzzle in a way. You have to figure out the best way to make everything work together," Mitch says. Once the final piece is in place, his saltwater fish tank will remain in Mr. Calleri's classroom as a permanent resource for Lab students.



Immersive learning

Alumni bridge personal and global perspectives as Peace Corps volunteers

By Megan Doherty

ASHLEY KRAMER, '03 (FAR LEFT)

Towards the end of her college career, Ashley Kramer, '03, thought about how best to be of service to society and to actively address some of the world's needs. She recalled an influential moment she'd had as a seventh-grader at Lab: a classroom visit made by a former Labbie who'd just completed a term of service with the Peace Corps in Africa. Although the two-year time commitment intimidated the 13-year-old Ms. Kramer, as a college senior it seemed like the ideal way to use her good fortune to help others in a prolonged fashion.

"By the end of those two years, you're really in a position to get to work. You've learned the language, and you know the people, hierarchy, and culture," says Ms. Kramer, who now teaches English and language arts in Washington state. "But just as you're getting really fluent, it's time to go home."

Since President John F. Kennedy founded the Peace Corps in 1961, dozens of Labbies have been among more than 230,000 American volunteers sent to 141 countries to promote "world peace and friendship." Although engaged in social and economic development by working with governments, schools, non-profits, and non-governmental organizations (NGOs), the program's most important contribution may be its promotion of cross-cultural understanding.

"That exchange is where the real work and joy of being a volunteer goes down, and I think Americans have such desperate need of improved cultural understanding, both within and outside of ourselves, that the work is worth doing," says Ms. Kramer, reflecting on her time as a community health promotion volunteer on Viti Levu, the largest of the 332 Fijian islands.

At first, it was tempting to think that she was the one who had to adapt her behavior to accommodate Fijian culture and expectations. She was shocked by animal slaughter and had to cover her legs while in the village. When she first arrived in 2008, she found an unfinished house with only one water source for both bathing and washing dishes. Only when later poised to leave in 2010, did she realize how much they had done to accommodate her. The gender roles and power hierarchy were very strict, and young men were not allowed to speak in village meetings—nor were women of any age. However, despite being both

young and a woman, she was given space to speak.

"This was a huge cultural accommodation," she adds. "I can only imagine how the women in the village must have felt—that I was suddenly allowed to do all these things they're not allowed to do."

In her rural village location of Nananu, Ms. Kramer lived as one of only 120 people—and the only Peace Corps volunteer. This often left her feeling lonely, but that loneliness forced her to engage with a people and culture that were far beyond her comfort zone. In doing so, Ms. Kramer discovered that her own culture was revealed to her in a way she never could have seen while standing inside of it.

"Being immersed in another culture may show you things you'd never realize you were missing from your life until you're exposed to them in a new place," says Lab's Service Learning Coordinator Hannah Roche, whose Peace Corps experience was teaching English as a second language in Costa Rica. "In the United States, we can be very focused on work and time, which can lead to some

distance between friends and family. Sometimes that can take away from the relationships that other cultures may value a little bit more."

At Lab, Ms. Roche is responsible for making students aware of, and connecting them with, community engagement opportunities. "I think we help empower students to become active agents of change here in their local communities. There's also a curiosity of different cultures and different perspectives embedded through their studies here, and that pushes students to go out and explore," she says.

"Lab did a very good job educating me about the world, in a way that made me curious about it and want to travel," says Matthew Headrick, '90, a physics professor at Brandeis University. "The level at which you learn things like history and geography is pretty high, and the University of Chicago is, in general, an intellectual atmosphere that is incredibly international."

Mr. Headrick decided to set aside time for the Peace Corps between college and graduate school, where he served in Gabon in central Africa. He taught math and physical sciences to middle and high school children in Ndendé, a town of about 2,000 people. Before setting out, he was cautioned to keep his expectations in check.

"It was a huge puzzle of how I was going to make a positive impact. The first year I was just trying to keep my head above water," he says. His school was understaffed and overcrowded, with some classes having upwards of 100 students. Sometimes his



ASHLEY KRAMER, '03, LEFT

ALTHOUGH ENGAGED IN SOCIAL AND ECONOMIC DEVELOPMENT BY WORKING WITH GOVERNMENTS, SCHOOLS, NON-PROFITS, AND NON-GOVERNMENTAL ORGANIZATIONS (NGOS), THE PROGRAM'S MOST IMPORTANT CONTRIBUTION MAY BE ITS PROMOTION OF CROSS-CULTURAL UNDERSTANDING.

job was less teaching chemistry than it was crowd control and policing cheating, which was more culturally accepted there than in the United States.

When he first started, he thought he could identify ways to improve how the local education system was structured.

"It didn't work so well," he admits. "Some changes may have been positive, but I know the students had certain



MATTHEW HEADRICK, '90, RIGHT, AND PEJMAN YOUSEFZADEH

expectations for how things worked in the classroom and they considered me really weird." The students nicknamed Mr. Headrick "chambouleur," one who turns everything upside down.

By the second year, however, he had a better grasp of how to manage the situation. That's when he and the two other Peace Corps volunteers at his school figured out how to get textbooks to the students. They convinced the Shell Oil Company to print them, getting them into the hands of volunteers at schools across the country. They were able to sell the new material, in the form of pamphlets, to the students at very low cost. Mr. Headrick and his fellow volunteers also convinced the school administration to arrange the classes to increase opportunities for the more advanced students.

"I now understand better the importance of having a clear set of expectations, communicating them clearly, and the need to meet students at their level," he says. "This is something you have to do even if you teach at an elite private college, but I had to learn

that lesson fast when teaching in the Peace Corps. It was really good training for what I do now."

Halfway through her two-year post in Tissint, Morocco, Sydney Scarlata, '12, has learned that the best tea must be poured and re-poured to guarantee a sufficient amount of bubbles; she's tried—and failed—to make bread several times; she participated in a traditional, week-long wedding; she's learning two languages in three different scripts; and she's mastered the art of eating couscous by hand.

"I think it is so important to experience and share with my friends and family back home the generosity, kindness, and humanity of my community," she says, mindful of how many Americans today are afraid of, or have animosities toward, Muslim communities.

"A huge part of my job is also sharing my experiences as an American," she adds. During her daily life, she tries to fit in a run each morning and she participates in pick-up soccer games, in order to demonstrate that where she's from, women and girls live active lives and do many of the same things boys and men do.

This cultural exchange enhances her experience as a youth development volunteer. Focusing on girls' education and empowerment, she's helping to

implement a program for girls using a curriculum created by a Marrakech-based NGO called Project SOAR, which will cover topics such as self-confidence, girls' international human rights, and body awareness. Ms. Scarlata is also hoping to help build a woman-run gym to prioritize women's needs, and in April she and her fellow Peace Corps volunteers will run a girls' soccer camp, partnering with the women's national team in Taroudant. Ms. Scarlata is aware that she alone cannot create sustainable change. That must come from the community, and she has learned to step back slightly and only offer a helping hand or word of advice on projects, rather than trying to take the lead.

"I've witnessed the incredible strength of this community," she says. "Despite the odds stacked against them, I have girls in my classes who aspire to be chemists to create solutions to climate change, which directly impacts their community. I'm still here because I love the people."

Adventures of a Peace Corps Volunteer in Swaziland

Excerpts from Mia Zagaja's 2011–13 blog



One thing that I'm forced to get used to very quickly is being the walking celebrity of the community. Here are the kinds of reactions I usually get when I'm walking around:

>> Some people will hold my hand and walk with me.

>> They want to know everything about me like my name, where I'm going, where I come from, when I arrived, where I stay, how long I'm staying, and what I'm doing here.

>> BoGogo and boMake will try to convince me to marry their Swazi relatives.

>> Some people ask me to buy them bread, or give them money, or ask if I they can have my jacket.

