

LabLife

the magazine for alumni, parents, and friends of the University of Chicago Laboratory Schools
Spring 2017



LabLife

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FROM INTERIM DIRECTOR
BETH HARRIS

Exploration and celebration

This year has reminded me why I, like so many of you, am passionate about Lab.

Dear friends,

I am honored to have the opportunity to remain in my role as interim director as the search process for the next head of Lab continues. Since starting in this role last July, I have grown to better know our people, and in the course of doing so I have deepened my appreciation for how much this community cares about the Schools and the education of our children.

Ours is a community of which we are justifiably proud. We continue to spark and cultivate a love of ideas in our students and to encourage a desire to learn about, and respect, one another. These values are deeply embedded in our fabric and they underpin the very rich tapestry that shapes our students' educational experience.

By remaining focused on those things that unite us as a community, we are better able to build on our strengths and to celebrate the remarkable accomplishments that unfold in this very special place.

Students are creating and performing as never before.

> In the new Sherry Lansing Theater, the U-High drama program has had the opportunity to dive deeper with programming in student directing as well as musical and technical theatre. Likewise, Middle Schoolers are delving into musicals—most recently: *The Sound of Music*. And new space has spurred student interest. Now three different clubs—Improv, Glee, and Theatre—are making use of the MS Drama Studio.

> Primary students are operating full-size sewing machines in their Creation Station makerspace. One class sewed “breathing buddies”—small bean bags that that kids use when practicing mindfulness with breathing exercises such as “belly breathing.”

> And fifth graders shared their research at the annual Fifth Grade Science Conference, an all-grade poster session at which

young scientists presented the results of experiments in controlled trials that each had dreamt up.

We are exploring the diversity of ideas that both grounds—and amplifies—critical thinking.

> In March, Lab hosted 29 young Teach for America educators and welcomed the group from Hiroshima University that hosted three of our faculty members last summer.

> Nationally-known interfaith leader Eboo Patel spent the day at Lab speaking to adults and working with students.

> And Lab music teachers continue a collaboration with two British filmmakers; they are helping to develop the educational tools to support a PBS documentary, *America Epic*, about record companies and recordings that democratized music in the 1920s.

We are celebrating.


> People packed Kovler Gym and fan buses to cheer the boys basketball team as they advanced to Regionals for the fifth time in the past seven years.

> Students, faculty, staff, and alumni all turned out to celebrate security guard Mike Cephus upon his retirement.

> And nearly 400 parents, faculty, and staff had a ball at the first ever Dewey Dance ... many in 80s costumes and many doing *Thriller* dance moves!

This year has reminded me why I, like so many of you, am passionate about Lab. I look forward to another year of exploration and celebration with everyone in our community.

Thank you for all of your support and effort on behalf of Lab.


Beth A. Harris



Beth A. Harris to remain as interim director



In February, University of Chicago Executive Vice President David Fithian and Lab Board Chair David Kistenbroker announced that Lab would extend the search process for the next director of the Schools, and that Beth A. Harris would continue as interim director until the next director takes office.

As Messrs. Fithian and Kistenbroker wrote in an email to the Lab community, “we now find ourselves on a more typical timeline for searches of this type and may therefore attract candidates for whom a July 2017 start was not possible. While it is difficult to predict the cadence of the search going forward, it may be possible to identify, select, and announce the next director in early fall for a July 2018 start.”

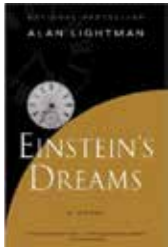
Ms. Harris, took over as interim director in July 2016. She served as University

vice president and general counsel for 13 of her 30 years at UChicago. During a portion of that time, she was the individual at the University with oversight of Lab. Ms. Harris served on the Laboratory Schools Board from 2002 through 2015 and all three of her children are Lab graduates.

Says Ms. Harris, “I look forward to continuing to work with our families, faculty, staff, and students so that when the next director is welcomed into our halls, she or he will arrive at a school that is focused on its mission, united by shared values, vibrant, and ready to continue Lab’s distinguished tradition of remarkable teaching and learning.”

Recommended reading

English teacher Darlene McCampbell recommends *Einstein's Dreams*, by Alan Lightman



A professor of physics and creative writing at MIT, Alan Lightman authored *Einstein's Dreams*. This is a short novel, really a collection of stories, with different chapters envisioning different theories of time. Time goes backwards, time stands still, time moves in a circle. There are interludes of Einstein in Switzerland working in the patent office, dreaming these different visions of time. It's sheer poetry, simple language with



haunting images of unutterable beauty. It's a tantalizing little book with big ideas. I've read chapters aloud to "Stars and Dust," my High School story-writing class, that captivate both the science kids and the literary kids. I've just read a chapter to a class at Cook County Jail that led to a most moving conversation about why we would—or wouldn't—wish for our most precious moments in life to last forever. (The class in the jail is part of a program developed by Debra Gittler, '98. Her organization, ConTextos, is a nonprofit teacher-training and literacy program in El Salvador. She has brought their efforts to

combat violence through literacy to Chicago.) Reading aloud to little kids is natural. They're sprawled on the carpet of the library, comfortably entering other worlds. But big kids, including adults, hunger for such moments as well. It's not only that there's a bit of respite from busy lives, but a reminder of why we read, why we study great literature in the first place. There's the sheer joy of entering another world and the challenge to what we already believe. There's the invitation to reflect on our own lives. This book is about time and about the life that for us is inevitably fleeting. *Einstein's Dreams* will enchant you and puzzle you. Time will seem suspended while reading this lovely little book.

I've just read a chapter to a class at Cook County Jail that led to a most moving conversation about why we would—or wouldn't—wish for our most precious moments in life to last forever.

FROM THE SYLLABI

Across Lab students are talking about standing up for their beliefs. Librarian **Lee McClain** pulled together a collection at the Lim Family Library that celebrates people who've taken a stand. She included some fiction titles about kids defending each other in social situations as an age-appropriate way of introducing the concept of social justice to young children. "As I created the list and pulled the books, I was pleased to discover that many were already checked out!"



The Case for Loving: The Fight for Interracial Marriage
Selina Alko



We March
Shane W. Evans



Brave Girl: Clara and the Shirtwaist Makers' Strike of 1909
Michelle Markel



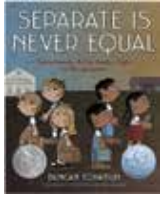
Martin & Mahalia: His Words, Her Song
Andrea Davis Pinkney



The Smallest Girl in the Smallest Grade
Justin Roberts



Elizabeth Leads the Way: Elizabeth Cady Stanton and the Right to Vote
Tanya Lee Stone



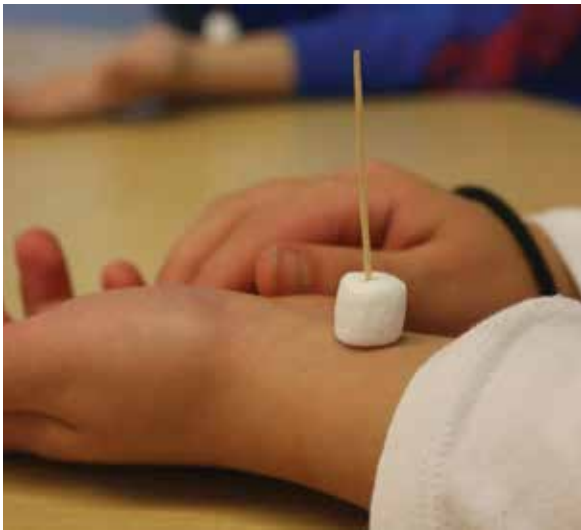
Separate Is Never Equal: Sylvia Mendez and Her Family's Fight for Desegregation
Duncan Tonatiuh



Malala, a Brave Girl from Pakistan/Iqbal, a Brave Boy from Pakistan
Jeanette Winter

What is a human being?

Parent MDs help kids tackle complex anatomy and grossly, entertainingly, simulate complex bodily functions



Check your pulse with a marshmallow. Memorize the parts of a cell by singing a rap song. Build a model of a cell with Jell-O™ (cytoplasm), dried apricot (nucleus), raspberries (mitochondria). **Lauryn Marinho** and **Grace Bissonnette's** second-graders studied the human body and its systems with professional guidance and a series of hands-on activities. Physician/parent Mary Wyers talked about the skeleton and shared x-rays and MRIs. (Ever seen a

The children built three-foot tall digestive tracts using, among other things, plastic bags (mouth and stomach), plastic tubing (esophagus), and panty hose (small and large intestines).

key in a stomach?) Kids made stethoscopes using rubber tubing and funnels and fashioned lungs and diaphragms with plastic cups and balloons. After each part of the ten-week unit, students wrote in their digital blogs about what they learned

and included a photograph that they had taken with their iPads. The pièce de résistance came courtesy of Dr. Wyers' husband, Dr. Stephen Wyers, and yet a third physician/parent, Kapuluru Reddy, who gave the young anatomists a tour of the digestive system, explaining why humans burp, fart, pee, and poop. Then, working in small groups, the children built three-foot tall digestive tracts using, among other things, plastic bags (mouth and stomach), plastic tubing (esophagus), and panty hose (small and large intestines). The students squished graham crackers, bananas, and raisins through the tract, adding some saliva (water), gastric juice (orange juice), bile (green food coloring), and enzymes (yellow food coloring) throughout the process—until the messy end.



Dedication to diversity

MLK activities make history more relatable to Labbies



The celebration of Dr. Martin Luther King's birthday is an annual event at Lab, but one that is expanding in scope and depth as students explore issues of social justice, diversity and equality in age-appropriate ways.

“Social justice has been a long-standing part of the Lab curriculum,” says nursery teacher **David Kaleta**.

“Nursery- and kindergarten-aged children are beginning to have an increased interest in “fair” and “unfair” and how those concepts pertain to their daily lives.” After reading several books telling Rosa Parks’s story, the children in his class acted it out. “In each telling we gave every actor a chance to be part of the bus boycott and protest the laws that they thought were unfair.”

Older students attended a one-woman play, *The MLK Project: The Fight for Civil Rights*, in Gordon Parks

Assembly Hall. Produced through the Writers Theatre the show, which weaves together real interviews, poetry, hip-hop, history and multimedia, follows the story of a 14 year-old-girl as she learns the stories of both celebrated and unsung Chicago-based Civil Rights activists. And assemblies featured guest speakers including:

> Poet Quraysh Ali Lansana, author of *A Gift from Greensboro*, who talked to ESH children about friendship and the civil rights movement

> Author/activist Timuel Black, AM'54, who spoke at the Lower School assembly

> Thomas C. Holt, the UChicago James Westfall Thompson professor of American and African American History (and a Lab parent), who spoke to U-Highers

Coordinator of Diversity, Equity, and Inclusion **Ken Garcia-Gonzales** says he plans to find more ways to get students involved, either in discussions or spearheading community service projects. “When it comes to our core principles of respect around diversity and difference, it’s about who we are going to be as people.”

Lab alumnus and parent of two graduates, **Allen Musikantow, '58**, confirms the lore around one specimen in the Lab taxidermy collection: "I can tell you the fish story is true. My son, Josh (Class of 2001), caught a hammerhead shark in Key West while we were on a family vacation, and in a weak moment I agreed to have it mounted in a full body method. It was seven feet long, but did not look so large until it arrived back in Chicago and was moved to the upper bunk of my son's bed. The next morning he requested the fish be removed to its next home: the science department at U-High."



Fishy fact

What's the scale for measuring fluffiness?

A conference of scientists—
fifth grade scientists



Dropping a ball is easy but how do you drop a ball without your hand? That's harder and that's the type of problem at the core of the unit that culminates in the fifth grade science conference.

“It’s not a science fair,” emphasizes fifth-grade science teacher **Jeff Maharry**. Science fairs involve adults judging children. Instead, Mr. Maharry wants his students to have a true meeting of peers, sharing research, and discussing their work like adult scientists do. No scores, no awards. “Parents are invited as a bonus.”

Modeled after higher education poster sessions, what Mr. Mahary began seven years ago as a small, in-class effort, now involves all 140 fifth graders taking over the cafeteria for a night to present their research to their fellow fifth-grade scientists. "The best projects require

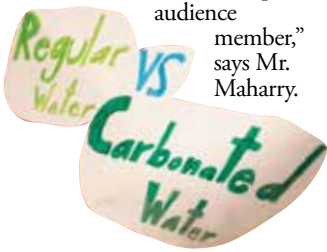
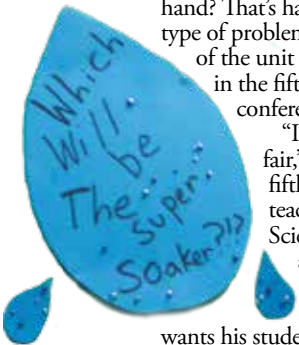
a little engineering and a little ingenuity," says Mr. Maharry. "There is creativity when you figure out how to measure something that's not normally measured." He describes the student who had to develop a numerical color scale to determine whether she could slow the process of an avocado going brown. And dropping something without one's hand being a variable? Kids built tripods and containers where the bottom falls away.

