Dear Friends,

Fall has always been my favorite season; the thrill and excitement of starting a new school year can’t be beat. The fall of 2022 promises another year of discovery, exploration, and connection at the Laboratory Schools.

As a school and a community, I have found Lab impressive—its resilience, Lab educators are talented and innovative; Lab students are curious, creative, independent thinkers; and Lab’s program is both time-tested and adaptable. This issue of LabLife will be read by alumni all over the world, as well as parents, students, and educators throughout the Chicagoland area. Wherever you are, you are, doubtless, contending with a variety of stressors these days, not only caused by the ongoing pandemic, but also by economic, cultural, political, and environmental uncertainty. Be assured that our Laboratory Schools are built and equipped to withstand any challenge. Our commitment to scholarship, honoring diversity, and exhibiting kindness is well-nigh unshakeable. The expertise and creativity that drove Lab’s pandemic response was only one of a myriad of examples.

The coming year will find us preparing 2,200 children and teens for impactful careers, healthy relationships, and meaningful contributions to the betterment of democracy. Lab ensures that students feel seen and heard. Across our schools, Lab educators genuinely value the voices, backgrounds, contributions, and unique gifts of our diverse student body. Daily we work to ensure that they feel our appreciation and develop a rock-solid sense of belonging through equity and inclusion programming, collaborative independent work, independent play in the early years and independent research among older students, leadership opportunities, service learning, and co-curricular endeavors. Lab students learn incomparable critical thinking and analytical skills. The fundamentals of good scholarship—the ability to assess the validity of sources, analyze information for useful conclusions, remain open to new perspectives, and respectfully debate and discuss ideas from an informed perspective—have never been more important in our world. To watch our students, in and beyond the classroom, is to watch them develop a passion for scholarship and a growing commitment to lifelong learning that they will carry with them long after they leave Lab.

Kindness prevails at Lab. Our Laboratory Schools are renowned for the quality of our academic program. Just as important—and just as impressive—is our commitment to kindness. It is inspiring to see Lab educators model warmth and connection for our young people, and to watch children and teens pick up these lessons and employ compassion and care even in times of conflict or disagreement. I hope that wherever you are, reading this issue of LabLife will fill you with newfound appreciation for Lab’s resilience and commitment to our mission. Be well, and thank you for reading.

TORI JUEDS
FROM DIRECTOR

Feature Story

The coming year will find us preparing 2,200 children and teens for impactful careers, healthy relationships, and meaningful contributions to the betterment of democracy.

In November 2020, the Art Institute of Chicago hosted a two-day exhibit of artwork from Bisa Butler, an artist renowned for creating striking portraits—composed entirely of vibrantly colored and patterned fabrics—that reimagine and celebrate narratives of Black life. By popular demand and with growing national and international acclaim for her work, the Art Institute ushered in a second installation that included over twenty of her portraits from February through September 2021. Last spring, second graders at Earl Shapiro Hall were introduced to Butler’s art as they explored her style of textile-based art to create their own quilted self-portraits.

Led by second-grade art teacher Ilia Mazurek, students about Butler’s dramatic use of color and how her quilts look like photographs and paintings. One student noted: “Her work feels inspiring, and, like, it is okay to see things your own way.” A variety of fabric was then displayed for the children to begin thinking about their choices of patterns and colors to use for their own work. Similar to Butler, who makes sketches from photographs of everyday people and notable historical figures, students traced sketches of themselves onto transparency film based on “selfie” photographs taken by a classmate. Mazurek made three copies of the transparency for each student. One copy was cut out and used for the photo transfer onto fabric, and the other two copies were colored in with markers to plan for the final self-portrait. After the photo was transferred to cloth material, the students used fabric markers to color their self-portraits. Then came the very important step of choosing the background fabric. This is what the students hand-sewed their portrait onto.

In the Halls
Self-portraits that tell your story

Second graders explore self-identity and the art of Bisa Butler

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Recommended reading

Rebecca Reaves, Grade 5 humanities teacher, recommends two books: A Face for Picasso by Ariel Henley and Black Brother, Black Brother by Jewell Parker Rhodes

As a lover of literature and one of the Lower School’s newer humanities teachers, I could not choose just one book to recommend, so I recommended two: A Face for Picasso: Coming of Age with Crouzon Syndrome by Ariel Henley and Black Brother, Black Brother by Jewell Parker Rhodes. I recommended A Face for Picasso because it invites the reader to reflect on their understanding of beauty and identity. It is a powerful memoir of twin girls that were born with Crouzon syndrome, a genetic disorder characterized by the premature fusion of certain skull bones. This early fusion prevents the skull from growing normally and affects the shape of the head and face. The story follows the sisters’ journey through the physical pain of numerous surgeries and the emotional pain of moving through the world with facial disfigurements. It is a story of strength and resilience.