>> Many tell me "I love you!!!" (note – the word for 'like' is the same word for 'love' in siSwati)

>> Lots of people gasp in amazement that I know how to speak their language and that I'll be living here for two years.

Imagine walking a few blocks to the nearest river, stream, spring, or borehole and then hauling as much water as you can carry (and this isn't magical lightweight water) all the way back every day. Imagine pumping a lever or sucking on a hose in order to just collect that water from the ground. Imagine collecting and storing rainwater using a gutter system attached to the roof. . . Most of the Swazi families I know do not have running water, and use one of the above methods for collecting water

instead. . . . Where does all the water come from? Not Lake Michigan, try again! It's ground water . . . That's why part of my daily routine is to boil water, let it cool, pass it through a ceramic filter, and put a drop of bleach in it. But what about those who can't afford to boil, filter, and bleach their water? Well, water is an essential, so they just carry on without purifying.

Us Peace Corps volunteers use the term "African Moment" to describe

a moment when you take a look at your surroundings, and realize how happy you are to be in a rural African village. For me, this moment was on a Friday evening. I was visiting a fellow volunteer to cook dinner together. We were hanging out in the yard of her homestead with a bunch of neighborhood kids. They started to play this game that involves dancing while everyone else stands in a circle around you. A little girl linked elbows with me and we danced around, shaking our butts and making goofy dance moves while the other kids laughed, clapped, and sang along all around us. I was relaxed, happy, and so content to be making a fool of myself with my little buddies as the sun set over the tall brown grass.



MIA ZAGAJA, '06

I am involved in a project called GLOW (Girls Leading Our World)

which strives to empower the young women of countries all over the world including Swaziland. As you may have been able to pick up, life for girls, young women, and older women is not easy in a country that is so swayed by its deep cultural and traditional roots. Unfortunately, many Swazi girls are brought up with very limited notions of life opportunities outside of marriage, children, and work on the homestead. Ideas of having an opinion or say in family matters, seeking higher schooling, and reaching for career goals are almost entirely nonexistent for female youth.

THROWBACK

1946



In 1946, someone took a lot of selfies. Among the files housed in Lab's Alumni Relations and Development office is a slew clearly taken on the same day with names penned on the back. This one reads, Ann Donahue, Charlene Booze, Helen Arthur, and Louise York.

Alumni notes

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

30s

EMERITUS ALUMNI REUNION
OCTOBER 12–13, 2018

Carola Waples Lacy, '39, writes, "Are any of you still out there? I'm 95 and in good health. My biggest pleasure is playing my violin...duets or trios. I walk every day when the weather's good. I am active with the Rogue Valley Unitarian Universalist Fellowship in Ashland, OR. I am a regular contributor to the 'Letters to the Editor' section of the *Ashland Daily Tidings*. Life is good unless you're homeless or struggling against Trump policies. Be well, smile, and give hugs."

40s

EMERITUS ALUMNI REUNION
OCTOBER 12–13, 2018

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

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

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

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

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

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

Ellen Moore Poulson writes, "I attended Lab from nursery through 10th grade, 1935–1947. While there I had no idea how well we were being prepared to think, discern, distill, create, research, and to be leaders in thought. How many can remember Miss Adams' kindergarten room, with the big building blocks? We built a store with cans of food on the shelf and a cash register while learning how to make change. Remember hatching eggs and watching chicks pecking in the earth outside? Scammon Garden, each with a garden plot to plant and care for, learning our



Ellen Moore Poulson, '47, in kindergarten

Ellen Moore Poulson, '47 writes, "After the war was over, gasoline reappeared and cars came to school. Nan Woolpy Mayer and Noel Arentsen Snyder inside Jerome Milliken's convertible."



Ellen Moore Poulson, '47, and her granddaughter, Julia



50s

EMERITUS ALUMNI REUNION
OCTOBER 12–13, 2018

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

1951 Class Representative
Lynn Manaster Alperin
16 North Dansby Drive
Galveston, TX 77551
lynnalperin@gmail.com

Bob Abrams wrote, "All is good with Sharon and me. Two of our grandsons married this past year, one in April and one in September. Josh and his bride, Gabi, are leaving this Wednesday to live in the Denver area and his brother, Daniel, and bride Rhonda are leaving Portland and returning to Chicago where Daniel will enter the University of Chicago Law School in the fall. We still have some grandchildren who are undergrads—USC, Michigan, Brown—and few others out earning a living. Sharon and I live in Highland Park, travel a bit, and enjoy life."

From her lovely house in Wisconsin's Northwoods, **Catherine Allison Marshall** writes, "Aside from just trying to stay warm, I've been busy with our public library. I'm on the board of trustees and now also on the Design and Construction Committee, which is planning and supervising the remodeling and renovation of our old building. It's been a crash course in construction and negotiation, working with architects, designers, and other board members to get the building that best meets our present and future needs. Ground-breaking in April!"

Gail Elden writes, "I am still providing psychotherapy to my patients in my office at 233 E. Erie. My family is doing well. Cindy is

living in New York and Tom and his new wife, Christina, live in Chicago. We still visit Lab and see many changes."

Charles Alfred Knight explains, "I was Alfred at Lab, but when all the forms started asking for first name, middle initial, and last name, it was too much trouble and I prefer Charles anyway." So Charles reports, "We had a couple of trips last year—one to Iceland, and a cruise from St. Petersburg to Moscow, 'the waterway of the tsars.' We took a side trip to Stockholm mostly to see the Vasa, an incredible sight and story, itself worth the whole trip. We have to see some of these things before it's too late. A Nile cruise and the Hunza Valley in Pakistan are bucket list trips coming up this year."

Art Koff writes, "Norma and I are off in March to visit her brother in Australia and then will be traveling by ship to Bali, Borneo, Java, Brunei, the Philippines, and flying home through Hong Kong. I continue to consult in the area of the aging and have connected with many reporters and commentators, so I am interviewed regularly by newspapers, magazines, and TV."

Joe Kreines continues to compose and publish his music. He may have more details for us in a future *LabLife*.

Stuart Lerman writes: "We're fine, and celebrating both MLK's and our daughter Amy's birthdays today! We just returned from a wonderful and warm visit to both our girls' families in Phoenix. I'm still working for Social Security—trust me, I'm from the government!"

Phil Marcus writes, "I had a heart attack two years ago, so I retired from the stress of part-time teaching and my heart is doing okay now. Full-time retirement gives me a little more time and energy for my main hobby, which is choral singing. In September, I got to sing in the chorus of Beethoven's 9th Symphony with a local orchestra. In November, I sang with my Bradley Community Chorus in Haydn's Mass in Time of War. I also sing with the Peoria Universalist Unitarian Church Choir and have done a few solos."

"Daughter Nancy is now a senior staff attorney for Lambda Legal, a national non-profit law firm which fights for LGBTQ civil rights and has won some important Supreme Court cases. Nancy and her boss have co-authored a Supreme Court amicus curiae brief in the case of the Colorado baker who refused to supply a wedding cake for a same-sex marriage, which the Colorado Civil Rights Commission found to be a civil rights violation. Justice Sotomayor referred to Nancy's brief during oral arguments. The Court is expected to announce a decision on the last day of term, which is June 26."

As many of us delight in the accomplishments of our remarkable offspring, **Jim Rosenblum** is eagerly anticipating the bar mitzvah of his grandson, Adam.

Bobbe Press Wolf writes: "I continue to exhibit my body of work called 'Fifty Couples over Fifty.' This series began in 1989 and finished in 1991 with a major exhibition at the Museum of Contemporary Photography in Columbia College–Chicago. The 'Fifty Couples' have found comfortable homes in the senior residences around Chicago for several months at a time. The residents have told me how they admire certain couples and almost attain a friendship with them. To 80- and 90-year-olds, these 50-year-olds brought a breath of youth to their lives!"