In addition to the formal lessons of science—the methods and data collection and conclusions—the students also learn independence. Normally class experiments are conducted in groups. But for this project, each student is responsible for their own experimental design, execution, and presentation. They assist one another, helping to run trials or proofread, but each student is the lead researcher. “That safety net of having teammates to rely on goes

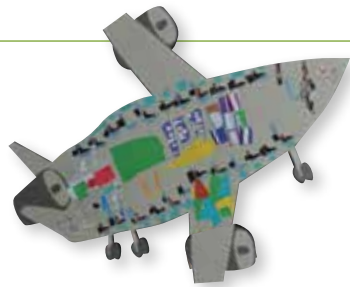
away," says Mr. Maharry. Some students find that independence nerve-racking while others find it freeing. The kids also need to fail. "We call the process getting your experiment to move from fantasy to reality."

The entire project takes about five weeks, starting with the students identifying a topic on which they could run a controlled experiment. After the class goes through a sort of peer review, giving each other feedback on proposals kids conduct their experiments, record their results, prepare a poster board, practice their presentations in class, and learn what it “means to be a helpful audience

member," says Mr. Maharry.



Oops! It's airplanes



Child-centered learning spurs teachers to change direction



Nursery School teachers **Dave Kaleta** and **Amy Tomaszewski** started the school year with skyscrapers on the brain. “Each year Dave and I sit down and think about how to set up our classroom to provoke thoughts, interests, questions, and creativity,” Ms. Tomaszewski says. “This year we decided to put up skyscrapers and skylines with the hope of sparking interest and conversations about cities and community.”

The students arrived and set to work exploring the classroom’s LEGO center—Mr. Kaleta is a LEGO artist in his spare time and incorporates his passion for the medium into his teaching. But rather than building skyscrapers, as the teachers thought they might, the kids started gravitating toward building airports and playing with toy airplanes. In keeping with the Reggio Emilia philosophy of child-directed

learning, Mr. Kaleta and Ms. Tomaszewski embraced the opportunity to follow the children’s interest: they changed course and shifted their focus to airplanes.

Moving forward, the class explored the topic from all angles, from reading books about aviators to making their own planes—big and small—out of cardboard, paper, and blocks. One highlight was a trip to the Museum of Science and Industry, where the kids got to design their own airplanes and test-ride on a flight simulator; teachers and students alike also enjoyed experimenting with a wind tunnel in the learning lab to see which everyday objects could fly.

“What I love about teaching this age is that we might have an idea in mind of where we want to go, but it’s really up to the kids to show us where they’re going,” Mr. Kaleta reflects. “What I love most

about coming to school every day is that I don’t know what’s going to happen.”

Giving the students a chance to lead the way is a cornerstone of how the duo approaches teaching. “By listening and following their lead we hope to foster a community of respect and responsibility in our classroom,” Ms. Tomaszewski says. “We want them to know that what they think and have to say is building the foundation of who we are as a classroom community.”

Mr. Kaleta notes that he and Ms. Tomaszewski didn’t start out the year as “experts on airplanes”—instead, they embraced the unknown and found themselves learning alongside the students. Together, they all developed new insights into the world of aviation. Delving so deep into one particular topic gave the kids a chance “to feel

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empowered and competent,” Ms. Tomaszewski says.

“There’s so much that they don’t know yet when they come in to any classroom at any age,” Mr. Kaleta adds. “What we always like is for them to feel like they’re experts on something.”

SPORTS

SPRING HIGHLIGHTS 2017



TIA POLITE

DANCE TROUPE

Seniors **Danielle Garcia**, **Alexis Porter**, and **Tamera Carter** captained this year’s squad, performing at basketball contests and school events.



JAMEEL ALAUSA

BOYS BASKETBALL

Finished the season with a 19-5 record, winning their 5th Regional Championship in the past seven years and winning the ISL Championship with a perfect 12-0 record. Senior **Jameel Alausa** was named 1st team Illinois Basketball Coaches Association, All-City Honorable Mention, and ISL Co-player of the Year. Named All-Conference were seniors **Oliver Maciak** and **Nick Telman** and junior **Christian Brookens**.

GIRLS BASKETBALL

Finished their season with a 13-9 record winning the 2A Regional Championship for the second time in school history. Juniors **Tia Polite** and **Roxanne Nesbitt** were named ISL All-Conference.

FENCING

Four students medaled at the Great Lakes Conference and Illinois State Championships: seniors **Danny Kim** (saber) 3rd place at Great Lakes and top 8 at State; **Janine Liu** (saber) 3rd place in both Great Lakes and State; **Athena Chien** (foil) 7th place at Great Lakes and 3rd in State; and junior **Clemente Figueroa** (foil) 3rd place in State.

INDOOR TRACK AND FIELD

Three seniors qualified to compete in the Illinois Indoor State Championships in Bloomington: **Chavon Hussey** qualified in high jump. **Lillia Wilson** and **Charlie Marks** both qualified in the 60m and 200m dash. Both finished ninth (of 23 runners) in the 200m, and in the 60m Lillia finished 12th and Charlie 18th. Charlie also finished 9th in the 400m dash.



EAMONN KEENAN

SQUASH

In its third year as a varsity sport the team had a record interest with 32 students on the team. Former pro **Mark Heather** joined Peter Wendt to coach the Maroons. The Maroons recorded wins over Lake Forest High School, Lake Forest Academy, and Latin in match competition held at Metrosquash.

BOYS SWIMMING

Senior **Eamonn Keenan** finished 12th in the state in 200m IM, earning the first team point in 65 years. He set six school records this season: 200m free, 200m IM, 100m free, 500m free, 100m back, and 100m breaststroke. Keenan now holds nine of the 11 swim records, making him the most accomplished swimmer in Lab’s history.



EAMONN KEENAN, HORACE SHEW, MITCH WALKER, SONNY LEE



LILLIA WILSON

Working out the bugs

Primary Schoolers get a jump start on coding and computational thinking



It's not surprising that Lab educators are being proactive in arming their students with advanced technology skills. But what may surprise some is that today's Labbies are taking computer programming classes and learning to code as early as first grade.

"These kids are still learning their left from right, and here they are programming," says computer science teacher **Lisa Harrison**.

A 20-year veteran of the Laboratory Schools, Ms. Harrison—who wrote the proposal to pilot the use of iPads in the classroom—has always been an advocate for using technology as a learning tool. Now, she teaches computer science in second grade and introduces technology across curricula.

Her second-graders are currently learning to code using colorful "bee-bots," miniature robots shaped like

bees which accept directional codes such as up, down, left, and right. As queen bee in this scenario, Ms. Harrison gives instructions for the kids to program into their bee-bots. The end goal is a dance party of sorts with all of the robots performing a 25-step choreographed number. Once programming is completed, Ms. Harrison will start the music and the bees should start moving in synch. However, she concedes that success isn't always the desired situation.

"Kids learn how to problem solve through the bugs. So when one goes left instead of right, it opens the door for conversation about what went wrong. Analytically, 'Did the program work the way we wanted it to, and how do we fix it?'" Ms. Harrison says.

Ms. Harrison is always looking for opportunities to support teaching and learning.

"There are lots of ways of working computational thinking, like sequencing and problem solving, into any subject," she says. "I see real value in teaching these concepts and connections when students are young."

She's a firm believer that this approach is a great fit for Lab's mission. "It's all about persistence and collaboration. We can show that technology can be a tool for kids to

create, not just consume."



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Grand slam

Middle School's first poet-in-residence helps students break new ground



Adam Gottlieb was leading a poetry workshop in one of Lab's seventh-grade humanities classes when one student wrote a poem about having long hair.

In ten minutes," Mr. Gottlieb says, "he wrote this fierce, amazing poem where he claimed his identity in a really nuanced way. I thought that was very mature and brave for a seventh grader."

The student subsequently read the poem at Lab's Diversity Day. Middle School Humanities teacher **Peggy Doyle** described it and the other poems students have written under Mr. Gottlieb's guidance as "really phenomenal. People were weeping."

This year, Mr. Gottlieb worked with Middle School classes as Lab's first teaching poet-in-residence. While his classes are grounded in his spoken-word poetry performance background and his work with Young

Chicago Authors, he also works individually with teachers to make sure his work supports their lesson plans. With Ms. Doyle's class, he did a workshop on civil disobedience, tying it to Romantic ideals.

For a seventh-grade unit on identity, he led a discussion of Gene Luen Yang's graphic novel *American Born Chinese* and drew from the Young Chicago Authors curriculum, "What It's Like to Be (Me)." For an eighth-grade unit on the idea of America, they read Langston Hughes' poem, "Let America Be America Again," leading to a lengthy discussion right after the November election.

Both Ms. Doyle and Mr. Gottlieb are pleased to see the collaboration extend to next year. "He's very soft-spoken and kind," Ms. Doyle says, "and a really insightful young man to whom the kids respond very positively."

Emeritus retirement



This spring, NK teacher **Maureen Ellis** will pack up her classroom for the last time after 29 years at Lab. When asked what she will miss the most, she answers without hesitation.

"The kids," Ms. Ellis says. "At this age, they are just starting to figure everything out, and their enthusiasm is energizing."

Ms. Ellis began her 45-year career in early childhood education at the University of Illinois—Chicago's first-ever daycare center, where she ultimately became the director. When she joined Lab's faculty in 1987, she was thrilled by the autonomy Lab affords their teachers. "I enjoy the freedom to get to know my students and build my curriculum in a way I feel will benefit them the most," she says.

Post-retirement, she and her husband plan to move to

the East Coast to be near their five young grandchildren. "I want to be more present in their lives," she says. "I want to be close to them while they are young." Lucky them.

"I enjoy the freedom to get to know my students and build my curriculum in a way I feel will benefit them the most," she says.

The Bluest Eye

Sophomore English teachers assign novel that nudges students out of their comfort zone



TEACHER KIRSTEN WILLIAMS



For some, the thought of helping high school students navigate Toni Morrison's *The Bluest Eye*—a complex novel infused with tough racial and ethical issues—might be too challenging to even consider. Not so for the Laboratory Schools' sophomore English teachers. Summed up by educator **Mark Krewatch**, "The big question about the book," he says, "is not whether we would do it again, but whether we could find another book that has those social issues." He explains that the teachers considered a number of factors in selecting Morrison's text: "personal experience among department members,

thematics for the year ('home' and 'identity'), diversity, language patterns, and subtext that lend themselves to close analysis, length, etc."

The Bluest Eye, a story about an African American girl growing up during the Great Depression, offers a frank and often bleak exploration of race and self-esteem. Mr. Krewatch and teachers **Kirstin Williams**, **Colin Rennert May**, and **Ian Taylor** are measuring success by student conversation.

"We at times used close analysis of text and language pattern as a more objective entry point to talk about the book's difficult content, which naturally lends itself to broader social discussions," explains Mr. Krewatch. "The richness of the text, I think, can lend some comfort to those discussions—looking at technique is something ideally any student can feel

comfortable tackling, even if they are queasy about the content. But then hopefully we can use that momentum to get to those harder discussions—and have those discussions be better informed."

Students also looked carefully at and reflected upon Morrison's foreword, says Mr. Krewatch, "where she addresses her desire that her characters—as awful as some of their actions might be—should be sympathetic, but not pitiable. She talks about how she made the novel purposefully difficult to create distance between reader and character."

But not between teacher and learner.

Outdoor classroom planned for Fall 2017



A long-held hope for Lab educators will be realized when the planned outdoor classroom is completed by Fall 2017.

What used to be "Pebbles," the kindergarten playground adjacent to Kovler Gym, will now serve as a natural space for instruction at all grade levels. The classroom will feature a pond and a stream and be surrounded by "living walls" to create a sense of immersion in the natural world.

The classroom will feature a pond and a stream and be surrounded by "living walls" to create a sense of immersion in the natural world.

Recognizing the multidisciplinary nature of the project, teachers from across subject areas have been involved in the planning. Art classes might use the space to gather inspiration for drawing and photography, while science courses might take the opportunity to get a hands-on look at different life cycles.

"We live in a big city, so giving kids as many opportunities as possible to be up close and deeply connected with the natural world is really important," notes Lower School Principal **Sylvie Anglin**.

In addition to connecting students with nature, Ms. Anglin hopes the outdoor classroom will connect students with each other. "The more we look for ways to connect our kids, the smaller the feel of the community."

The chemistry of the Mark Plotkin | Muriel Rosenthal Alumni Speaker Series



HOWARD-JOHN WESLEY, '90

At the third annual Mark Plotkin | Muriel Rosenthal Alumni Speaker event for U-High students, Lab had the honor of hearing from the Reverend **Howard-John Wesley, '90**, pastor of the historic Alfred Street Baptist Church in Alexandria, Virginia, where the Obamas can be found in the pews. Pastor Wesley won the NAACP Chairman's Image Award in 2016 for his commitment to social justice and several of his sermons are housed in the Smithsonian's National Museum of African American History and Culture faith-based collection. But here at Lab, he spoke with the empathy of someone who understood the experience of our students, and he described how his own life was rooted in what he learned at Lab.