I recommended Black Brother, Black Brother because its gripping storytelling depicts a fantastic narrative on several of the country’s most complex social ills: racism, public education, and the prison industrial complex. The author takes readers on a journey that explores the school-to-prison pipeline through the story of two brothers. One brother presents as white and the other presents as Black. Through their journey, the reader uncovers how each brother has to navigate the world differently.

As an educator and a mother of a young child, my lens tends to lean towards books that young readers like the students in my Grade 5 Humanities class would enjoy. However, I believe many of my colleagues in the education sector, along with the parents of my students, would find enjoyment in the books that I have recommended and many of the books that their children read in our Lab classrooms. This is especially true in our Middle School classes where, through literature, our children begin to explore identity and belonging, not only of themselves, but also of their fellow classmates.

I strive to seek books that will both engage and inform my students. I’m also committed to better understanding a variety of genres and writing styles to ensure that I have an arsenal of books to recommend to our diverse student body.

FROM THE SYLLABI

Resilience Through Reading

At the onset of the pandemic, throughout remote and hybrid learning, and during our first full year of in-person classes in more than two years, Lab’s librarians played a pivotal role in keeping our students inspired and motivated through literature. Librarians from every division within the school have been carefully curating books that remind our students—from our youngest readers at Earl Shapiro Hall to our oldest students at U-High—of a quiet strength to endure that exists in us all. This is a capacity that our students have discovered over these past few years, whether they know it or not. Here are some of those titles, as well as several recently added titles to Lab’s library shelves:

One brother presents as white and the other presents as Black. Through their journey, the reader uncovers how each brother has to navigate the world differently.

What is it like communicating with your family in space?
How does drinking water in space work?
What was it like to make art in space?

These are just a few of the questions that Stephanie Mitzenmacher, fifth-grade class asked astronaut Nicole Stott during a very special Zoom interview. Stott, a NASA veteran who has lived aboard the International Space Station, was happy to answer these questions and many more during the nearly hour-long interview. The students earned this opportunity to speak with Stott through their participation in a project called Sky Day Fridays.

The Sky Day project is an international celebration of science, art, and education centered on our climate.
Third graders paint bold strokes with visiting artist

For further inspiration, the students read Change Sings: A Children’s Anthem by National Youth Poet Laureate Amanda Gorman. The book encourages readers to embrace change as a way to build and improve communities. Hearing the writer’s words reinforced the idea that students could use their voices to foster progress, no matter their age.

The project fit well into overarching themes. Lower School students studied in their art classes. Much of their focus has been on the art movements and upheavals that followed the 1918 pandemic; drawing parallels between that time period and today. By using art to highlight students’ calls for change, the mural project became a platform for empowering young artists to make their voices heard.

Last spring, students in fourth grade science classes explored how to clean polluted water with everyday household materials. Led by their science teacher Deborah Del Campo, students also learned about the water cycle and the distribution of Earth’s water.

With most of the Earth’s water not usable for humans and with the increasing demand being placed on the fixed amount of water available for consumption, I thought it was vital for our young students to understand the importance of caring for our precious water supply,” said Del Campo. “Twenty percent of all freshwater on the surface of Earth is found in the Great Lakes. So living in Chicago, our accessibility to fresh water is right at our fingertips.”

One thing students quickly realized is that not everyone in the world, and especially those living in underserved communities, is as fortunate with this vital resource. With this realization, students posed the question: how can dirty water be cleaned?

To begin their investigation, students formed small teams, collected samples, and explored how to clean polluted water with everyday household materials. With the support of the U-High robotics team, they designed, built, and tested their own water filters. To determine which filter was most effective, teams tested their hypotheses for the best design by changing one variable in their filter at a time over the course of four class periods.

“It was so inspiring to be a witness to these young scientists and engineers at work,” said Del Campo.

Primary research activities like this one take a student’s learning beyond the classroom where they read about water pollution, scarcity, or ideas about conservation. It’s one thing to conceptually understand water usability, but it’s quite another thing to demonstrate what occurs daily in order for households to have clean water.

Using bright colors and brave words, the entire third grade collaborated on a mural project to inspire change in their community. With a local muralist visiting their art classes, the students studied how art and language can be used to make a difference.

With the help of the Kistenbrocker Family Artist in Residence program, homeroom teacher Marlease Bushnell and art teacher Allison Beaulieu collaborated with Jerrold “Just Flo” Anderson of the Englewood Arts Collective to work with students. Throughout the spring, students brainstormed action verbs that captured changes that would inspire new life in their community. With a local project to inspire change in their community, the students studied how art and language can be used to make a difference. The students heard about the Great Lakes and our accessibility to fresh water is right at our fingertips.

The students made a list of action verbs that inspired change, such as “grow,” “inspire,” “empower,” and “create.”