"In February, we opened the first exhibit of the Artists of the Village Chicago at the Admiral at the Lake in Chicago, featuring the drawing, painting, photography, textiles, collage, and sculpture of 18 artists. I will be on a panel of artists to discuss the exhibit and art in general."

"My granddaughter, Julia Wolf, has joined the Peace Corps. Her focus at Middlebury College was International Development with a Junior Semester abroad in Jordan, where she honed her Arabic language skills. However, with the new environment in Washington she felt that she could best use her talents in the Peace Corps. They are not based in any Arabic countries right now, so she is in Thailand and will soon add another language to her portfolio, which already includes Hebrew, Arabic, Mandarin, and English."

"We continue to go to lectures at Northwestern's Alumni Series, concerts everywhere, and movies. We have a wonderful movie theater in Evanston that shows the latest of the best films out. We both do a fair amount of volunteer driving for the Village. Also, I choose a play at one of Chicago's storefront theatres and arrange deep discounts for groups of our Village members bi-monthly."

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

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

65TH CLASS REUNION /1953
OCTOBER 12–13, 2018

Save the Date for our 65th reunion! Our class will gather in Chicago for our 65th reunion over the Memorial Day weekend (May 25–28) to celebrate with classmates from many years ago.

Mary Lou Miller Williamson has stepped down from her longtime position as editor of the Greenbelt, MD, weekly newspaper *The News Review*. Both Mary Lou and the News Review reached 80 years (as did many in our class) this past year. Mary Lou writes that at the large celebration of the newspaper's 80th year, one speaker, First Amendment attorney Lee Levine, spoke of "the details of our 1965 libel case, which ended in May 1970 with a unanimous decision from the U.S. Supreme Court. Mr. Levine told us that in the past 47 years more than 460 libel cases have been won by citing the language in Justice Potter Stewart's written decision—that our newspaper was performing its wholly legitimate function as a community newspaper. He went on to say that hundreds more cases were dropped before going to court based on Stewart's words. We learned that our case was much more important to freedom of the press than any of us knew."

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

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

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

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

Ginger Speigel Lane writes, "After 71 years of refusing to go back to where I was born I decided I could put it off no longer, so my family and I packed up and went to my old neighborhood in Berlin, Germany, and saw the old crumbling streets near the Alexanderplatz—at that time much like skid row, peppered

with prostitutes, pickpockets, gangs, and the like. Today the 'Alex' is a bustling, thriving area of wonderful shops, markets, restaurants and cafes galore, and courtyard apartment buildings, with no signs of the terrible dark days of the Holocaust. We then traveled 60 km east to the village of Worin, where Arthur Schmidt, a Berlin neighbor and fruit farmer hid my six siblings and me from November 1943–April 1945 after my mother had been deported to Auschwitz in the spring of 1943, until the end of the war. Without the extraordinary selflessness of this farmer, his wife, the mayor, and numerous residents of Worin, at great risk to their own lives, we surely would not have survived. This trip back was indeed memorable and filled with gratitude. We have had Yad Vashem designate the Schmidts as Righteous Among the Nations."

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

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

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..

Gwen Dillard writes, "I recently left for Kenya where I am part of an international delegation to observe Kenya's general election in August. I'm part of the Carter Center's observation mission of 60 people who will be asked to assess Kenya's pre-election environment, as well as actual voting and vote counting. The delegation, led by former U.S. Secretary of State John Kerry and former Prime Minister of Senegal Dr. Aminata Toure is drawn from 14 countries. In 2007, Kenya's presidential election triggered a wave of post-election violence that claimed over 1,000 lives. This year, although there are some concerns, many people see preparations for the election as evidence of a strengthening democratic culture in Kenya."

60s

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

Sophia H. Hall writes, "I re-upped for another six years on the bench until 2022. All is interesting in the Chancery Division of the Circuit Court where I hear cases from

constitutional issues, business issues, and reviewing decision of administrative hearing officers, among other things. I continue to advocate for restorative justice responses to youth in trouble as a more productive option rather than simply crime and punishment, which has not worked. We are developing a Restorative Justice Community Court 'owned' by the community. A trip to the Hague this Spring solidified my belief that justice provides a place for hurt people to be heard. Beyond those activities, I am loving reacquainting myself with my desire to be a singer-guitarist.”

1961 Class Representative

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

Gail Furth Hollander Heim

writes, “Our classmate, **Paul Boorstin**, a fellow Angelino, has written a fascinating novel wherein he demonstrates a remarkable and brilliant reimaging of the David and Goliath story. The book hit in August to rave reviews and I join in offering my personal accolades. *The Huffington Post* as well as many other important publications along with several prominent authorities, including our own **Bill Blakemore**, have heaped praise. Do yourself a favor and go get Paul’s book entitled *David and the Philistine Woman*. It is an enviable accomplishment. Also of note is the recently published biography about **Sherry Lansing**, titled *Leading Lady*. My husband, Fred, and I had the privilege of attending a spring charity luncheon where Sherry was interviewed as the honoree. She has attained well deserved iconic stature in Hollywood. I personally remembered her grace and intelligence from our school days together and both were on display during the event. Not only is her story compelling, and often surprising, but fellow Labbies cannot help but be touched when reading about the impact Lab had on her. On a personal note, Fred and I have a full bi-coastal life shuttling between seven grandchildren and pursuing the rewards and challenges of these years. Best to all of you.”

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

1963 Class Representative

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

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

In the last issue of *LabLife*, an entry for another alum was attributed in error to Jory Blakemore Johnson. We regret this error and offer our apologies to Jory and the Class of 1963. Jory and her husband, Cal, retired and moved from the Boston area to Cincinnati in 2012 and are living close to their daughter, son, daughter-in-law, and two grandchildren.

Susan Diehl Young reports, “It is with great sadness that I let you know that we have lost our dear friend **Jackie Ellis Dermer**. Jackie died at her home in Valencia, CA, last July after a valiant battle with cancer. Her husband, Cary, passed away in September of ALS. She was the best friend I ever had. Cary became a great friend too. Jackie and I reconnected 10 years ago and it was one of the highlights of my life. She was a vibrant woman with a great sense of humor, intelligence, and wisdom. Her life was full with substitute teaching, getting together weekly with their children and 10

Rick Schmidt writes from the Bay Area: “It’s been a good year for getting my books into the internet pipeline, having now ushered five into the Kindle International realm! Exciting to have titles suddenly available in 11 countries at various Amazon sites (and free reading to any Kindle Unlimited subscriber!).

I’ve got a trilogy of novels, titled *Kennedy’s Twins*, available online, hardcover, and paperback (the series began with *Black President* published in 2008 in the United Kingdom,

grandchildren, and traveling. They visited us at our home in Colorado and we went to California several times to visit them. On one of our most memorable visits we traveled up the California coast from LA to San Francisco on a trip Jackie meticulously planned. My husband, David, said he could always tell when I was talking to Jackie on the phone because I was chatting away like a teenager. Jackie mentioned frequently how much she appreciated the education she received at the Lab. The family requests that donations in her honor be made the Class of 1963 Scholarship Fund, which you can do online at ucls.uchicago.edu/giving/give-online-now.

Meredith (Light) Angwin

writes, “I recently published a book about how to be a pro-nuclear power advocate. You can find it on Amazon, getting some great reviews. *Search for Campaigning for Clean Air: Strategies for Pro-Nuclear Advocacy*. You can read the reviews on Amazon or on the Yes Vermont Yankee blog post (yesvy.blogspot.com). Ah well. I suppose the fireworks will now begin! (I suspect that many U-High people are anti-nuclear.) Yet nuclear is an essential technology for combating climate change.”