He brought teacher **Darlene McCampbell** to tears as he thanked her for helping him find his calling and write his first sermon. His route took a twist through bio- and electrical-engineering degrees and a turn at medical school before he decided to become the fourth generation of men in his family to serve as a Baptist preacher. When asked whether we lived in a "bubble" at Lab and in the University community, he explained that the Lab "bubble" he experienced in high school is the way he wished the world would be.

"The students who heard him speak in October were so impressed with his talk that they still reference that assembly and his message to this day," wrote High School Dean of Students **Ana Campos** as she announced that a student committee had chosen Mr. Wesley as this year's U-High commencement speaker.

The series is made possible through the generosity of **Mark Plotkin, '64**, in honor of his mother, who insisted he attend the Laboratory Schools. "There is a special chemistry that happens between students and alumni when they have the opportunity to exchange ideas," says Director of Alumni Relations **Jeremiah Stevens**, "They share a common understanding of culture, purpose, and place that creates a palpable trust and respect."

>> IF YOU, OR SOMEONE YOU KNOW, WOULD LIKE TO BE A PART OF A STUDENT-ALUMNI CONVERSATION, PLEASE CONTACT LAB'S OFFICE OF ALUMNI RELATIONS, ALUMNI@UCLS.UCHICAGO.EDU, TO BE INCLUDED ON A LIST OF POTENTIAL SPEAKERS.

Lab students work with the Obama Foundation to explore architectural planning



The Barack Obama Presidential Library won't open for a few more years, but art teacher **Gina Alicea** is already getting her students involved.

In 2015, when the Obama Foundation announced that the library would be located on the South Side, Ms. Alicea was set to teach architecture to fourth-graders. She typically started the unit with a tour of downtown Chicago and a comparative study of Hyde Park's Victorian- and Prairie-style architecture. But the Obama Library presented a new opportunity to get the kids engaged with local architecture.

The Obama Foundation proved receptive to the idea of working with Ms. Alicea's class and sent some of their staff to Lab to meet with the students. Together, they brainstormed

a list of the different ways the library might serve the local community, and from there, the kids set to work devising and modeling building designs that might serve those functions.

The unit was a hit with the fourth-graders and the Obama Foundation alike, so Ms. Alicea decided to give it another go with her eighth-grade class this year.



Once again, the students have been working with the Obama Foundation staff to make sure form follows function in their designs—and this group is “taking it even further,” Ms. Alicea says. While the fourth-graders' ideas tended toward the fantastical (think swimming pools and helicopter pads), the eighth-graders have been taking a more practical approach: their concepts have



included an outdoor space for community members to congregate and a round auditorium echoing the one in Gordon Parks Arts Hall.

Ms. Alicea also hopes they'll gain something a little more abstract from their experience: “That their creative expression is important. That their creative voice is important. That they, too, can be involved in this community project.”

Ms. Alicea sees the Obama Library unit as an extension of Lab's broader philosophy, “which is to learn by doing, and be involved in the environment around you,” she reflects.



“Dewey's philosophy is to involve the curiosity of the

Concepts have included an outdoor space for community members to congregate and a round auditorium echoing the one in Gordon Parks Arts Hall.

children,” she continues. “To help the students tie in to those curiosities, and to help them further develop their ideas, is the Dewey way. Not to read about it, but to actually do it.”

U-High's advanced Computer Science courses

Hands-on and getting young people out into the tech world



Eight years ago, Lab became one of the first schools in the country to have a high school requirement in computer science. Now, more than 200 students are learning how to code and build computers from scratch.

“The main goal is to demystify technology,” says Computer Science teacher **Marty Billingsley, '77**. “What happens when you use your phone to take a picture and upload it to Instagram? How do you represent numbers, images, sound, and movies with wires and hardware?”

A pair of advanced courses allow U-Highers to push further into both the software and the hardware aspects of CS. AP Computer Science is an intensive programming class, and in Computer Architecture kids build an entire computer

system from the ground up—they design the core pieces of hardware that perform actions on data, build circuits, write software, and build the operating system.

One student, **Helena Abney-McPeck**, was recently announced as a National Runner Up for the Aspirations in Computing Award for high school girls, and others (**Jonathan Lipman, Wanqi Zhu, Alex Gajewski, and Ashwin Aggerwal**) were selected as “Facebook's Favorite” at a programming competition at the University of Illinois—Urbana-Champaign, where they were the *only* high school students participating.

Advanced students have received any number of other accolades, from winning programming hackathons (while going head-to-head

Advanced students have received any number of accolades, from winning programming hackathons (while going head-to-head with college students), to being recognized in national competitions for high school girls.

with college students), to being recognized in national competitions for high school girls.

Alumni from these advanced classes have gone on to work for Google, Facebook, Microsoft, Uber, and Amazon.

“These companies are changing the face of how we use technology,” says Ms. Billingsley. “We didn't teach them everything, but we gave them the preparation they needed to go out into the industry.”

Argonne adventure



Along with teacher **Zachary Hund, SM'11, PhD'15**, 26 Advanced Topic Chemistry students visited Argonne National Laboratory, which grew out of the University of Chicago's work on the Manhattan Project in the

1940s. There they heard from Mark Rivers, director of UChicago's Center for Advanced Radiation Sources, toured the Advanced Photon Source labs, and visited the Center for Nanoscale Materials.

Hull-House and fiber art help illustrate the immigrant experience



In February, the Jane Addams Hull-House Museum provided a serendipitous educational experience for **Naadia Owens'** junior and senior students. Ms. Owens, who teaches African American and US History at U-High, took 23 of her students on a tour of the museums' permanent exhibits: The Hull-Home, where Addams and the other settlement residents lived, and the former Residents' Dining Hall.

At Lab, the students had just begun a unit on immigration history, covering the Progressive Era, social reform, and of course Jane Addams herself. Some of the ideas they investigated were, in Ms. Owens' words, the "push and pull factors—things that make people leave a place and come to a place. Over time and across groups, pull factors tend to be similar, such as work and economics."

The students considered Chicago's immigration boom in the late 19th and early 20th centuries, when the exponential population growth created "issues that occur [in a city] when you don't have time to plan," says Ms. Owens. The students looked at the city's changing demographics and how Addams and Hull-House alleviated some of those problems and enriched the lives of the people they served. After watching a video on Hull-House's work and its importance to Chicago, the group toured the buildings, including Addams' personal quarters and demographic maps she created. They talked about the institution's ethnographic work with West Side communities, the vestiges of the larger organization (now gone), and its legacy. The students especially enjoyed seeing Addams' actual bedroom and learning what an immigrant coming



to the building would have experienced.

It was a temporary exhibit of fiber arts, however, that unexpectedly galvanized the students' imagination and brought home the lessons they had been learning. Artist Aram Han Sifuentes' "US Citizenship Test Samplers"—fabric panels embroidered with portions of the test—resonated with the students, sparking a lively discussion of the meaning of citizenship, the requirements placed upon immigrants seeking it, and what they could do to help those struggling with the cost of taking the exam.

Learning African American history through music



In February two fourth-grade classes went on a musical genre journey. Studying gospel, rock 'n roll, R&B, hip hop, jazz, disco, funk, soul, and house, they prepared for a trip to the DuSable Museum to see a live band bring the music to life.

Students in Joseph Kearney and Erin McCarthy's classes selected the genres and each student researched two musicians in one genre—Aretha Franklin, Prince, The Temptations, The Roots, and Common, among others. After writing biographies about the musicians' lives and influences, the students created posters with QR codes that linked iPads to audio of the music.

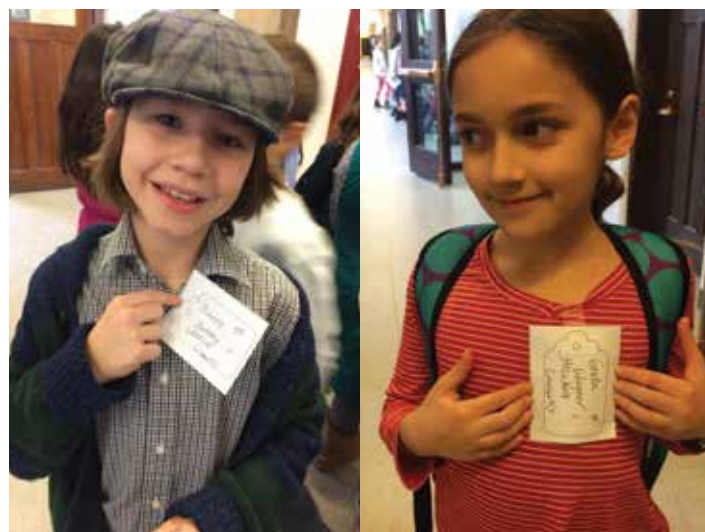
"It's about exposure. It opened up their awareness of the influences of what they're listening to today," says Mr. Kearney, mentioning that they now know something they heard in a Kanye West

song was sampled from Ray Charles. At the DuSable, students were treated to everything from African songs to spirituals, 60s soul to Motown—all the while dancing, singing, and asking questions.

"It was a success. I was giving out pencils for Valentine's Day and gave the kids an option of a regular Valentine's pencil or a Black History pencil," says Mr. Kearney. "They all wanted the Black History ones."

Each student researched two musicians in one genre, then wrote biographies about the musicians' lives and influences.

Blaine Hall becomes Ellis Island



To help their students understand the experiences of early 20th-century American immigrants, third-grade teachers **Ginger Phillips** and **Debby Davis** immersed their students in a simulation project.

Each student was assigned an immigrant profile from that time period. They made preparations for their characters' trip to Ellis Island, including deciding what to pack, saying goodbye to friends and family, and cooking hardback to eat on their long journey.

Each simulation session had a variety of possible outcomes, and the students wrote journal entries—in character—for each scenario. They also researched their own family histories and created family immigration presentations for their classmates and parents.

"The students took their characters very seriously," Ms. Davis says. "They loved acting out their roles. We hope that, in conversations about the current experiences of immigrants and refugees in the United States, that the students will remember [the simulation experience] and have compassion and speak out against injustice," Ms. Davis adds.

Behind the Scenes

THE POWER OF TEAMWORK

Ted Ratliff is valuable on the ball field, in the classroom, and in the community



If you visit Earl Shapiro Hall's playground during recess, you won't find second-grade teacher **Ted Ratliff** quietly supervising from the sidelines. A Frontier League Championship pitcher and UChicago baseball coach, Mr. Ratliff prefers to jump right into the action, organizing games and laughing along with "Team 227" (named for their room number at Lab).

"Recess is a great opportunity for me to connect with my students and build on their teamwork skills," Mr. Ratliff explains. "Plus—I want recess! I want to play, too!" he adds with a laugh.

Mr. Ratliff radiates enthusiasm as he talks about his two greatest passions: teaching and baseball. He pitched for Boston College, where he earned his BS in human development and MS in developmental and educational psychology. He also earned an MS in special education from Northern Illinois University and taught at Hyde Park Day School,

a not-for-profit school for children with learning disabilities. New to Lab this year, Mr. Ratliff had to adjust to students who are achieving at a higher level, but he feels that his special education skills have been not only applicable, but extremely beneficial.

"I don't go into cruise control because the kids here are academically successful," Mr. Ratliff says. "In special education, we were always challenging students to perform at a higher level. I use those same skills at Lab to help my students reach their fullest potential."



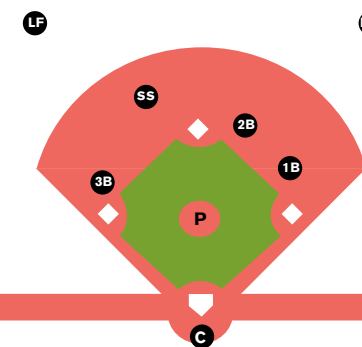
He doesn't go into cruise control on the baseball field, either. In 2008, he helped take the Windy City Thunderbolts to the Frontier League Championship. Now, he coaches at UChicago in the spring before hitting the road with professional leagues in the summer.

"Baseball gives me a way to connect with the kids. Sometimes I'll show them pictures of me playing or show

them my championship ring as a precursor to a conversation ... and also because I find if they think I'm a cool guy, they are more eager to please," he adds with a laugh.

A firm believer in giving back to the community, Mr. Ratliff develops and implements ACT/SAT prep programming for the Chicago White Sox's Amateur City Elite (ACE) program, which engages Chicago's inner-city youth by using baseball as a learning tool. He also volunteers at Lakeview's

"Recess is a great opportunity for me to connect with my students and build on their teamwork skills," Mr. Ratliff explains. "Plus—I want recess! I want to play, too!"



Dignity Diner, which serves a wholesome meal to 40–60 Chicagoans in need every Tuesday. One evening, he brought his students along to help out.

"I think it's important for kids to be able to identify poverty and to know what they can do to help," says Mr. Ratliff. "They did an amazing job."

This spring, Mr. Ratliff, his students, and their parents will host a potluck cookout at a UChicago baseball game. After the game, the kids are free to run out on the field and mingle with the players.