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Alumni honored

Four extraordinary alumni honored at the 2022 Alumni Awards

XinQi Dong, ’90, AB’94

DISTINGUISHED ALUMNUS AWARD

Dr. XinQi Dong is a doctor of medicine specializing in geriatric and internal medicine. He is the inaugural Henry Rutgers Distinguished Professor of Population Health Sciences at Rutgers University and director of the Institute for Health, Health Care Policy, and Research. As a population health epidemiologist and geriatrician, Dr. Dong has published extensively—with more than 300 peer-reviewed publications—on violence prevention, elder justice, and healthy aging. He also served as a senior advisor for the Department of Health and Human Services under the Obama administration. In addition to numerous other professional awards, Dr. Dong is a recipient of the Paul Bension Award by the National Institute on Aging and the first geriatrician to receive the National Physician Advocacy Merit Award by the Institute for Medicine as a Profession. In 2021, he was awarded the Scientific Achievement Award by the Chinese American Medical Society. Dr. Dong graduated from Lab in 1990 and from the College in 1994 with a degree in biology and economics. He received his medical degree from Rush University College of Medicine and a masters in public health in epidemiology from the University of Illinois at Chicago. He completed his internal medicine residency and geriatric fellowship at Yale University Medical Center.

David Zimmer, ’00

RISING STAR PROFESSIONAL ACHIEVEMENT AWARD

David Zimmer is a partner in the Supreme Court and Appellate practice at Goldwinn Proctor in Boston, where he focuses on complex commercial litigation in a wide range of areas, with particular focus on intellectual property, administrative law, and consumer financial services. He has argued three cases before the Supreme Court of the United States, as well as cases before numerous federal and state appellate and trial courts. Zimmer maintains an active pro bono practice, focused largely on immigration issues. He successfully argued two of the most important immigration cases in the Supreme Court in recent years— Pereira v. Sessions and Ni-Chavez v. Guzman— which, in combination, greatly expanded access to cancellation of removal. His work also led to a fine-of-six-kind preliminary injunction against Immigration and Customs Enforcement’s (ICE) practice of cruelly arresting those appearing in Massachusetts courts. In addition to his litigation work, he serves on the Board of Directors of both the ACLU of Massachusetts and Lawyers for Civil Rights, on the Emerging Leaders Council of the Legal Services Corporation, and on the Amicus Committees of the Boston Bar Association and the American Immigration Lawyers Association.

After graduating from Lab in 2000, Zimmer received a BA (magna cum laude) from Harvard College, an MPA from Harvard Kennedy School of Government, and a JD (magna cum laude) from Harvard Law School.

Cheryl Cortez, ’92, MBA’03

ALUMNI SERVICE AWARD

Cheryl Cortez is a portfolio manager who has worked for more than 20 years in various financial services and financial modeling capacities. Prior to joining The Banc Funds in 2016, she was an equity research analyst, covering small- and mid-cap consumer, industrial, and business services companies for Deutsche Bank, William Blair, Sarcasticanna International Group, and Salomon Smith Barney. Previously, Cortez was a valuation consultant for Deloitte Financial Services and a European pharmaceuticals sector specialist for UBS Warburg. Cortez has been a tireless volunteer for Lab, serving as class agent as well as a reunion volunteer, and served for many years on the Alumni Association Executive Board, including as its president more than once. She also served on the Chicago Booth Alumni Club. One of her favorite volunteer experiences is supporting Giving Day, cheerleading her Lab classmates, and rallying them together to give back to the institution that has given them so much. She also serves as a connector for her fellow Lab alumni, encouraging the Class of 1992 to return for reunions every year.

Cortez graduated from Lab in 1992 and the University of Chicago Booth School of Business in 2003. She holds a BA degree from Wellesley College.

Erica Davidovic, ’85

ALUMNI SERVICE AWARD

Erica Davidovic is a senior biopharmaceutical leader with more than 25 years of commercial experience. She is an expert in driving and executing strategies for launch, growth, and turnaround, and has a deep and broad knowledge of the healthcare marketplace and its dynamics. She has launched over 40 products and major indications in multiple therapeutic areas, geographies, and customer segments. Davidovic is a highly accomplished team leader and an expert in building teams and organizations. She is passionate about patients, about customers, and about identifying and developing talent.

Davidovic has served on the Laboratory Schools Board since 2016, with positions on the Alumni and Family Relations and Development Committee and the University and Community Relations Committee. She has been an extremely active Lab volunteer, serving as class ambassador and reunion leader. She is also on the Alumni Association Executive Board, previously serving as its president for three years. A current resident of California, Erica helps organize events to help broaden the alumni base in the area. Through her focus on fundraising, she is passionate about raising the money required to make admissions at Lab more accessible, so all students have the opportunity to benefit from a Lab education.