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

1963 Class Representative

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

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

Betty (Rosenstein) Musburger reports, “The year 2017 brought great changes to our family. My son Brian and my husband Todd began a startup called VSiN (Vegas Sports Information Network) which is broadcast on Sirius FM 204 and online at VSiN.com from their new state of the art studio at the Southpoint Casino, in Las Vegas. VSiN provides sports information to sports betters and has been a consuming project. Brent left his network gig to work for Brian. Sadly, Brian’s family moved from Evanston to Vegas (hopefully temporarily). Our youngest son, Craig, and his family moved from Hawaii to Lafayette, CA, due to my daughter-in-law Pratt’s new job. Craig continues underwater cinematography and recently completed a project in Palau. Luckily, our whole family—including the four grandchildren—were together over Christmas on the Big Island in Hawaii. I expect 2018 to be the year I reluctantly retire. I have loved being a reproductive technology attorney. Nevertheless, being with the grandkids and travel are calling.

C. E. Steuart Dewar writes, “I now live South of Fredericksburg, TX. I continue to write calendar software under Pimlico Software, more for enjoyment than business. “My main accomplishment this year was completing a perfect Messier Marathon. I was down in Big Bend, TX, which has some of the best, dark night skies in the United States. In August, I went to

Alliance, NE, to be on the centerline of the eclipse and got some great photographs of it (the line goes right through my backyard!). In June, I went to Germany for a week to meet up with a friend in Berlin who had rented a brand new Ferrari 488 Spyder for the day(!). The Autobahn had a little bit too much traffic to take it up to its top speed (212 mph), but we got close and it was definitely an exhilarating experience (and she let me drive it down to Dresden). I figured if we had a crash, what better way to go?

“I went to Belcarres, Canada for the annual family gathering, and then went to Hawaii for a few days to scatter JoBeth’s ashes over the gravesite of Charles Lindbergh at a tiny cemetery on the East side of Maui—it is an incredibly beautiful spot and I well understood why she wanted her ashes scattered there. This year I’m planning to go down to the Atacama Desert in Chile (or perhaps Durban) in order to see the Southern skies (one of the last, remaining items on my bucket list). I also plan to take my camper for some traveling, with my new dog.

“My two grandsons continue to grow and I think Charlie is kind of proud to have a grandpa who knows more about computers than his friend’s dog. I am also blessed to have a great relationship with JoBeth’s step-daughters and get another two granddaughters in the bargain as well!

“**Kim Mosely** and I have met for lunch and plan on doing that again when time permits. Anyone who finds themselves near Austin or San Antonio, let me know—I have guest rooms always ready for visitors—cesdewar@yahoo.com.”

Libby (Storr) Cohen

reports, “Last June Tom and I celebrated our 50th wedding anniversary. Despite my principles against marrying so young, it has worked out pretty well. Our gift to each other was a second organized three-week tour in Central Asia: Silk Road and ‘Great Game’ country. This time we traveled in Kyrgyzstan, Kashgar in western China, and Tajikistan, including five days in very back country on often one-lane, intermittently paved roads, descending from Pamir mountain passes (up to 15,000+ feet) to follow the Panj River, which borders Afghanistan, a literal stone’s throw across. Utterly fascinating on so many levels, especially the people with whom we communicated in Tom’s 1960s space-race era Russian.”

Patti (Eisenstein) Fertel says, “After nearly 43 years of living in the same home in Columbus, OH, we’re planning to move to Asheville, NC, in early March. Like many of you, we’ve been evaluating what the next stage of our life should look like and think we should be closer to family and be in more of a community

environment. This move to a condo development near our oldest son and his family looks like a good option and we’re excited by it. Please come by to visit us at 34 Ridgeview Dr., Asheville, NC 28804.

1964 Class Representative

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

Ruth Leitner writes, “I have been living in Israel for 48 years And have four children, six grandchildren, and another one coming. I retired a few years ago and am living the good life with lots of family, events, and traveling. Anyone coming to Israel is always welcome! Email relocate4you@gmail.com.”

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.

Colette Camelin writes, “Many of us reach our 70s now. Marcel Proust compared time spent during so many years to high stilts under our feet deeply plunged into time. It might make us a little dizzy at times, but it is mainly such a rich experience.

I retired from the University in 2009; the first thing I did was visit **Carlin Meyer** in New York in October instead of teaching classes. But a couple of years later, I missed teaching. So I resumed teaching in ‘Sciencesopolitiques Euroamerican College’ in Reims. When I was in the University I taught French literature to graduate students in Sciencespo. I have been teaching a class about humanism to freshmen. I really enjoy it; I choose different kinds of texts including philosophy, history, and English literature.

As most retired academics, I am involved in different research projects: I gave lectures in the University Fudan in Shanghai in 2015 and 2016. It was a very interesting experience. I organized in 2013 a week conference in the castle of Cerisy-la-Salle called ‘1913: enchantements et désenchantements.’ I’ll organize another next July about the poet and sinologue Victor Segalen.

Of course we do our best to help our children to stand on stilts as high as ours when they reach their 70s”

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 just spent our first year in a house whose keywords are ‘net zero’ and ‘aging in place.’ Three years ago we bought a 100-year-old fixer-upper in Minneapolis, applied solar panels on the roof, geothermal wells in the backyard, and wrapped the house in a thick blanket of foam and other insulation. The result is an all-electric house heated with the equivalent of a blow-dryer. It produces 30 percent more solar energy than the energy it uses. But best of all, for our aging bones it is very comfortable—no cold spots, drafts, noise, and not even much dust. We are offsetting 12 tons of carbon per year, which gives us the delicious feeling of being part of the solution to climate change rather than a reluctant part of the problem. As retired educators, we’d like to spread the word: net zero is comfortable! There are not more than a few 100-year-old net zero houses in the United States, so we welcome visitors who are curious about a sustainable way to ‘age in place.’

You can’t tell by looks alone that it is a ‘green’ house—it looks like a brand-new 1907 house.

Robert W. Hutchison

exhibited artwork at Studio Oh!, 1837 S Halsted St, Chicago. The exhibit was titled *It Takes All Kinds*. The gallery, in describing the theme, says “In the current political climate, there is a division occurring between people of all races, religions, genders, ages, cultures, languages, etc. We are desiring to highlight the significance of the inclusion of all beings knowing that each individual can contribute to the whole of humanity.”

Robert showed three drawings relating to this theme, and his wife Shelley Kaplan (UChicago 1973) will showed ?? a poem to reinforce the theme of his drawings.

1967 Class Representative

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

Fanchon Weiss Auman writes, “I have just returned from 3.5 weeks in Israel as an accommodations manager for the 20th Maccabiah. This is a sports competition for Jewish athletes from all over the world for youth, junior, open, and masters participants. There were 12,000 total athletes, 1,100 from the United States, 80 countries, 40 sports with ‘one heart.’ I recently retired from 24 years at the St. Louis JCC where I was the director of Sports Recreation and Aquatics. One of the best parts of my job was each summer taking a teenage delegation to compete in sports in the JCC Maccabi games all over

the United States and even in one summer in Israel. Harry and I have nine grandkids in Naperville and Deerfield, IL, Leawood, KS, and North Hollywood, CA. Retirement allows for more visits. I am really looking forward to our 50th reunion and catching up with friends. See you in October.”

Ellen Beigler Sanpere

writes, “What a nice reunion of our class! Seeing each other was a special treat I would not have missed for the world. Thanks to all who organized it.

Since the reunion, I’ve come in from under the radar and have moved to St. Petersburg, FL, with my husband, Tony. Life in the U.S. Virgin Islands was great while it lasted, but even before the double dose of category 5 hurricanes hit, the island’s crumbling infrastructure and health care deterioration forced Tony and me to think about living elsewhere. Though our condo in St. Croix was spared major damage, it went without electricity for more than two months. Many of our friends and neighbors were still without power on Christmas Day. The hospital has been condemned, as have several schools and public buildings, and there’s no guarantee it won’t happen again with the next hurricane, as they are rebuilding but not improving what was destroyed. Florida sometimes feels like a very northerly, well-paved Caribbean island, but the conveniences and essential services are at least within a short drive.