"Interacting with the players is a great way for my students to begin to understand that they are part of a larger academic community," Mr. Ratliff says. "Besides, I can't think of a more appropriate place for Team 227 to celebrate an amazing school year than a baseball game."

deweydance

SATURDAY, MARCH 4, 2017

URNS OUT, THERE'S PASSION FOR A PARTY AT LAB. Now that Connections, Lab's gala fundraiser, takes place only every other year, a group of parents spearheaded what became the Dewey Dance. More than 500 parents, faculty, staff, and alumni turned out for this casual 80s-style gym dance, many in period attire (think Madonna, Run DMC, Salt-N-Pepa, and John Hughes movies). The dance raised the roof and more than \$188,000 to purchase a new minibus (to transport students everywhere from soccer tournaments to band competitions) and to support the cost of new playground equipment. The party also appealed to a new crowd: more than half did not attend Connection last year—that's a thrill.



Andy Jessen, Philip Connell, and Tom Levinson

NEW SCHOOL RECORD: LARGEST GROUP OF PARENTS TO LEARN THE *THRILLER* DANCE TOGETHER



Chitra Nair



Lab Board Chair David Kistenbroker and Cynthia Heusing



Dewey Dance Co-chairs: Veronica Votpkka, Beebe Roh, and Neethi Pinto



Michael Lee and Cathy Lee



Thriller dance lesson



Jay Nacu



Meggan Friedman and Sam Valenzisi



Dewey Dance parent committee



Angela Cobb and James Smith



The University of Chicago
Laboratory Schools
High School Journalism

U-High's new wave journalism

With a new educator and new technologies, U-High's tradition of top-notch journalism evolves

By Michael Rubin



**FREEDOM OF
RELIGION**

**FREEDOM OF
SPEECH**

**FREEDOM OF THE
PRESS**

**FREEDOM OF
ASSEMBLY**

**FREEDOM TO
PETITION**

**“WE HAVE A
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THAT REALLY
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WHERE THE
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UNDERSTANDS
THAT JOURNALISM
PLAYS A ROLE
IN ADVANCING
KNOWLEDGE,”
MR. AIMONE SAYS.**

It's 9:35 p.m. on a Monday night and a Facebook post congratulating a student athlete on placing at state has just received 100 likes, reaching over 1,400 people.

Students have used Facebook to communicate and connect with one another for years, but in 2015, the *U-High Midway* joined the social media sphere. Besides this expansion, the *Midway* has undergone extreme institutional changes sparked by one of the newer additions to the Lab faculty, journalism teacher Logan Aimone.

Prior coming to Lab, Mr. Aimone worked for School Newspapers Online and had led the National Scholastic Press Association. He spent the first ten years of his career in his native Washington state teaching high school journalism, where his students earned top national honors for newspaper, website, and yearbook. He co-wrote two journalism textbooks and has received state and national awards for teaching, advising, and free expression.

Paige Fishman, senior and an editor-in-chief of the *U-Highlights* yearbook, believes that Mr. Aimone's arrival in the Lab community has allowed her to channel her voice as a journalist and really look at the publication with a new vision.

"I think he understands that with technology on the rise, journalism is constantly changing. His teaching really changes with the technology and he lets us, the editors-in-chief, have a lot of freedom," Paige says.

Bringing an individualized style of teaching to the table, Mr. Aimone has fostered a sense of responsibility among his students that they feel is unique to Lab's journalism classes. Mr. Aimone continues to demonstrate an emphasis on a personalized teaching approach, which allows each student to find their own journalistic voice.

"It's easy to have a lot of great ideas about the yearbook and what it should

look like," Paige says, "but Mr. Aimone really gives us the tangible tools needed to achieve our goals."

These "tangible tools" include a new online portal that allows students to create yearbook pages with the latest Adobe InDesign and Photoshop software from anywhere they have a connection to the Internet. Additionally, both the *Midway* and *U-Highlights* staffs take advantage of Google Drive and a workflow management website as new modes of communication and work organization.



And just as Mr. Aimone has trusted U-High journalists to take a more authoritative role on their respective staffs, students have trusted him as a mentor and confidant.

"After the election this year, I went into the office to work on my pages and he came into the back and just asked me how I was, and we had a really honest conversation about the election," arts editor for the *U-High Midway* newspaper Natalie Glick says. "I truly felt that I had an ally and a person who I could come talk to about these issues. I walked away from the conversation feeling comforted and empowered."

Marissa Martinez, a senior and a *Midway* editor-in-chief, started on the *Midway* staff with former adviser Wayne Brasler, a nationally recognized educator who spent more than 50 years teaching U-High journalism and is credited with creating the Schools' award-winning program. Marissa says journalism has

shaped her high school experience as a whole and led her to realize that a career in the field is on her horizon. Next year, Marissa will attend the Medill School of Journalism at Northwestern University, one of the most prestigious and competitive journalism programs in the country.

"Since day one, Mr. Brasler had been preparing me to write stories in the paper, and that level of seriousness pushed me to do better," Marissa says. "I really appreciate the amount of authority Mr.

Brasler and Mr. Aimone afforded us. They treated us like adults, they treated us like good journalists, like people with integrity, which I think is really important in the high school community."

Current U-High students only had a short time to learn from Mr. Brasler, who retired in 2015, but they have come to value and admire his incredible influence on their foundational journalism education.

"Mr. Brasler was a pillar of the U-High community in the eyes of a lot of people who have gone through this institution, and with that in mind, he had a very specific procedure that he followed for years, which worked really well," Paige says. "I think that from him, I learned a lot of the basics of writing copy, editing stories, and finding an angle."

Recognizable to any of Mr. Brasler's past students, his demand for excellence and his meticulous attention to detail were unparalleled among the U-High

A PUSH TOWARD A MORE STREAMLINED AND MODERN PAPER, PAIRED WITH THE MENTORSHIP OF MR. AIMONE AND THE LEGACY OF SUCCESS ESTABLISHED BY FIVE DECADES OF STUDENTS AND MR. BRASLER, HAS HELPED U-HIGH JOURNALISTS CONTINUE TO BE RECOGNIZED BY NATIONAL JOURNALISM ASSOCIATIONS AND ORGANIZATIONS.



faculty. Mr. Brasler ensured that his work ethic, passion for journalism, and emphasis on professionalism were ingrained in every one of his students.

"I think what he wanted to teach us was that journalism is a lot of hard work and once you go through all those processes, you can really get a product that you're proud of," Marissa says. "Besides teaching me the basics of interviewing, design, and writing different types of articles, he emphasized going after the story and writing it in the best possible form. He didn't settle for anything less than perfection."

After taking over Mr. Brasler's role, Mr. Aimone has continued a strong emphasis on pursuing high quality while bringing the paper into the modern age of journalism. Thus far, this includes an expansion of the *Midway* to have a growing Facebook presence.

"I think we are still evolving and that we have made great strides on social media," Mr. Aimone said. "The fact that we are closing in on a thousand 'likes' on our Facebook page for the *Midway*—where we post three times or so a week—shows that there's engagement there that the school seems to be embracing."

A push toward a more streamlined and modern paper, paired with the mentorship of Mr. Aimone and the legacy of success established by five decades of students and Mr. Brasler, has helped U-High journalists continue to be recognized by national journalism associations and organizations. *U-High Midway* staff members have earned top awards in Illinois and have placed high in national competitions. Two students were runners-up for Illinois Journalist of the Year: Michael Glick in 2015 and Marissa Martinez in 2017.

According to Mr. Aimone, the unique environment of Lab journalism has led to continued success.

"We have a culture here that really respects thought, reflection, and knowledge—where the community understands that journalism plays a role in advancing knowledge," Mr. Aimone says. "What the culture at Lab respects is not only dissent or debate, but really wanting to know things. That is definitely not something that happens at other schools. I don't think we have an adversarial role with the administration here. It's more of an understanding where the students and the community can learn from one another."

About student-author Michael Rubin



Michael, a junior, is an assistant editor for the *Midway* and has been a student at Lab since kindergarten. Outside of journalism, Michael is on the junior board for U-High's Model United Nations team, is a junior peer leader, and a Maroon Key Society ambassador. Michael is also involved in United Synagogue Youth, a conservative Jewish youth organization, for which he is chapter president this year. Michael's interests include political science, constitutional law, and international relations.

Despite all of these changes, Marissa believes that the paper's biggest strength is something that has remained constant throughout: disciplined, reliable journalism.

"The *Midway* is so unique because people trust and respect our opinions and our newsgathering skills," Marissa added. "Being in a position to create news for the students, the teachers, and the alumni is a really important skill to have. Being involved in the *Midway* means we are able to decide what the school needs and wants to know."

Humans of Lab

Eighth grade students start by really seeing their diverse community

by art teacher Sunny Neater-DuBow

Humans of Lab is inspired by Brandon Stanton's Humans of New York project. Upon arriving in New York, Stanton says that he was immediately impressed with the diversity of the city—which is similar to my own impression of Lab after arriving here three years ago.

Many of my eighth graders have been here since they were in Nursery School and may be lucky enough to take for granted the rich diversity that we have here, or they may feel that they kind of

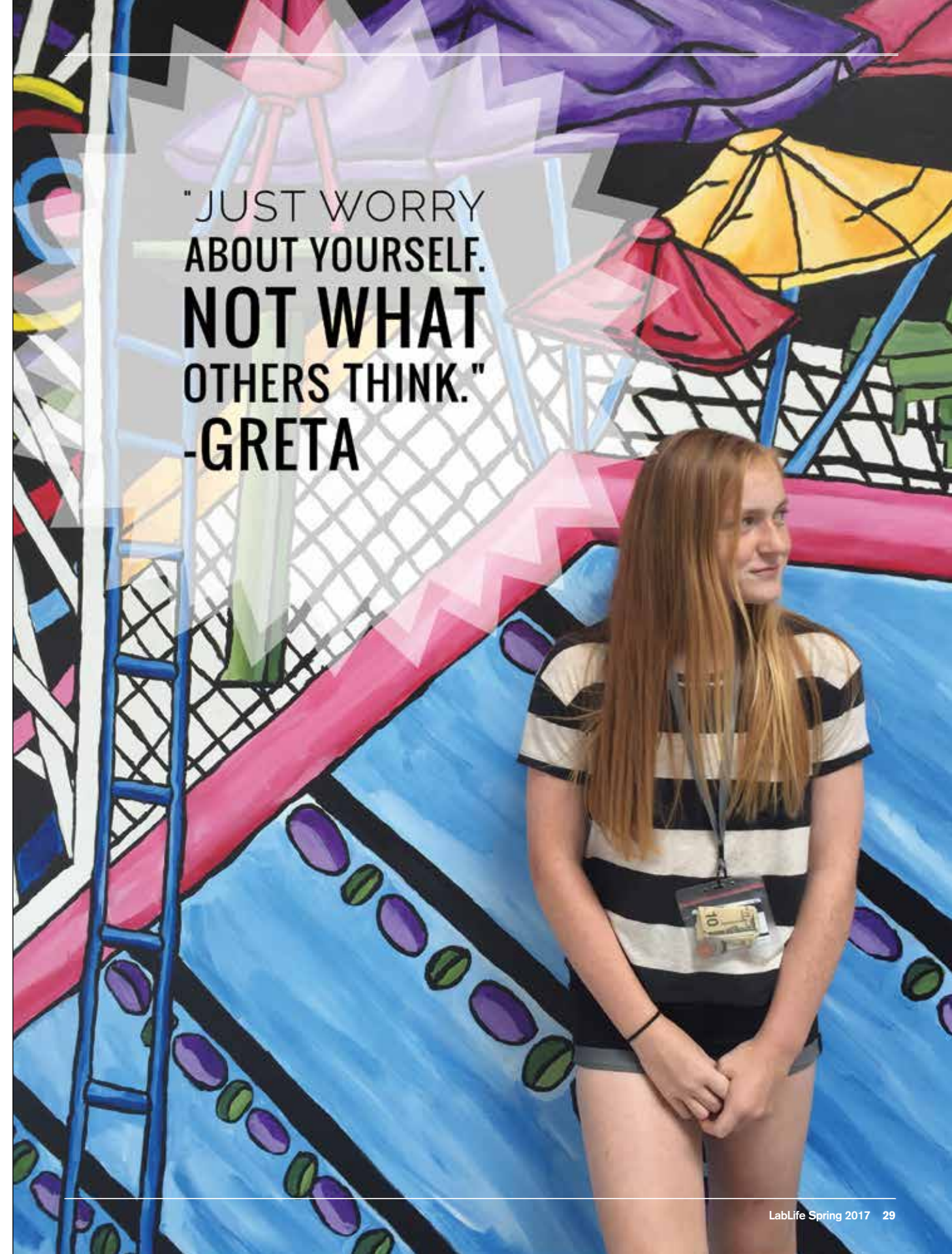
know everyone already. I wanted to create a project that would cause my students to look fresh at the diversity of our community and get to know the different members of our community in a new way.

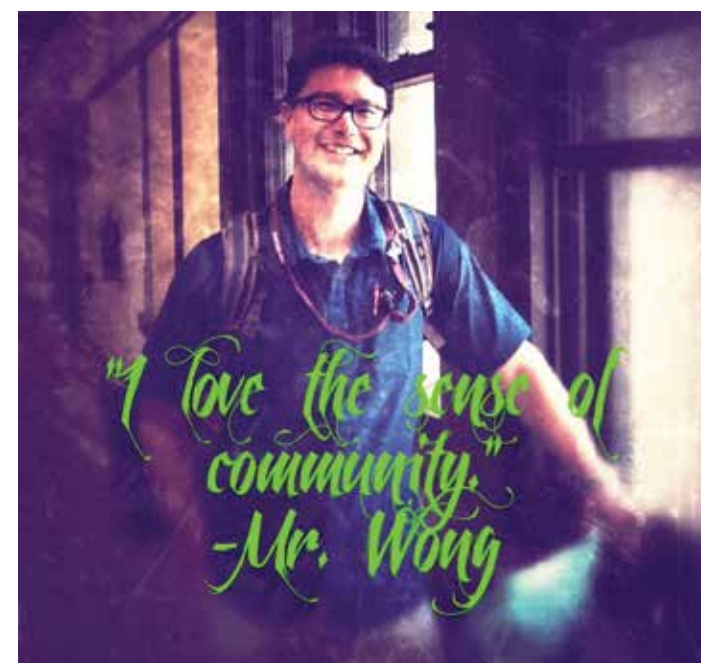
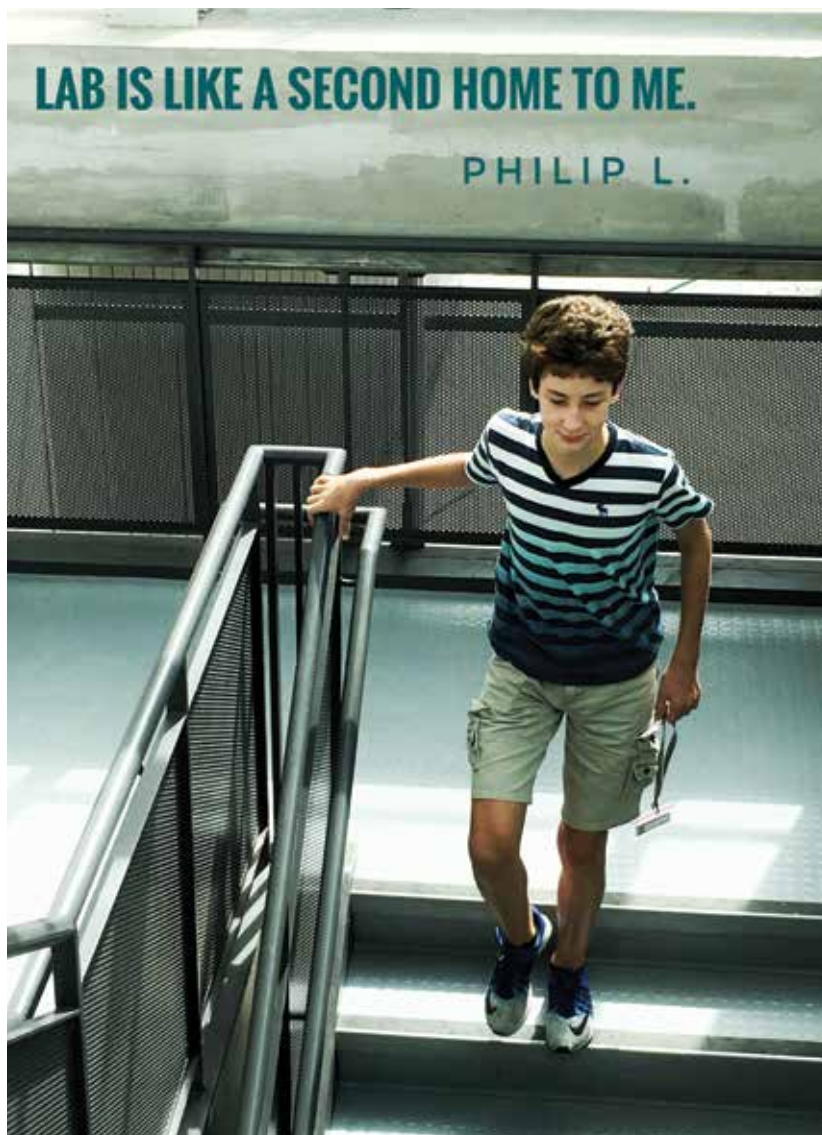
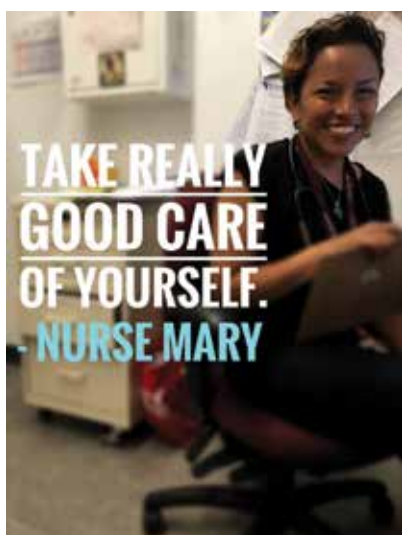
And so, like Brandon Stanton and his original quest to photograph the rich diversity of New York, my "Digital Media: Art on the iPad" students set out to photograph and better know the vibrancy and diversity that makes up the Lab community.

In addition to practicing their conversation and interviewing skills (and

getting up the courage to venture outside of their friend groups:) students learn how to go beyond the basic point-and-shoot features of the native camera app on the iPad to learn about technical aspects of exposure compensation, classical and non-traditional composition, and post-processing by layering a variety of apps. Students also learn how to record and edit their interviews and turn them into visual design elements.

The Humans of Lab installation is currently on display in the Gunvor Refetoff Gallery, first floor Belfield West.





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MAKES UP THE
LAB COMMUNITY.**



Lab was (or would have been) Nirvana for these honorees

FAR RIGHT: RAY LUBWAY, AB'50, AM'57, WHEN HE WAS A STUDENT AT THE COLLEGE

From the moment he could read, Jason Tyler's grandmother stressed to him the importance of education. She had a profound influence on both Jason, '89, and his sister, Jamie, '01. And in a way, because of her grandchildren, Myrtle Shumpert also had a profound influence on generations of the Lab community.

When Jamie enrolled at Lab, then Lower School Principal Beverly Biggs hired Ms. Shumpert as an administrative assistant. "For my grandmother, the Lower School Office was more of a home than simply a place to work. Being in the center of the school she adored was the highlight of her professional life," says Mr. Tyler. "For my mother, sister, and me the Lower School Suite is the perfect spot to honor this amazing woman who loved Lab's children and faculty so much." The plaque outside the office suite now bears her name.

Across Lab, dozens of classrooms and spaces are marked with a plaque honoring

someone special to the donor whose gift helped make the Lab+ Campaign a success. The generous gifts that allowed the building of Gordon Parks Arts Hall, Earl Shapiro Hall, and the Sherry Lansing Theater anchored the transformation of the Laboratory Schools campus, as did the many other gifts by people who also wished to commemorate an individual they felt shared Lab values.

Elizabeth Brown did not realize that Lab's journalism suite would bear the name of her husband, Howard Brown, '40, who died in 2011. "He learned the art of journalism at Lab," she says. "While he was a shy and modest man, having his name linked to an award-winning program would embarrass him—but secretly delight him!"

After Lab and two years at Andover, Mr. Brown went on to graduate from Princeton, the Columbia School of Journalism, and the business school at Western Reserve. He served as a foreign correspondent with the *Chicago Sun-Times* and the *Cleveland Plain Dealer*

before buying a controlling interest in the *Kenosha Evening News*. He served as publisher for the next 40 years, and became vitally involved in Kenosha civic life. A *Journal Sentinel* story about Mr. Brown said: "More than anything, Brown believed that good newspapers made for good communities. 'It is not a business at all,' Brown liked to say. 'Nor is it a way of life or even a philosophy. Newspapering, in short, is a delightful disease, the only cure for which is heavier doses of the same.'"

Honorees range from alumni to whole families to long-time employees. Current Lower School secretary Loretta Palmer worked alongside Ms. Shumpert for years and describes her as a "jewel." She, and many others, noted Ms. Shumpert's kindness which made the office a welcoming place for teachers and students alike. "I first met Myrtle in 1998. She was a humble yet spunky, beautiful, and very nice person," says Ms. Palmer. "Whenever I had a question or needed some advice, her wisdom took me to a higher level."



Says Primary School teacher Eli Johnson, "She was a role model for me as a woman in the world. She connected with people. She was unfazed by things. We get frenetic around here but Myrtle was a rock."

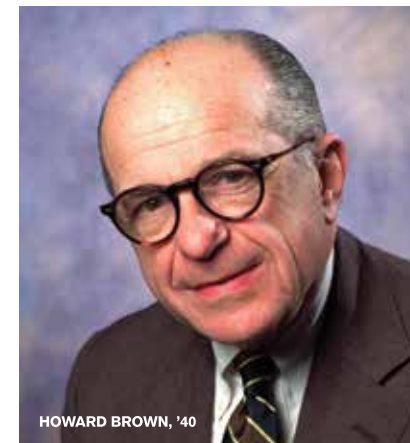
Ray Lubway, AB'50, AM'57, a Lab teacher from 1953 until his retirement in 1990 was well-known across campus and throughout Hyde Park for his baritone voice and acting skills. In 1963 he began a three year stint as the first principal of Lab's newly formed Middle School. He was known for encouraging his students to be more creative, lecturing and writing on the subject. One of his methods for helping students explore creativity was to have his them produce and appear in annual musicals.

Mr. Lubway, who died in 1995, sang and acted with the local Gilbert & Sullivan Opera Company, participated in the University's "Revels," and during the mid-1960s, hosted a children's TV show, "Read Me a Story," on WMAQ-Channel 5 on Sunday mornings. The program featured Mr. Lubway reading to a group of elementary school children and conducting a discussion.

"He was a master teacher in everything he undertook," said former Lab psychologist Burt Faldet at the time of Mr. Lubway's death, "He loved what he was doing and loved to see people learn and grow. . . . He loved his kids and wanted them to achieve freedom through self-discipline, an understanding for the need of order."

Interestingly, one will find names of people who never set foot in a Lab building. Peter Meerdink (outside a U-High biology lab) and Gertrude Jacobson (outside the home economics and sustainability classroom) have been honored by a relative who feels that "connecting these Midwestern educator/scientists to the best independent school in the country is a perfect way to celebrate their lives." Dr. Meerdink was born in 1919 on an Iowa farm. A gifted athlete

ACROSS LAB, DOZENS OF CLASSROOMS AND SPACES ARE MARKED WITH A PLAQUE HONORING SOMEONE SPECIAL TO THE DONOR WHOSE GIFT HELPED MAKE THE LAB+ CAMPAIGN A SUCCESS.



HOWARD BROWN, '40

in high school he declined the St. Louis Cardinals' invitation to try out as a pitcher in order to pursue his veterinary medical career. He established his practice in Henry County, Illinois (home to one of the world's largest swine populations!) where he focused on large animal medicine. When he retired from private



practice, the United State Department of Agriculture recruited him and he continued to work for another 20 years.

Gertrude Jacobson, the donor says, "was a woman ahead of her time." Born in 1918, she earned her bachelor's degree in 1940 from the University of Minnesota and began teaching home economics. Like many women of the time, she stopped working outside of the home when she got married. She returned to teaching when her husband died unexpectedly in a truck-train accident in 1950. To enhance her professional knowledge and skills Ms. Jacobson took a sabbatical during which she toured Europe to observe educational methods and curricula for possible adaptation with her students. Her classroom enrichments continued throughout her 30 year career until her retirement in 1980.

"They were Midwesterners to the tips of their shoes," is how these two professionals have been described. "And Lab would have been nirvana to them."



PETER MEERDINK

Taking action

Lab helps bring Syrian refugees
to Hyde Park

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

They came with just their suitcases—entire lives compressed into just a few bags.

After a couple frenzied months of raising money and gathering household items, the greater Hyde Park communities welcomed a family of Syrian refugees to Chicago. And Labbies participated at every stage.

On December 23, 2016, a welcome-wagon 15 people strong drove out to O'Hare International Airport. They had colorful signs saying things like "Welcome to Chicago" in Arabic, and balloons that needed no translation to understand.

The family—mom, dad, and three little girls—had traveled over 5,000 miles after living in Turkey for two and a half years.

Finally, they were home.

"It was an emotional experience for all of us. The family was so thankful, you could see the relief on their faces," said Lab parent Dorothy Pytel. "There were tears."

Ms. Pytel, a member of Hyde Park's Augustana Church, had been hearing more interest in mobilizing to assist refugees through the local interfaith council. When she learned her son's class was delving into the refugee crisis at Lab, she wondered if it was possible to bring a family to the neighborhood.

She reached out to RefugeeOne, a refugee resettlement agency in Chicago, which had previously been reluctant to bring families to Hyde Park. More expensive and far from Rogers Park, where RefugeeOne resettled other refugee families, the agency feared Hyde Park to be too isolated. But when another agency brought a family to the South Side, RefugeeOne proved willing to give Hyde Park a chance. The Hyde Park Refugee Project officially formed, with the Schools and a U-High student club among its contributing partners.

Lab students and teachers (along with many community members) were only too willing to step up, but they had to raise \$8,000 *and* furnish an apartment for a family of five. With just two months until deadline, they sprang into action.

Middle Schoolers decorated their classroom doors, inviting people to vote on the best one by putting dollars in jars. They raised \$879 toward apartment furnishings.