We look forward to being a short flight from our Chicago and Detroit family. My granddaughter, Shaniah, returned last July from Afghanistan, where she was a battlefield medic with the Illinois national guard. My grandson, Bobby, went to Israel in November for his bar mitzvah in November. I hope that halving the distance between us will allow for more visiting.”

1968 Class Representative

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

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

Delia C. Pitts writes, “I retired after more than two decades as a university administrator, including seven years at Texas Christian University in Fort Worth and 15 years at Rutgers University in New Jersey. Before that, I served for 11 years as a diplomat in the U.S. Foreign Service in Nigeria, Mauritania, and Mexico City. My husband and I now enjoy life in central New Jersey while our adult twin sons live in Fort Worth

Stewart Herman's “green” home



and Austin. Following up on a life-long passion first explored in my second-grade class at Lab, I’ve finally written and published my first novel. *Lost and Found in Harlem* is a contemporary murder mystery in the noir tradition with a unique approach to crime and detection. As the central figure, amateur detective SJ Rook discovers, a hard-pressed urban neighborhood can have many challenging puzzles and small but dangerous cases that fall below the radar of the police. To solve a particularly troubling crime and get his life back on track, Rook joins the Ross Agency, a tiny detective firm staffed by the father and daughter duo of Norment and Sabrina Ross. In this fast-paced novel, available through Amazon, a colorful cast of characters tackles problems both humorous and threatening. This book, the first in a series, will appeal to readers who enjoy tightly-plotted mysteries with a touch of cozy, a wayward cat, but plenty of intrigue and suspense. Although set in New York, the novel draws upon my observations and experiences growing up in Chicago’s Park Manor neighborhood on the great South Side. More about the novel is available at my page at amazon.com/author/deliapittsauthor.

I enjoy keeping up with U-High classmates through Facebook and I’m looking forward to traveling back to Chicago for our big reunion next fall!”

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.

Paula Fan writes, “They say that when you retire, you have time to travel. Well, I took a leave from the Tucson Symphony Orchestra for the 2016–2017 season, and then... January: UK, Madeira, Barbados; February: CA, DC, MD, PA, Chicago; April: UK with a Boston reunion with **Carolyn Wilkins** enroute; May: Chicago, Wales; June: France, Slovenia (Earthwatch dolphins), Wales; July: Chicago, AK (Earthwatch otters); August:

a recording and UK; September: Wales, Spain, Italy; October: WA, NY, LA, MN, ID, CA; November: China; December: Japan. I took my final bow with TSO in March in Piano Bash, a seven-piano spectacular. Most of the travel was playing, some seeing to sadness in the family, some to visit long lost friends. Now, South America and India beckon. I'm glad I don't believe in jet lag!

Merritt Widen writes, “It’s been awhile. Greetings from the Bay Area, the Land of Perpetual Spring and Ridiculous Prices. My wife, Autumn, and I have lived just outside of San Francisco overlooking the Bay for almost 25 years now. In fact, we just recently celebrated our 25th wedding anniversary. Our son, Wolf, is about to start his junior year in high school where he is a pretty good student, but a great looking kid (that’s what happens when you marry a great looking woman!). So soon, we will be thinking about college. They do grow up so fast. I am currently CEO of a startup company. We provide behavioral health care to small rural health care facilities (nursing homes, clinics, ERs, jails) via our unique Telehealth system. So it is exciting, albeit stressful times while we figure it all out. Feel free to drop me a line at Merritt@ForefrontTeleCare.com or via LinkedIn. I would love to connect or reconnect.”

70s

1970 Class Representative

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

1971 Class Representative

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

Roberta Shapiro writes, “My husband Jerry and I moved to Washington, DC, almost four years ago. We live in a tiny 120-year-old townhouse in the Capitol Hill neighborhood and love the walkability and access to so much of what this city has to offer. The community reminds me of Hyde Park in many ways. Jerry is CEO of the Association of University Programs in Health Administration and I am doing freelance health and non-profit consulting. I just wrapped up a two year study regarding the impact of mergers and acquisitions on academic health centers. I enjoy the flexibility of being able to travel for pleasure and to see our first

grandchild, who lives (at least for now) about 90 minutes from DC. I also am involved as a volunteer with a couple of community organizations. Lately, it also seems that I have a part-time job as a protester at the U.S. Capital, just a 10-minute walk from our house.

We have twin, 26-year-old daughters, Anya, a Neuro ICU nurse in DC, and Molly, who is about to bring life ‘full circle’ by starting an MBA at UChicago. Our son works as a consultant for IBM and his wife just completed a PhD in marine biology and climate science. Unfortunately, this is a terrible time to be looking for post-docs in that field.

Although we are very worried about the future that we are creating for our children and our grandchild (we are hoping that this will be plural some day), we feel fortunate to be in good health and to have an engaged and caring family and good friends around us. I hope this message finds each of you with something to be grateful for in your lives.”

1972 Class Representative

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

1973 Class Representative

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

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

1974 Class Representative

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

1975 Class Representative

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

1976 Class Representative

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

Stuart Field reports, “A group of old U-High friends, spouses, and their children had a summer getaway at the wonderful home of **Ann Burk Sagan** and **Paul Sagan, ’77**, in the Hudson Valley for a long weekend of laughter, connection, and shared

memories. The highlights of the weekend were reminiscing about Lab days and the highly competitive zuke-off, in which the Lab alumni and spouses competed against each other for the best, but most unlikely recipe featuring zucchini (zuke-tini, anyone!). The connection was long in the planning and much too brief in the execution, and the crew reflected on the Lab memories that brought them (and has held them) together. Ann, Paul, **John Nicholson**, **Josh Freedman** and I vowed to make this a regular event, as a wonderful time was had by all.”

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

1978 Class Representative

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

40TH CLASS REUNION /1978 OCTOBER 12–13, 2018

1979 Class Representatives

Karl Wright
13957 Davana Terrace
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 Khiasmos writes, “I had a novel come out in September. It’s title is *A Glance at my Other* and it is a thriller with some supernatural elements. The action takes place in France, where I now live, but I’m afraid that’s the only biographical element. **Rachel Kligerman** interviewed me about my novel at 57th Street Bookshop.”

80s

1980 Class Representative

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

1981 Class Representative

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

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

Kumari de Silva writes, “I finished my first 10k since I was 20, and I felt pretty good. I made my goal of finishing under 1:15, at a clocked time of 1:14:45. I know that’s probably not too impressive, but for me it was a poignant victory after suffering a stress fracture in my hip (uninsured) in my 40s. I plan to continue to running. Life is good!”

Seth Sulkin writes, “I continue to enjoy life in Tokyo, approaching 25 years! Unfortunately, few of our classmates seem to pass through Japan anymore. I see **Tim Wilkins** occasionally in Tokyo or New York, but have not had much contact with people since the last reunion five years ago. Please let me know if you are coming to Tokyo.”

1983 Class Representative

Cheryl Buckingham
csamp2002@yahoo.com

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

1984 Class Representative

Susan Mack Taple
drsusantaple@gmail.com

Sarah Allen McQuaid released her fifth solo album, *If We Dig Any Deeper It Could Get Dangerous*, in February. Sarah lives in England now, but will be touring coast to coast in the United States to promote the new album in September and October. Visit <http://www.sarahmcquaid.com> for the full list of tour dates, and don’t forget to check out the video of lead single “The Tug Of The Moon” on YouTube as well!



Class of 85ers Shoshannah Cohen, Stephanie Goldberg, and Lara Szent-Gyorgyi

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

Lara Szent-Gyorgyi writes, “Hello Labbies One of my New Year’s resolutions is to write something for LabNotes—so here goes. To catch you up on the past 30+ years, I have been living in the Boston area since 1991 with a short interlude in Florida for graduate school. I’ve worked in health care focusing on quality improvement for almost 20 years and currently work at Boston Children’s Hospital, though my job and focus shifted in March 2017 to physician relations. I have been married for 18 years and have a son (14) and twin 10-year-old girls. My parents moved from Chicago a long time ago, so I don’t get back very often and consequently look forward to Lab reunions as a way to get back to my hometown. I am lucky that **Stephanie Goldberg** lives in Boston and we have lunch several times a year, and **Shoshannah Cohen** and I have started a tradition of going to concerts once every couple of years. We are quite nostalgic in our choices and have seen Billy Joel, Tears for Fears, and Hall and Oates.

As one of the youngest members of our class I am on the tail end of our collective 50th birthday! I plan to celebrate this accomplishment several times this year including a trip to Italy with some college friends. I hope you all have acknowledged your milestone appropriately as well. I will sign off for now with a promise to check in again before another decade goes by, and a challenge to you to take 15 minutes to write a few words to your former classmate. Let’s see if we can’t make the 1985 page of LabNotes the biggest one in one of the 2018 issues.

Class of 1986: Interested in volunteering to serve as your class representative? Email the Office of Alumni Relations and Development at labnotes@ucls.uchicago.edu.

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

1989 Class Representative

Mekeda Johnson-Brooks

Lisa L. Biggs is an assistant professor at Michigan State University teaching theater and performance studies. She has recently wrote a play called After/Life about the oral histories of women and girls who lived through the Detroit ’67 rebellion.”

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
mariannmckeever@comcast.net

1992 Class Representative

Shrunali Rai
shrunali@me.com

1993 Class Representative

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

Corporation, in September 2017 I accepted a position as director of business and financial development with Renard’s Cheese. This iconic, family-owned Door County company has been growing under the third generation of leadership, and I am excited to help them grow even more in the coming years. I have been a fan of their artisan cheese since I moved to Wisconsin 18 years ago, and now I have the privilege of sharing it with others. My wife, Mariah Goode, continues her role leading the Door County Planning Department. Our sons Theo (13) and Trey (10) continue to do well in school and a variety of sports.”

1987 Class Representative

Barbara Harris
harriswoodard@gmail.com

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

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

1989 Class Representative

Mekeda Johnson-Brooks

Lisa L. Biggs is an assistant professor at Michigan State University teaching theater and performance studies. She has recently wrote a play called After/Life about the oral histories of women and girls who lived through the Detroit ’67 rebellion.”

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
mariannmckeever@comcast.net

1992 Class Representative

Shrunali Rai
shrunali@me.com

1993 Class Representative

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

25TH CLASS REUNION /1993 OCTOBER 12–13, 2018

1994 Class Representative

Michelle Maffia Tarkowski
nateelle@hotmail.com

1995 Class Representative

Dan Hartley
dhartley@alum.mit.edu

1996 Class Representatives

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

Elena Arensman McPeak
elena.mcpeak@gmail.com

Cassandra Bissell writes, “I will be performing in a production of *Top Girls* by Caryl Churchill at Renaissance Theaterworks in Milwaukee from April 6–29. It will be my fourth production with this company, and I love them. Founded and run by and for women, this season is their 25th anniversary season and I’m so excited to be a part of it. Preceding that production, I will be appearing at Arizona Theater Company in a production of *Outside Mullingar* by John Patrick Shanley.”

1997 Class Representative

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

Ajay Shah writes, “I graduated from the OPM program at Harvard Business School this past March.” Ajay is also currently the Chief Operating Officer and General Counsel of Globetrotters Engineering Corporation in Chicago.

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

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

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

00s

2000 Class Representative

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

Ian Cummins writes, “I am the Landscapes Program Director for Runa Foundation, a conservation development based in the Ecuadorian Amazon and have just started a company dedicated to sustainable forest management. I live with my wife, Erika, and sons, Thomas and Edward Alejandro, in Tena, Ecuador, which is the kayak capital of South America. I would love to catch up with anyone thinking of visiting.

Neil Dasgupta is a professor at University of Michigan in the Department of Mechanical Engineering. Prior to moving to Ann Arbor, he lived in the Bay Area from 2005–13, where he completed his PhD at Stanford, and was a postdoc at UC Berkeley for two years. Neil leads a research group at Michigan that focuses on energy and sustainability. His research areas include next-generation batteries for electric vehicles, solar energy, and nanotechnology. He also teaches courses on renewable energy, and is faculty advisor of the UM Solar Car Team, which consists of 50+ students that design and build a car completely powered on solar energy. Neil recently traveled with the team to Australia for the World Solar Challenge, a five-day, 3,000 km race across the outback, where the team finished second place in the world—their highest placement ever!

2001 Class Representative

Greg Kohlhausen
gkohlha@gmail.com

Alani Hicks-Bartlett writes, “I received a Joint PhD in Romance Languages and Literatures and Medieval Studies with a concentration in Gender and Women’s Studies from the University of California–Berkeley. Along the way to the PhD, I also completed MA degrees in French (Bryn Mawr College), Italian (Middlebury College), and Spanish (Middlebury College), and recently received a postdoctoral fellowship from the AAUW.”

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.

Julia Betley Morgan has been promoted to vice president of licensing and soundtracks for RCA Records.

Jessie Sklarsky is due to have her first child—a daughter named Sadie—in January 2018 with **Spencer Lazar, ’03**. They first hit it off in 1988 when they met in Ms. Katch’s nursery school class, and by high school they were sweethearts.

Sarah Arkin, '02, Lexi Salomone, '02, Jessie Sklarsky, '02, Spencer Lazar, '03, Katie Sklarsky, '99, Jessica Naclerio, '02, and Jenny Heydemann, '02



They explored their own paths in college before getting back together, and they wed in June 2016 with two fellow nursery school classmates by their side: **Lexi Gewertz Salomone** served as co-officiant and **Jenny Heydemann** was a bridesmaid. Their friends and family gathered in NYC in December 2017 to celebrate with them at a baby shower thrown by Jessie's sister, **Katie Sklarsky**. They loved getting some wonderful swag for their little Lab baby!

2003 Class Representative
John Oxtoby
joxtooby@gmail.com

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

2004 Class Representative
Marcelo Pappas
marcelopappas@gmail.com

Tomell Ceasar writes, “Hello Lab Family, I am a Chicago native and a graduate of the U-High class of 2004. After graduating from Stanford University in 2008, I moved to Dubai, United Arab Emirates, where I have been living and working for the past 8.5 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 now 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. Recreationally, 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, 20 km 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 if you would like more information: tomell@stanfordalumni.org.”

Darja Djordjevic received her MD PhD (medical and social anthropology) from Harvard University's joint program in May 2017. She is a Postdoctoral Fellow at the Weatherhead Center for International Affairs at Harvard for the 2017–2018 academic year, writing a book about Rwanda's national oncology program and teaching. For now, she continues to call Boston her base and home; she will begin internal medicine residency in June 2018.

While at Lab, **Andrew Lentz** developed a strong appreciation for civic duty. Andrew followed his passion for public service to Washington, DC, where he has lived and worked for nearly 10 years. During his time in the capital, Andrew has held positions on Capitol Hill with a national political party and with a cabinet agency of the Federal Government. Andrew has gained significant international experience by working on behalf of the USDA to build agricultural capacity in Iraq, Afghanistan, and Sub-Saharan Africa. After recently completing an MA in government and an MBA from John Hopkins University in 2016, Andrew now works for Deloitte, where he consults for federal clients.

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

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

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

Adina Rose Levin wrote in updates on the class, “**Nami Patel** is a doctor completing her pediatrics residency at the University of Chicago; **Angel Pu** graduated from Stanford's Graduate School of Business last June and will return to Warburg Pincus private equity firm in New York this August; I am a marketing director at her alma mater, Columbia University; and **Liza Burns** is a first-grade teacher at the Stratford School in San Francisco. Liza and I are Lab lifers.”