Lower School teachers Linda Weide, '77, Stephanie Mitzenmacher,

Lisa Sukenic, and Zack Ruelas received a grant from the Parents' Association to put toward this project. Ms. Weide and Mr. Ruelas bought supplies for students to make jewelry and winter accessories to sell. The earrings, necklaces, scarves, and hats sold at the Fall 2016 Holiday Bazaar brought in \$2,500. Ms. Mitzenmacher is going to use her part of the grant money to invite a Syrian refugee artist to help her students create art for the family. Ms. Sukenic and Ms. Mitzenmacher, along with third-grade teacher Jessica Palumbo, organized a clothes drive to help each family member build a wardrobe.

"I think that we have a sense that we are very privileged in our lives and in our school community, and we want to help others also do well in life," says Ms. Weide. "It feels good to be in a community of people who feel we can be agents of change."



LAB STUDENTS AND TEACHERS (ALONG WITH MANY COMMUNITY MEMBERS) WERE ONLY TOO WILLING TO STEP UP, BUT THEY HAD TO RAISE \$8,000 AND FURNISH AN APARTMENT FOR A FAMILY OF FIVE. WITH JUST TWO MONTHS UNTIL DEADLINE, THEY SPRANG INTO ACTION.

The remainder of the money came from direct donations to a special "Hyde Park Refugee Project" fundraising page added to RefugeeOne's website.

Lab Service Learning Coordinator Hannah Roche advised the U-High Refugee Club which took charge of collecting donated items from the Lab community: couch, coffee table, postage stamps, cleaning materials, toiletries, clothes, toys, beds, TV, dishware, blankets, towels, kitchen supplies. And a number of students joined other volunteers moving in furniture and setting up the home in anticipation of the family's arrival.

"I think the focus of a service learning program needs to be about



Members of the Lab and greater Hyde Park community with the newly arrived family

the relationships we're building in the community. It's a way to act on our mission of showing kindness and compassion to others," says Ms. Roche. Before coming to Lab, she volunteered in the Peace Corps and later worked for Heartland Alliance, another refugee resettlement office in Chicago—and she still mentors an Iraqi refugee family through their program. "It's really opened my eyes to the importance of connecting with people across divisions. It's too easy to make assumptions or generalizations about someone," says Ms. Roche.

Founded in January 2016 by then-sophomore Olivia Issa, the Refugee Club now has about 20 members. Created as a space to discuss and learn about the refugee crisis, the group hosts speakers and workshops. They've also taken action. Last year they assembled kits filled with toiletries and sanitary items for Medical Teams International, which delivered them to refugee camps in Greece.

Olivia became invested in learning more about the refugee crisis while visiting family in Lebanon. She noticed a tarp stretched down the side of the mountain behind her family's house, and it was only after she was back in Chicago

that she learned there had been Syrians living under the tarp who had nowhere else to go.

"It was amazing to me that, after having seen so many statistics and stories about Syrian refugees in the news, I had been so close to some of them," says Olivia. "Though we so often hear of Syrian refugees as statistics, we need to remember that they are people, just like the rest of us."

The club's biggest fundraising effort was for the Hyde Park Refugee Project. By hosting bake sales and selling goods at the Bazaar, the \$500 they and the Middle School Asian Students' Association raised paid to make sure the family had a fully stocked pantry and refrigerator waiting for them. Some students also helped prepare a dinner of stuffed grape leaves, salad, and cookies, so there would be a home-cooked meal ready as soon as they returned from the airport.

Bringing the family to Hyde Park was, in some ways, only the beginning of the journey. The new residents have a language to learn, bureaucracy to navigate, school to attend, and jobs to apply for. Many members of the Lab community, including Olivia, have

remained involved through mentoring and tutoring.

Lab librarian Susan Augustine has helped to organize everything from ESL training to managing the family's communications about doctor's appointments.

"It sort of snowballed. We became more and more involved," says Ms. Augustine. "We really like the family. They're kind, bright, easy going, and eager to learn. It's just a joy to work with them."

That joy recently doubled: in mid-February, the Hyde Park Refugee Project received a surprise call from RefugeeOne asking if they could be ready in a few days to accept a second family, friends of the first family. After a mad dash to outfit another apartment (in the same building), Hyde Park welcomed the new arrivals on February 22.

"The project exemplifies Deweyan learning by doing. By interacting with people whose lives have been impacted and shattered by the refugee crisis, you get a deeper knowledge of what it means when there's a conflict and lives are torn apart," says Ms. Pytel. "It's building the community at Lab in a new way."

1960

Built in 1960 and designed by architects Perkins+Will, U-High once opened onto Kenwood Mall under this cloistered walkway connecting Blaine and Belfield. It was transformed

into interior space in 1993, when Lab completed the Middle School addition (which explains why one can see bits of exterior wall enclosed in the Middle School staircase.)



Alumni notes

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

40s

EMERITUS ALUMNI REUNION
OCTOBER 13 –14, 2017

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

From your class representative: “The next reunion weekend is October 13–14. We hope that many of you—particularly those who live in Chicago—will decide to come. If you are interested in attending, please contact **Susie Stein, ’45** (steinsj@yahoo.com), or me as soon as possible. We welcome members of all Emeritus Alumni classes (1954 and earlier). We look forward to hearing from you.”

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

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

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

50s

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

From your class representative: “Jack and I are celebrating his semi-retirement with a Caribbean cruise. We in Galveston welcome the annual migration of the snowbirds.”

Marvin Goldsmith reports: “I am enjoying great winter weather in Florida, serving on the house committee for our country club with responsibility for advising on food, beverage, and facilities. I also enjoy text conversations with my oldest grandson who is studying in Stockholm and traveling to many different countries. I eagerly await the decisions of two other grandchildren as they choose their colleges this year.”

Art Koff writes, “The Koffs are in the southern Caribbean—St. Johns and Barbados—having a ball in perfect weather. We are also planning a Baltic cruise in August. Meanwhile, RetiredBrains is in the process of being acquired, and I will continue to contribute as well as write for MarketWatch.”

Ben Ravid writes, “I have delivered lectures regarding commemoration of the 500th year of the establishment of the Venice

ghetto. I spoke in Venice, Boston, and Cambridge, MA; New York City; and Washington, DC. I am finishing up other projects with more to report soon!”

Bobbe Press Wolf reports: “I just closed my amazing exhibition ‘Fifty Couples Over Fifty,’ which was shown at Three Crowns Park senior center in Evanston. During the installation, the small world got smaller when former Labbie **Judy Lieb Malkin** walked up and shyly asked if I was ‘Bobbe Press.’ We hugged and exchanged our short stories. For more about my exhibition, see <http://www.chicagotribune.com/suburbs/evanston/lifestyles/ct-evr-go-bobbe-wolf-tl-0223-20170222-story.html>.”

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

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

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

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

“This year’s solar eclipse, on August 21, will be quite special as it will be the first one visible from the United States since the 1970s. The path of totality—where you want to be—will run from the Oregon coast eastward, across the entire country, before heading out into the Atlantic Ocean. We will be watching the big show from

Riverton, WY. Another website, greatamericaneclipse.com, will give you all the information you’ll need to make viewing plans. Clear skies, always.”

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

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

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

60s

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

From your class representative: “Starting in late January, we had a number of classmate visitors with whom we swapped stories and shared memories. **Earl Silbar** and his wife, Sue Schulz, were here, and that always means great discussions about affairs, both national and international. Later, **Chuck Buben** and Colly Nichols and **Doug Kirkpatrick** and his wife Joanie were here at the same time—so of course we had a get together with all the Labbies we could round up. Doug and **Ian Dresner**, both MDs who hadn’t seen each other since



Ian Dresner, ’60, and Douglas Kirkpatrick, ’60, looked up mutual friends online while at dinner in Arizona

1960, found at least one person in common from their medical training days. **Ronnie Anson** and his wife, Susie, were here last week, and Ronnie’s incorrigible personality has only mellowed slightly with age, leaving Susie, my husband **Phil Leavitt**, and me rolling our eyes and laughing much of the time.”

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

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

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

1963 Class Representative
David Stameshkin
176 Treetops Drive
Lancaster, PA 17601
david.stameshkin@fandm.edu
717-341-5188

C.E. Steuart Dewar writes: “I had a very difficult 2015—my beautiful wife, JoBeth, finally lost a three-year fight with melanoma, which for a time looked like it had been beaten with advanced immunotherapy treatments. A few weeks after that my brother, **Robert Dewar, ’61**, was diagnosed with stage four colon cancer and he, too, passed away a few weeks later. Still, a few weeks after that, one of my best friends keeled over from a heart attack. Needless to say, I am glad 2015 is receding into the past.

“At the end of 2015, I donated the Dewar Wildlife Gorilla Facility to another organization, Project Chimps, which is retiring some 250+ chimpanzees that were at a medical research facility in Louisiana. It was just too difficult to keep it all going with the personal stresses I was facing, and this will actually be a far better use of the facility I built.

“Early in 2016, I bought a house south of Fredericksburg, TX, with gorgeous views and wonderful dark skies perfect for astronomy and astrophotography, which have always been main passions of mine. I joined the Fredericksburg Theater Company and we just finished a production of the British farce, *Noises Off*, where I had the role of Lloyd Dallas. I think still having my British accent helped in the auditions!

“I also connected recently with **Kim Mosley** in Austin, which I visit frequently as I have a stepdaughter who lives there. I dropped in to see him when his wife, Linda, was having an exhibition/sale of her pottery. “I am traveling to Burma for a couple of weeks with some of my Canadian cousins. My great uncle, Sir William Keith, was acting governor of Burma in the 1920s and my cousin’s great grandfather, Sir Harvey Adamson, was governor for many years in the previous decade, so we’re hoping to find some records of those times. Although with the passage of time, and the military takeover, there might not be much left.

“I still write Android software (Pimlical Advanced Calendar), but also enjoy having more time on my hands for astronomy, piano, and other interests. “Finally, I have two guestrooms always set to go, so if anyone finds themselves in Texas you are always most welcome to visit!”

1964 Class Representative
Robert Friedman
720 Appletree Lane
Deerfield, IL 60015
rfriedman@bensman.com
847-945-6933

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

From **Joe Belmont**: “With tickets at Wrigley hard to come by, a group of 12 classmates and a total of 21 people went to the Cubs game on September 24, not at Wrigley

Field but at Miller Park in nearby Milwaukee. With Miller Park’s ample parking and its retractable roof, a great time was had by all as the Cubs clinched the division that evening.”

From Jeremiah Stevens, director of alumni relations: “I had the pleasure of visiting Joe Belmont for a couple of hours a few days before he died. He was very happy to have seen so many of you and talked with even more of you last year as a part of organizing your 50th reunion. We have included an obituary at the end of LabNotes taken largely from his comments in the 50th reunion yearbook.”

“Joe asked me to make sure to find someone to take his place as class representative, who will be the ‘pain in the rear that you need to keep everyone in touch.’ We will have Joe in our hearts.”

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

1967 Class Representative
Barry S. Finkel
10314 South Oakley
Chicago, IL 60643
bsfinkel@att.net
773-445-4112

From your class representative: “Our 50th reunion is coming in October. If anyone wants to assist in the planning or help me find missing classmates, please contact me.”

1968 Class Representative
Richard Dworkin
Apartment 24
130 West 16th Street
New York, NY 10011
richard.dworkin@gmail.com
212-366-6636



Spike Kaplansky, ’71, visits Rob McNeill, ’71, in Washington, DC, for the Women’s March

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

Rob McNeill writes: “**Spike (Steven) Kaplansky** and his wife, Laura, visited us after marching together with 500,000 others on the National Mall in the Women’s March on Washington. We had a house full of marchers, including a few from Hyde Park.

“Spike and Laura have retired and are often found visiting their relatives around the country and in Toronto.

“I remain in the paid labor force as a professor at Georgetown University, teaching history and international affairs classes and writing. My latest is J.R. McNeill and Peter Engelke, *The Great Acceleration*. My wife **Julie Billingsley, ’75**, **Franny Billingsley**’s sister, continues her success as a triathlete and coach of other triathletes. Our eldest is a computer engineer in Connecticut, and the others are students at Yale, Georgetown, and Stanford, so we have an empty nest.

“I’ve been reading John Boyer’s *The University of Chicago: A History* and learned a good deal about fathers of various Lab families, including Bernard Meltzer, one of Ed Levi’s closest friends and advisers.”

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

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

From your class representative: “Our class has been conspicuously absent from LabLife for some time, so after some urging from



Bruce Uphaus during a surprise visit to my house last month, I have decided to do the honorable thing and become your class representative.

“I recently sent an email to those of you for whom I have an email address and was gratified to receive many replies. For those who did not hear from me, I urge you to contact me with your email address so I can include you in future electronic correspondence. I had optimistic intentions of sending a snail mail letter to everyone, but that has proven to be an evanescent project, rather reminiscent of my annual resolution to do an Ironman race.

“I live in Santa Cruz with my wife Barbara and daughters Emerald (Columbia, '17) and Marina (a junior in high school). Barbara and I moved to Santa Cruz from Madrid, Spain, where we met and were married. After a long career in software engineering, I now divide my time between flying, fiction writing, and hobby farming. I keep in touch with my extended family in the UK and the Caribbean and am planning a flying expedition to South America and the West Indies next year. In a most unlikely development I have become something of a ‘gym rat,’ and in tragic irony have discovered my athletic abilities too late to have benefitted our alma mater, for which I offer my profound apologies.

“I ran into **Martin Booker** at our 40th Princeton reunion last year. He is living in Milwaukee. **Bruce Uphaus** was in California for his sister Ellen's birthday and he informs me that he is still an active yachtsman, racing his sailboat in Austin, TX. He and I were partners in a wooden one-design sailboat racing with the Chicago Yacht Club in the 1980s.

“This year marks our 45th milestone reunion from U-High and the Alumni Relations & Development Office has planned

activities for October 13–14. Please come and celebrate, but, even more importantly, volunteer to help organize our reunion! If anyone has ideas for making our 45th reunion a memorable event, please do step up and get in touch with me and/or the alumni office.”

Diane Weil Burkom writes: “I retired about two years ago from almost 30 years in public health research to spend more time with my six grandchildren, ages 2–9, all of whom live close to me. I keep busy with volunteer work when I am not needed to babysit, giving time to the Maryland Zoo in Baltimore, my synagogue, the local chapter of Brandeis National Committee, and a program to provide weekend food to homeless children in Baltimore. Since my husband is still working, our vacation time is limited, but we have been to Amsterdam, Copenhagen, and the Canadian Rockies recently and plan to tour Nova Scotia this summer. We will celebrate our 42nd wedding anniversary this August. I hope you hear from other classmates and can share with all what everyone has been doing for the past 45 years!”

Jim Johnston writes: “My wife, Mary, and I met my junior year at Princeton. She graduated from Bryn Mawr. We married in 1979, the year I graduated, and we moved from New Jersey back to Chicago, where I got an MBA at Booth in 1981. We have lived in Lexington, MA, since 1992. When we arrived here, our six children were from 1–10 years old. Now they are from 25–35 years old. Two are living in New York City, and one each in Massachusetts, Utah, and Southern California. Three are married. One has two children. Our son David, born in 1987, died of leukemia at age 27 in 2015.

“Since 1986 I've been on my own as a management consultant, advisor to entrepreneurs, and part-time chief financial officer. My clients (over 150 of them in all) have been in software, life sciences, consumer-branded food, professional services, advanced materials, construction, and other areas. It's a good life, with lots of variety, learning, and fulfillment. Working with founders and entrepreneurs is my calling in life. My firm is called Johnston Co. I'm still working hard and enjoying it. “I've always participated actively

in The Church of Jesus Christ of Latter-day Saints (Mormon). From 1974–1976 I was a full-time missionary in Mexico. From 2001–2006 I was bishop of my congregation. I've also been a nursery leader, caring for children 18–24 months during Sunday school, a teacher of religion class to high school students, and many other roles. Currently I'm a leader in the Cambridge Stake, which is a grouping of congregations.

“My father died in 1999. He was on the UChicago faculty until he retired. My mother still lives in Hyde Park, half a block from where I grew up and three blocks from Lab. She is now 87. I enjoy returning to Chicago. My three siblings, **Jeff Johnston, '74**, **Mary Beth Johnston, '78**, and **David Johnston, '82**, all graduated from U-High and are in Utah, South Carolina, and Seattle. For five years our son worked for the University and lived in Hyde Park.

“Lab was great for me. I attended from Nursery School through 12th grade, except for 11th grade, when we lived in Boston for a year while my dad did a sabbatical at Harvard. At a Lab reunion five years ago or so, I chatted with **Darlene McCampbell**, my senior-year English teacher. She was still teaching! She was one of my favorites.

“We live near the Lexington Green, where the American Revolutionary War began early the morning of April 19, 1775. Each year the town re-enacts the Battle of Lexington. All Labbies are welcome to park on our lawn (between 5–6:00a.m.), walk to the Green for the re-enactment, and then join us for breakfast. We usually have about 150 people. It's a great time. The Boston Marathon is later the same day. See you soon, I hope!”

Linda Congreve Levin, writes: “I hosted our 40th reunion [dinner] in the party room of the building in which I live. There were about 14 classmates, and some came with their spouses. I'd be glad to host again. October is unpredictable, weather-wise, in the Windy City, but our party room has an adjacent roof deck which we can use.”

Pamela Richman writes: “I live with my husband, composer and pianist Sam Magrill, along

with our super-sized Pomeranian, Ruby. We both continue to perform regularly and teach at the University of Central Oklahoma in the School of Music. We still live in Edmond, OK, where, yes, sometimes we curse even the dirt for being so damn red! Sam and I enjoy traveling during our breaks from teaching, and in the last few years have begun to lead music appreciation study tours, most recently to Central Europe.

“I am a founding board member of Painted Sky Opera, a new professional opera company in Central Oklahoma. We just completed our first performance season—in the black!—and are now working on plans for next year.

“I also work for the Jewish Federation of Greater Oklahoma City where I continue to be the director of Camp Chaverim, a full-service day camp that runs for eight weeks every summer.

“Our two daughters are grown and have left Oklahoma, preferring to live on the coast rather than the heartland. Our elder daughter, Talia Magrill, lives in Los Angeles, where she works in the fashion industry. Our younger daughter, Mira Magrill, lives in New York, where she is making her living as a professional flutist.

“We are looking forward to a trip to New York in April for the premier of Sam's ‘Concerto for Flute and Orchestra,’ performed by Mira and the Chelsea Symphony.”

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

Erik Neumann reports: “I've been working on a website of physics simulations called myPhysicsLab. They are interactive, animated, real-time simulations that you can play like a video game. You can move objects with your mouse, or change the strength of gravity or stiffness of springs, etc. Please spread the word if you know people who are into math, physics, or computer science. I'm hoping to find teachers interested in using the website.

“Otherwise I'm living in Seattle and spending a lot of time playing cello—mostly classical chamber music but some jazz, too.”

1974 Class Representative
Dan Kohrman
3606 McKinley Street NW
Washington, DC 20015
dbkohrman@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

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

1978 Class Representative
Andrew G. Neal
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Chicago, IL 60614
andrew.neal@sbcglobal.net
773-348-6367

1979 Class Representatives
Karl Wright
13957 Davana Terrace
Sherman Oaks, CA 91423
karlt83@sbcglobal.net
818-981-2723

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

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



Jon Siegel, '80, Rhonda Gans, '80, former Lab classmate Randy Moss, and Anne-Bernadette Weiner, '80, at Alumni Pack-the-gym Night in January

80s
1980 Class Representative
Rhonda Gans
Apartment 112
440 North McClurg Court
Chicago, IL 60611
rygans@sbcglobal.net
312-645-0248

From your class representative: “A fun time was had by all for Pack the Gym night on January 17, showcasing the Lab Boys Varsity Basketball game vs. Latin. **Jon Siegel, Anne-Bernadette Weiner**, and I welcomed **Randy Moss** (Latin, '80) back to his former school to watch the game. Randy attended Lab from kindergarten through seventh grade, and made many memories with us. Once you are a part of our class, you are always part of our class! We caught up over homemade pizza and sodas and cheered U-High to a decisive victory. Plans were made to keep in touch. Looking forward to seeing more classmates in the near future!”

1981 Class Representative
Paul Robertson
Suite 1408B 8750 Georgia Avenue
Silver Spring, MD 20910
pjr4@georgetown.edu
301-588-3859

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

1983 Class Representative
Cheryl Buckingham
csamp2002@yahoo.com

1984 Class Representative
Susan Mack Taple
drsusantaple@gmail.com

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

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

1987 Class Representative
Barbara Harris
harriswoodard@gmail.com

Elizabeth Kieff , '91, led double-dutching at the Dewey Dance in March



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

1989 Class Representative
Mekeda Johnson-Brooks
7425 South Rhodes Avenue
Chicago, IL 60619
mekeda27@gmail.com
773-783-0445

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

From you class representative: “Gatherings at Lab always bring the opportunity to catch up with fellow Lab alumni, since many of us are now also Lab parents. At the Dewey Dance on March 4, I ran into **Renee Simon** in the coat check line. The dance was already in full swing, and many parents, faculty, and alumni were in full 1980s regalia.

“**Elizabeth Kieff** provided a total blast from the past by pulling out a clothesline mid-party. With the help of our spouses and a few innocent bystanders, we took over the Lower Kovler hallway and had turns jumping Double Dutch! It

Chase Chavin, '97 and Stefanie Chavin at the Dewey Dance in March



Timothy W. Wright, III, Julie Allen, Amber Stroud, '97, and Yvonne Faddis-Stroud at the Dewey Dance in March



was a wonderful flashback to those recesses in middle school when Double Dutch was a post-lunch regularity! So much fun!

“We are still working toward our 25th anniversary class gift so please contact the Office of Alumni Relations for donations or suggestions.”

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

1992 Class Representative
Shrunali Rai
shrunali@me.com

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

1994 Class Representative
Michelle Maffia Tarkowski
mamaffia@hotmail.com

1995 Class Representative
Dan Hartley
danielaaronhartley@gmail.com

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

Elena Arensman McPeak
elena.mcpeak@gmail.com

Top: Lauren Levine, Becky Levine, '03, Benji Derman, Marcus Sullivan; Middle: Josh Levine, '02, Susan Levine, Mike Levine, Daniel Levine, '10; Row: Hannah Levine, '00, and Ruby Levine



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

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

00s

2000 Class Representative
Tiago Pappas
3654 N. Lincoln
Chicago, IL 60613
tiago.pappas@gmail.com
773-435-0447

Stephanie Lentz writes, “It is so great to get back in touch with the Laboratory Schools! My husband Jon and I live in Milwaukee. I’ve spent the past seven years here working as a director in real estate investments for Northwestern Mutual. I really enjoy having the opportunity to combine my interest in real estate and urban development with the mission of supporting families plan for and achieve financial security. My husband and I enjoy exploring the many diverse neighborhoods of Milwaukee as well as the great outdoor landscapes Wisconsin has to offer. Our son James will be two in June and is busy keeping us on our toes. If you are visiting Milwaukee or have an interest in a career in real estate or investments, feel free to contact me at lentzst@gmail.com.”

Jon Bromley, James Bromley, and Stephanie (Lentz) Bromley, '00



Hannah Levine writes, “After working in finance in Chicago for over six years, I spent 18 months working for a food technology start-up in San Francisco before recently returning to Chicago. I’m enjoying spending more time with my partner Marcus Sullivan, our dog Ruby, my parents, my siblings **Josh Levine, '02, Becky Levine, '03, and Danny Levine, '10,** as well as reconnecting with Lab classmates. I hope to see many of you soon! I recently launched HRL Strategy, LLC and am learning a lot while consulting for several companies. After a 17-year hiatus from swimming, I decided to join a masters team and I’m loving the camaraderie, workouts, and competition. Please reach out if you’d like to learn more about masters swimming!”

2001 Class Representative
Greg Kohlhaugen
gkohlha@gmail.com

Johanna Budzilowicz produced a documentary, *Midsummer in Newtown*, with Tom Yellin and Braden Cleveland Bergan for The Documentary Group. In the wake of the Sandy Hook tragedy, the film explores the ‘power of art to assist in healing even the most profound grief’ and tells the stories of one grieving couple who honor their daughter through music and of a community of children who find their voice through a rock-pop version of *A Midsummer Night’s Dream*. The film was screened at the Gene Siskel Film Center in January and February.

15th CLASS REUNION/2002
OCTOBER 13 –14, 2017

2003 Class Representative
John Oxtoby
joxtoxy@gmail.com
2004 Class Representative
Marcelo Pappas
marcelopappas@gmail.com

2005 Class Representative
Mark Berberian
Apartment 3
850 West Diversey Parkway
Chicago, IL 60614
mark3@uchicago.edu
773-348-7233

10th CLASS REUNION/2007
OCTOBER 13 –14, 2017

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

2008 Class Representative
Victoria Rogers
victoriamrogers@gmail.com

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

10s

2010 Class Representative
Loren Kole
loren.kole@gmail.com

2011 Class Representative
Rachel Sylora
rachelsylora@gmail.com

5th CLASS REUNION/2012
OCTOBER 13 –14, 2017

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

2013 Class Representatives
Sarah Curci
sarahcurci@gmail.com

Amartya Das
amartya.das78@gmail.com

Michele Demaio writes, “I am taking the University of San Diego radio station that I run to a conference in New York where we are up for an award for best overall college radio station, online-only, for a university with 10,000 students or less. We are really excited about it!”

Kayla DeSouza writes, “I just released my first solo EP, ‘Walk Steady EP,’ on Spotify, iTunes, Amazon, and Google Play. I will also be entering the Master of Science in Leadership for Creative Enterprises program at Northwestern University this fall to further my career as a musician and arts administrator.”

Ben Meyer writes, “I’m currently serving as an AmeriCorps member for City Year in Washington, DC, in a first-grade classroom, supporting the students, the school, and my partner teacher.”