2008 Class Representative
Victoria Rogers
victoriamrogers@gmail.com

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

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

Emily Bieniek writes, “I graduated from U-High in 2009. I just wanted to let you know that my novel, *On the Great Land*, was published by Ward Street Press on October 18, 2017. *On the Great Land* is a collection of short fiction set in Nome, AK, which explores the relationship that permanent and transient residents of the town form with each other and with the arctic desert. It's available on Amazon and at Barnes and Noble. Feel free to reach out, 312-590-5181 or emily.bieniek@gmail.com.

10s
2010 Class Representative
Loren Kole
lkole@uchicago.edu

2011 Class Representative
Rachel Sylora
rachelsylora@gmail.com

Andrew Grant Hensel writes, “Hello! I recently quit my day job and am now full time at Nonprofit Megaphone, the company I started two years ago and have been working on at night and on the weekend since then. My 2017 was a wild ride, as we grew from three clients to now over 60. Our business is helping nonprofit organizations acquire and manage the Google Ad Grant, which gives them \$120k per year in funds to spend on online advertisements. We have a 90-second video explaining how this works on our website, nonprofitmegaphone.com. I feel like my education at Lab from preschool through high school prepared me well for a career in entrepreneurship and instilled in me the value of giving back to the nonprofit community. Lab, like the marketplace, is an arena where the best idea wins and differences of opinion are cherished and explored rather than marginalized. I am very thankful for my Lab education!”



From class of 2010: Andy Harris, Caitlin Finn, Katherine Holt, Clare Casey, Natalia Khosla, Page Redding, Kaia Tammen, Julia Baird, and Max Davis, '12

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

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 18 film festivals to date, including the Toronto Independent Film Festival, the Milwaukee Women's Film Festival, and the Miami Independent Film Festival. It has also won five awards, including two for best director. The film also recently screened at the indie theater Anthology Film Archives in New York as part of the film series NewFilmmakers New York. I now work as a freelance writer in New York; I currently have a film review column with FF2 Media and am writing for an upcoming astrology app. I plan to move to Los Angeles in October to pursue writing for TV.”

2013 Class Representatives
Sarah Curci
sarahcurci@gmail.com

Amartya Das
amartya.das78@gmail.com

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

2014 Class Representatives
Lillian Eckstein
leckstei@bowdoin.edu
773-548-7390
Boluwatife (Bolu) Johnson
bolu.johnson0@gmail.com
708-351-8473

Class of 2015: Interested in volunteering to serve as your class representative? Email the Office of Alumni Relations and Development at labnotes@ucls.uchicago.edu.

Class of 2016: Interested in volunteering to serve as your class representative? Email the Office of Alumni Relations and Development at labnotes@ucls.uchicago.edu.

2017 Class Representative
Jonathan Lipman
jlipman500@gmail.com

Obituaries

Faculty & Staff

Regina A. Starzl, an anchor of the Laboratory Schools faculty for 34 years, died peacefully in August. Originally from Newfoundland, she emigrated to Iowa after the war. She attended Westmar College and earned her MA in education from the University of North Iowa. She devoted her professional career to teaching and counseling. Her Lab tenure began in the Lower School in 1970. She supported a generation of students at U-High through the '80s and '90s and came full-circle to retire from the Nursery School in 2003. As a senior teacher and counselor she contributed across the spectrum of academic and extracurricular activities, nurturing the students and families of the Laboratory Schools with a vigorous mind, a kind heart, a patient ear and a generous spirit. She was a prolific writer, an adventurous traveler, a lifelong dancer. A large circle of family, friends, neighbors, and colleagues will miss her dearly. She is survived by her daughters, a granddaughter, and great-grandchildren.

Alumni

Fred Solomon, '51, class president, lost his battle against failing health and died in November. Class of 1951 representative, **Lynn Manaster Alperin**, shared, “To the end, he retained his zest for life, his compassionate concern for others, his never-ending intellectual curiosity, and his delightful sense of humor. He is missed by many of us.”

Nancy Jacobson Engelsberg, '53, died on September 17, 2017. Writes **Cordelia “Corky” Dahlberg Benedict**, “Nancy was one of several who have held our class together over the decades with her yearly visits from her home in Rome. She usually flew from Italy to California, and then worked her way back east to New York or Boston, visiting classmates along the way. She also was the maestra of three amazing tours of Italy for her beloved classmates. A Fund for Music Education at the Laboratory Schools has been established in her honor. A remembrance of Nancy's life was held at the Hyde Park home of **Evelyn Lee** in November. Out-of-town classmates who flew to Chicago for the event included **Molly Moroney Cox** and Lynne Holt (**Chuck Holt**'s widow), **Dotty Hess Guyot**, and **Tom Rossby**. Chicago-based classmates who attended the event or got together with the out-of-towners that weekend included **Neil Adelman**, **Bill Domm**, **Tony Finder**, **Norm Goldring**, **Jean Gourfain Callahan**, **Bob Weisenek**, **Dave Zimmeroff**, and your correspondent, **Cordelia Dahlberg Benedict**. **Edan Unterman**, unable to come from New York, spoke with us by phone that evening and sent a wonderful remembrance of Nancy, titled ‘Nancy, La Diva.’”

Tom Sherrard, '60, died on November 2, 2017 from bladder cancer. He was surrounded by his very loving family, three children, three siblings and their spouses, and me. He and his wife, Sharron Sherrard, were married 40 years.

Arthur DeCosta Loewy, '60, died on December 2, 2017. Arthur was born and raised on the south side of Chicago. He earned a PhD in Anatomy from the University of Wisconsin–Madison. After starting at the Mayo Clinic, he spent the last 42 years as a professor of neuroscience at Washington University Medical School. He loved being a research scientist. His most notable accomplishment was discovering the anatomical basis of the fight or flight response. He did extensive research on brain functions, blood pressure, and sodium regulation. He published over 100 papers and mentored scores of medical students. Arthur was preceded in death by his wife, Arleen Loewy. He is survived by his son, Adam Loewy, a grandson, and his long-term girlfriend, Karen Frahm.

Ann K. McConnell, '63, died on January 2 in Seattle after a long illness, as reported by her husband, **Marc R. Cogan, '61**. The two met on her first day in the High School, the first day of his senior year there. They had a brief romance the following year while he attended the University of Chicago, then remained friends for a number of years, until drifting apart. Ann pursued a BA at Radcliffe College, where she celebrated her 50th class reunion at Harvard University this past May 2017. After graduating from Harvard, she studied for one year at Somerville College, Oxford. Subsequently, she earned a JD from Yale and taught law at the University of Miami School of Law, the Albany Law School, and the UCLA School of Law.

In 2007, decades after their last contact, Marc and Ann renewed their friendship by mail (writing more than 100 letters that summer, since Ann had retired to Stehekin, WA, where at the time, there was no internet access.) Having renewed their romance, they agreed to split their retirements: half the year in Paris, half in Stehekin. And so they lived in an urban paradise and a wilderness paradise, until Ann's deteriorating health forced them to move to Seattle. They were married in Stehekin on July 4, 2014.

Chinyelu (Chin) Coar, '88, died peacefully at home on Christmas Day 2017. He is survived by his daughter, Devyn Francesca; parents, David and Alfreda Bradley-Coar; mother, Betty Jones; his stepmother, brother, Kamau Coar and sisters, Andrea Monroe and Jamila Coar.

Marcel Ben Talangbayan, '90, concert pianist and professor of music, died unexpectedly at home of natural causes on January 7. After graduating from Ogden Elementary and Lab, Marcel studied piano performance, earning his bachelor of music from Northwestern; his master of music from Mannes School of Music (now part of The New School) in New York; and his doctor of musical arts from the University of Minnesota. He taught at Harold Washington College in the Humanities and Music Department and was working as a classical pianist (jazz, not so much).

He is survived by parents, Ruben Danilo Talangbayan and Evelyn Agtuca Talangbayan and a sister, Valerie Talangbayan Gardner.