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

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

Obituaries

1940s

John Rheinstein, '45, AB'47, SM'57, died on January 10 in Bedford, MA, at the age of 86. He was born in Gardelegen, Germany, in 1930. His parents immigrated to the United States in 1933. In 1935, the family moved to Chicago, where John’s father taught at the University of Chicago Law School. There John attended the Laboratory Schools. After graduating from Dartmouth in 1951, John served as an officer in the Navy during the Korean War. He went on to obtain a master of science in physics from the University of Chicago in 1957. John joined the Systems Analysis Group of MIT Lincoln Laboratory’s Re-Entry Systems Program in 1960 where he was a major contributor to the development of ballistic missile defense technology until his retirement in 1990. He was also part of the Lincoln Laboratory team which served as scientific advisor to the US Army Missile Test Site at Kwajalein Atoll in the Marshall Islands for four years. In 1956, John married Mary Elizabeth (Betty) Jones. They lived in Lexington, MA, for 51 years until a final move to Carleton-Willard Village where Betty died of Alzheimer’s disease. He is survived by his wife, Eve Rheinstein; his children Bruce, Lilo, and Eric; and grandchildren.

1950s

Kathleen O’Farrell Rubin, '54, AB'65, died on February 17 in Camarillo, CA. After graduating from the University, Kay taught elementary school in Du Page County for more than 30 years. She enjoyed knitting for charity,

sewing, water aerobics, fitness, book clubs, bridge games, and attending classical music concerts and other cultural and social events with fellow retired teachers. Kay was preceded in death by her husband of 48 years, Mark M. Rubin. She is survived by a daughter, Susan, stepson, Jeffrey, stepdaughter, Kaila, her sister, **Ellen O’Farrell Leavitt, '60,** and her brother-in-law, **Phil Leavitt, '60.**

Geoffrey Garth Kennedy, '57, died on January 15 after a three-and-a-half-year battle with cancer. Geoffrey was born in Hyde Park to Carolyn Noreen Geisel Scott and Leonard Henry Greatwood. He graduated from Knox College—Galesburg, IL, with a major in philosophy and religion. He received his master’s in social work from Rutgers University and at Columbia University. Throughout his career he worked for New Jersey’s state child welfare agency, the Montclair West-Essex Guidance Center in New Jersey, and the Genesee County Community Mental Health Center in Child and Adolescent Services. He is survived by his wife, Evelyn Nida Blanford Kennedy. He is also survived by his first wife, Patricia, their daughters, and his grandchildren.

1960s

William S. Parsons, '63, died on December 23, 2016. Mr. Parsons earned a BA in history from Cornell College and an MA in teaching from the University of Wisconsin. He cofounded the Massachusetts-based Facing History and Ourselves National Foundation, a seminal and nationally-recognized teacher training program for middle

and high school students. He received national recognition for his leadership, passion, and commitment to teaching the lessons of genocide and the Holocaust and to recognize it was the result of individual and institutional choices. Bill retired in 2015 as Chief of Staff of the United States Holocaust Memorial Museum in Washington, DC, after 25 years of service. For 40 years, he was in demand as a speaker, writer, and advisor for programs that brought lessons of prejudice, genocide, and the Holocaust to audiences. Mr. Parsons is survived by his wife, Sylvia; his son, Scott; and his grandchildren.

Scott L. Spear, '64, MD '72, died on March 16 at his home in Bethesda, MD, at the age of 68. Scott was an icon in the field of plastic surgery, and died in a happy moment in both his life and career. He is survived by his wife of 37 years, Cindy, his brother, James, his sister, Carol, his three children, Alexandra, Geri, and Louis, and his grandchildren.

Joe Belmont, '66, died on March 18 of cancer. Joe’s passion was baseball; he had 41 years of experience as a player and 15 years as an umpire. After graduating from U-High, Joe played college baseball at the University of Illinois as a walk-on. Joe lived in Milwaukee for the last 44 years, but always remained an “Illini” and was thrilled to watch the Cubs in the playoffs (in person) in Milwaukee, and eventually win the World Series in 2016. Joe worked as a medic/first-aid instructor in the local Army Reserves, taught elementary school, worked as a nursing home administrator, and sold life insurance before retiring. Joe always had a wonderful sense of humor, was in great spirits, and was beloved by his family, friends, and U-High classmates. He is survived by his brother **Fredrick Belmont, '68**, his children, Jon and Mindi, and by his grandchildren.

David Hahn, '66, died unexpectedly December 23, 2016, at his home in the Hollywood Hills at the age of 68. David was the founder and president of an arts advocacy foundation and a multi-award-winning filmmaker

best known for his dance film, *In a Rehearsal Room*. His four-decade director/writer/producer career spanned film, television, and theatre. Hahn also created Caramel Sin, Inc., a national gourmet food company. Born in Chicago, he attended Interlochen Arts Academy, graduated from U-High, held a BA in art and English from Syracuse University, and an MFA in film from New York University. He is survived by his brother, Arthur, and his wife of 38 years, Melanie Ray.

1970s

Stephen Brown, '73, died on January 22 in Fort Wayne, IN. Steve was born in 1956 in Chicago. After graduating from U-High, Steve majored in psychology at Drury College in Missouri. Post college, he moved to Fort Wayne, where he was a human resources manager for Magnavox/Raytheon. Steve is survived by his wife, Dorothy, his mother, Helen, his daughter, Melanie, and two grandchildren.

Practices what he preaches

Ronald Barnes, '66, MA'15



Ronald Barnes, '66, MA'15, spent most of his life in corporate America before deciding to go back to school to study religion and psychology.

He noticed there was a disconnect between what he was telling his children to do—study, study, study—and what he had done when he was in school.

“I didn’t apply myself. I got mediocre grades,” said Mr. Barnes, who is currently working on his PhD in psychology at the University of Chicago.

“Money is not happiness. It’s much more gratifying to do things for other people” he says.

He credits his counselor at Lab, Carolyn Smith, with encouraging him to go to a small school where he wouldn’t be easily distracted. “If it hadn’t been for her, I would not have

graduated from college,” he says. “Really, if it hadn’t been for Lab, I wouldn’t be where I am today.”

His current research interest in the integration of technology and psychology to mentor youth partly stems from his tech background. Over the course of his career, he worked at AT&T, IBM, Western Electric, and Bell Labs, where from 1979–80 he was network administrator for the team that tested and developed protocol for the Internet before it went into worldwide application.

Living in Chicago and watching kids become victims of circumstance led him to wonder what he could do to contribute to the functionality of inner-city youth. His idea is to develop an interactive program that requires students to submit status reports on their lives. By evaluating responses to a series of questions which would include subtle direction in moral and ethical behavior—for instance, if you see someone drop money, what would you do?—school counselors might assess if any intervention is needed.

In addition to his doctoral research in psychology, Mr. Barnes enjoys writing books: *Practice What You Preach*, *Preach What You Practice* (2016) and some forthcoming titles.

“Money is not happiness. It’s much more gratifying to do things for other people,” he says. “When you can accept your total being and reality, you make yourself strong.”

Fueling the arts

Angelique Williams Power, '89



As president of the Field Foundation of Illinois, Angelique Williams Power, '89, supports cultural and civic organizations that tackle some of the most intractable issues facing Chicago.

“There’s a direct correlation between ways of seeing that you learn through art, and the ability to ask harder but hopefully better questions,” says Ms. Power. “Too often conversations start and end at symptoms rather than asking about root causes.”

Those skills were cultivated from a young age by her Lab art teacher, **Ms. Kaplan**, who instilled in her students that ideas are some of the world’s most valuable currency.

“I learned how to ask better questions,” Ms. Power says. “Instead of going into a museum and asking, ‘Why is this art?’ we should ask, ‘How does it make you feel? How is the artist in dialogue with others throughout history?’”

Asking important and pointed questions—for instance, about racial inequity in the arts—led her to cofound **Enrich Chicago**. Comprised of a coalition of local nonprofits, **Enrich Chicago** aims to increase management, funding, and support for Chicago-area artists who

are African, Latino, Asian, Arab, and Native American. To reframe the issue of why smaller, minority-focused arts organizations are not thriving like larger, Eurocentric arts organizations, they asked themselves what would happen if minority arts organizations were invested in like larger ones.

Fueled by the work ethic she inherited from her parents—a police officer and a teacher—Ms. Power rolled up her sleeves and got to work to bring her ideas to fruition. While her days now are a healthy mix of meetings with

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program staff, foundations, nonprofits, and young people seeking advice, Ms. Power reflects that she was always driven by the same sense of purpose, without knowing exactly what she wanted to do.

“I’ve always wanted to make the world a better place. Philanthropy is a moral and humble obligation to be a good partner and neighbor in the city where you live,” she says. “It’s about figuring out everything you can offer, whether it be money, space, ideas, or support, and to give it as easily as possible and with humility.”

Representing District 27

Justin Slaughter, '98



When Justin Slaughter, '98, BA'02, was a U-High junior, he took a class in African American history with **Charles Branham**. That same year, then-Illinois State Senator Barack Obama began his career. Mr. Slaughter took note.

“I was interested in, and attracted to, the things he was doing in the area. I started paying attention to government, but I didn’t know if I wanted to be an elected official,” he says. “I just wanted to give back and help others, and being in government puts me in a good position to do that.”

Now State Representative for Illinois’ 27th District, Mr. Slaughter began his political career in college, interning for Chicago Congressman Bobby Rush. After briefly working as a substitute teacher in Englewood and then for a legal firm, he became district director for **Kwame Raoul, '82**, who took over Obama’s state senate seat. Working with Mr. Raoul inspired Mr. Slaughter to devote himself to government.

Mr. Slaughter, who was a New Leaders Council Chicago 2015 Fellow, plans to concentrate on economic development, technology and innovation, criminal and youth justice issues, and public health. His experience teaching underscored how many inner-city youth are denied much-needed resources and equal opportunities. Similarly, he grew up with an insider’s perspective on the problem of health care

disparities.

“My mother worked for the Chicago Department of Public Health for 35 years,” he says. “I was always fascinated with the effects that our public health initiatives have on our communities. Minorities are still disproportionately impacted by chronic illnesses. We need to do a better job bringing awareness, screening, and access to health care.”

While he sees many challenges ahead as a freshman legislator in a state that hasn’t had a budget in two years, he traces not only his confidence and work ethic, but also his desire to help others, to the rigor and civic-mindedness of his Lab education.

“I love that I represent a district I’ve always lived in and that I can give back to the people and communities I know,” says Mr. Slaughter, who is focused on connecting his constituents with effective programs and services, and making government work for them. “I’m just someone who wants to fight for the less fortunate, and put in the extra effort to work together to find solutions.”

“I love that I represent a district I’ve always lived in and that I can give back to the people and communities I know,” says Mr. Slaughter, who is focused on connecting his constituents with effective programs and services.

Tackling health disparities

Nora Geary, '00



When Nora Geary, '00, participated in Lab’s junior-year community service program, volunteering in the former Cabrini Green housing projects left a mark.

“I saw that not everyone has access to the same resources based on where they’re born, grow up, and live,” she says. “It was a pivotal moment that has guided everything I’ve done professionally since.”

She channeled that experience at the Posse Foundation, where she helped connect students from urban public high schools to top-tier colleges around the country and noticed teenagers coming into the foundation’s office with bags of fast food. “One day I said jokingly, ‘You have got to stop eating that crap.’ A student snapped at me that she only had five dollars to eat that day, so she wasn’t going to buy a couple apples,” recalled Ms. Geary. “Something is not right with our policies and food systems if she feels like her best option is fast food. I wanted to know how to make the healthy choice the easy choice.”

That moment prompted her to get masters’ degrees in public health and social work from Wash U., St. Louis.

Now an ORISE Fellow at Centers for Disease Control and Prevention, Ms. Geary tackles childhood obesity. Working with states and communities, she helps enact

policies and practices that foster learning environments for kids that are supportive of physical activity and healthy nutrition.

Since 2014, she’s helped support Michelle Obama’s Let’s Move initiative, a public health campaign that seeks to reduce childhood obesity and encourage a healthy lifestyle in children.

“Kids spend over 30 hours a week in childcare settings, so these are important places for them to learn healthy habits,”

Working with states and communities, she helps them enact policies and practices that will foster learning environments for kids that are supportive of physical activity and healthy nutrition.

she says. Her team helps providers implement practices like no screen time in daycare centers outside of educational purposes, offering fresh fruits and vegetables, supporting moms’ breastfeeding, and connecting providers with resources.

Although the change doesn’t come quickly, the slower process allows for more in-depth and thorough analysis.

“It takes patience and persistence,” she says. “But even changing one standard in childcare licensing regulation impacts millions of kids. That’s a big win worth celebrating. Small changes can have wide reach.”



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We look forward to welcoming you back to Hyde Park this fall for Lab Alumni Weekend 2017!

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

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

LAB ALUMNI WEEKEND

FRIDAY, OCTOBER 13 AND
SATURDAY, OCTOBER 14, 2017

save the date

**Annual Alumni Donor Thank
You Party
Mid-summer
Chicago**

Invitations to come. This annual event celebrates the generosity of alumni who gave at any level during fiscal year 2017.

**Young Alumni Thanksgiving
Party
Saturday, November 25
Chicago**

Join alumni from the classes of 1997–2012 for this annual post-Thanksgiving event.