Furniture designer

Doug Cohen, '60



Doug Cohen, '60, has spent his life thinking about something we all live with every day, but rarely give much thought or attention to: our furniture.

"A lot of people think it's mundane and it's not at the top of their shopping lists," he observes. "But we're trying to design something that's really comfortable and very stylish and long-lasting." Getting the combination of angles and fabrics right doesn't happen overnight. Usually, each item goes through three to five iterations before it's ready to become a part of someone's home.

Now president of Wrightwood Furniture in Chicago, Mr. Cohen worked for his family's furniture company, Douglas Furniture, until they sold the business in 2000. Wrightwood, a joint father-son effort, does things somewhat differently than many retailers. "Many businesses today like to say they manage their logistics," he says. "At Wrightwood we control the logistics."

He saw that customers wanted high-quality pieces for their homes that would express their individuality and stand the test of time—but not at exorbitant cost. To offer unique items more reasonably, they've cut out the middlemen and ship direct from factory to store. Removing warehousing, distribution, and all that extra trucking means they can pass those savings on to their

customers without sacrificing quality.

"Furniture is purchased for the long run. Some of the things we design and produce are generational, which means you could buy it and keep it 25 years, and then pass it down to your children," Mr. Cohen says. "It should last that long."

Over the decades, he's seen many trends come and go. He's noticed a resurgence of the mid-century modern look, industrial (think: Restoration Hardware), and modern furniture (think: CB2)

Removing warehousing, distribution, and all that extra trucking means they can pass those savings on to their customers without sacrificing quality.

His own home—a lot of antique pieces, some traditional, and some industrial—is in the "eclectic" style, according to his wife Carol Bergman Cohen, '63, whom he met in study hall at Lab when he was a U-High senior. "That was the best thing that happened to me. We've been married 51 years," he says.

In 1994, Mr. Cohen was honored with the City of Hope's Spirit of Life Award, in recognition of his philanthropy and community work. He serves on the Board of Jewish Community Centers and is co-chair (along with his wife) of the United States Holocaust Memorial Museum Midwestern Leadership Council.

Ultimately, he'd simply like to be remembered for being a really good person; or, as he put it, a *mensch*.

Creative consultant

Donna Sigal Gunther, '82



When Donna Sigal Gunther, '82, first visited California in 1987, she marveled at the variegated terrain and the spirit of living. That's when she and her husband began to sell vintage California memorabilia: surf culture, mid-century design, and Americana. Their lifestyle brand and creative consultancy, Surfing Cowboys, was one of the first that tapped the essence of California lifestyle.

The former fashion photographers started out buying for the home they'd always wanted. Ms. Gunther would

"Until we opened Surfing Cowboys, no one hung a surfboard in the house. They were in garages or museums. Our manner of mixing pieces helped to launch a new aesthetic."



incorporate their treasures as props in their shoots, and before long, everyone wanted to buy them.

"We were capturing people's imagination. Surfing Cowboys' motto 'Defenders of the California Dream' romances the California we could see when we squint," she says. "Surfing Cowboys isn't a literal statement, it's a state of being."

She began to combine icons of California culture with vintage items, creating a design genre that hadn't been encapsulated that way before. "Until we opened Surfing Cowboys, no one hung a surfboard in the house. They were in garages or museums. Our manner of mixing pieces helped to launch a new aesthetic," she says.

Since starting out, they've sold hundreds of thousands of items, including rare cultural icons such as personal pieces from the collection of Duke Kahanamoku—considered the father of modern-day surfing—and an original Steve McQueen jacket.

The ability to see what others aren't seeing and to move confidently into that space is one Ms. Gunther traces back to a pivotal moment at Lab. One day in Earl Bell's history class, he said that there was no black and white and everything was shades of grey. This moment helped form her manner of thinking and approaching life, by reminding her to continually develop her ability to take a wider view.

Recently, she and her husband decided to temporarily close the brick-and-mortar store to build out the brand, update their online store, and talk to potential partners. Staying relevant sometimes means stepping off the treadmill to reflect and plan, no matter how scary that pause can be.

"Find your truth, and don't be afraid to follow it. Or stand in it," she says. "Listen to yourself rather than follow the rules of convention. Don't be afraid to leap. Or be afraid, but leap anyway."

Transportation commissioner

Rebekah Scheinfeld, '93



Rebekah Scheinfeld understands what it takes to move millions of Chicagoans around the city every day. As the former chief planning officer and a senior VP of the Chicago Transit Authority, she helped support a transit system patronized by 1.5 million people daily. Now the commissioner of the Chicago Department of Transportation (CDOT), she oversees the construction and maintenance of everything in the city's public way.

"I love that I'm doing something that has a direct impact on people," says Ms. Scheinfeld, '93. "But there's more out there than we have bandwidth to get to. That's the hardest thing: You can never rest on your laurels."

Keeping up with 4,600 miles of city streets, 376 bridges and viaducts, over 26,000 intersections with nearly 3,000 traffic signals, 15,000 bike racks, and 600,000 potholes a year involves overseeing a combined annual capital and operating budget in excess of \$600 million and managing a team 1,400 strong.

One of her favorite projects has been improving access to the city's waterways, such as extending the downtown Riverwalk to create a continuous 1.25 mile recreational space from the lakefront to Lake Street.

"In my career, I've faced countless situations when I was in uncharted territory, where no road map existed for how to make a decision. Lab gave me the confidence to navigate those situations, and this has contributed

to my professional success," she says.

She drew on those confidence reserves when, as the new CDOT Commissioner in 2014, the Polar Vortex plummeted Chicago into a record low of -16F. The dramatic temperature fluctuations and amount of snowfall created an unprecedented pothole problem for the city—and a press conference problem for Ms. Scheinfeld, who had little prior experience with public speaking or TV and radio interviews.

She jumped in and never looked back.

One of her favorite projects has been improving access to the city's waterways, such as extending the downtown Riverwalk.

"It takes a lot of sweat equity to work with the public and private sectors to get over all the hurdles that pop up to make these projects a reality," she says, "and I want to be remembered for making it happen."

Amazon robotics manager

Tina Lakinger, '98



Shortly after Tina Lakinger arrived at Amazon, her boss asked her if she'd take on a weird project. But there was a problem: there didn't seem to be a way to make it actually happen.

"Because I'm too stupid to know it's impossible, I said yes," jokes Ms. Lakinger, '98, now a product line manager at Amazon Robotics.

The task was to add voice search on the Amazon mobile app, accessed through a microphone icon in the search bar. What would normally be straightforward became unendingly complex, thanks to Amazon being the "Everything Store." She had to figure out how to model just about anything anyone could want to order.

Ms. Lakinger needed data, lots of it. She bought a bunch of phones, handed them out asking warehouse employees—eminently familiar with the products—to speak into the phones things they'd bought or wanted to buy.

It went live, on time, in 2014. "That was my baby, that little button," she adds, and it was just the sort of problem she likes to tackle.

Now, her mandate isn't only to figure out how to shave three cents off a bottle of shampoo. It's also to help the robots—which physically retrieve items off the warehouse shelves—do their jobs better, and to improve the systems for their human counterparts:

by making the entire process faster, easier, safer and healthier.

To tussle with these large, systemic issues she draws on diverse skills that include those used by historians, such as working with primary sources and different perspectives. Data sources, like historical documents, can have a certain bias due to what they contain, what they leave out, and how the data was collected. Just like with history, she needs to contend with survey bias in a critical fashion.

"Before coming to Lab, I had been taught history by

"At Lab, history was treated as a story, understanding themes and overarching implications. This was incredibly useful for developing my ability to string together narratives in a professional context."

memorizing dates and spitting them back out in test format. That's a terrible way to teach history," she says. "At Lab, history was treated as a story, understanding themes and overarching implications. This was incredibly useful for developing my ability to string together narratives in a professional context."

She is passionate about a broad education. "That's the foundation of being able to think critically and to solve problems," she says. "You can get this at Lab."



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