Erica graduated from Lab in 1985. She holds a BA from Boston University and an MBA from both Columbia Business School and the University of California, Berkeley.

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The Class of 2022 will matriculate at:

- Adelphi University
- American University
- Amherst College
- Barnard College
- Boston College
- Boston University
- Bowdoin College
- Brandeis University
- Bryn Mawr College
- Carleton College
- Carnegie Mellon University
- Chapman University
- Colby College
- Colorado College
- Cornell University
- CUNY John Jay College of Criminal Justice
- DePaul University
- DePauw University
- Emory University
- The George Washington University
- Georgetown University
- Grinnell College
- Gustavus Adolphus College
- Harvard University
- Harvey Mudd College
- Haverford College
- Indiana State University
- University of Chicago
- Iowa State University
- John Hopkins University
- Kalamazoo College
- Kent State University
- Kenyon College
- Lewis & Clark College
- Loyola University Chicago
- Macalester College
- Marquette University
- Massachusetts Institute of Technology
- New York University
- Northeastern University
- Northwestern University
- Oberlin College
- Occidental College
- Ohio State University
- Pitzer College
- Princeton University
- Purdue University
- Reed College
- Rice University
- Sarah Lawrence College
- School of the Art Institute of Chicago
- Scripps College
- Southern Illinois University
- Stanford University
- Swarthmore College
- Syracuse University
- The College of Wooster
- The New School
- Tulane University
- University of Arizona
- University of California, San Diego
- University of Chicago
- University of Colorado Boulder
- University of Denver
- University of Illinois Urbana-Champaign
- University of Illinois Chicago
- University of Iowa
- University of Michigan
- University of New Hampshire
- University of North Carolina School of the Arts
- University of Oregon
- University of Pennsylvania
- University of Pennsylvania
- University of Redlands
- University of San Francisco
- University of Vermont
- University of Virginia
- Washington University in St Louis
- Wesleyan College
- Whittier College
- Yale University

The Class of 2022 has 156 graduates attending 82 colleges across the United States.
Gordon Parks Assembly Hall shook with the shouts, applause, and stamping of excited students as the nominees for this year’s Sutherland Awards were announced. With an enthusiasm usually reserved for BTS concerts, readers from grades 3–6 gathered on April 20 to crown a new class of winners for the 2022 Zena Sutherland Award for Excellence in Children’s Literature.

The award, named after Zena Sutherland (a former UChicago faculty member who is still considered among the world’s most influential scholars of children’s literature), is unique in that it is one of the only child-selected book awards in the United States.

Through much discussion and deliberation, the committee narrowed the list to five final nominees. Then, they presented the books to Lower School students, who voted on their favorites in three categories. Says Lower School librarian Irene Fahrenwald, “Zena Sutherland had great faith in the ability of children to make informed critical determinations about literature. That certainty is the bedrock of the Sutherland Awards, where children are empowered to closely examine and discuss books and to award excellence in literature.”

The ceremony also featured presentations by Suzanne Buckingham Slade and Cozbi A. Cabrera, the author and illustrator of Exquisite: The Life and Poetry of Gwendolyn Brooks, last year’s winner for the Best Text award. Slade and Cabrera detailed their processes for researching the life of the famous poet in order to construct their award-winning book. From reading archival documents to finding photographs of historic furniture, both creators detailed the hard work and joy involved in their creative pursuits.

**THE 2022 WINNERS OF THE SUTHERLAND AWARDS:**

**BEST TEXT:** Change Sings: A Children’s Anthem written by Amanda Gorman, illustrated by Loren Long

**BEST ILLUSTRATIONS:** Red written and illustrated by Laura Vaccaro Seeger

**BEST OVERALL:** Mel Fall written and illustrated by Corey R. Tabor

The award is unique in that it is one of the only child-selected book awards in the United States.

She found out about the UC Lab Girl Up club in seventh grade. At the start of her ninth grade year, she was so drawn to their advocacy in women’s equality that she joined right away, and in true Labie fashion, she took a leadership role and seized an opportunity for action.

Three years and nearly 500 volunteer hours later, Téa Tamburo received notification that she would receive the President’s Volunteer Service Award, a national award that “honors individuals whose service positively impacts communities in every corner of the nation and inspires those around them to take action, too,” its website states.

“A big part of my high school experience has been through clubs and there’s something special about having opportunities to pursue interests in school and be able to translate those passions into what can be done in the greater community,” Téa said.

U-High students choose from a wide variety of clubs: academic teams, special interest groups, service/civic engagement clubs, affinity/cultural groups, and more. “Unlike classes where students are evaluated and compelled to attend whether they like the subject or not, club participation is determined by student choice alone. They choose to join it and choose to stay because something appeals to them,” says Ana Campos, dean of students in the High School.

For many U-High students, involvement in a club may spark a deeper interest in civic engagement and leadership. The U-High Lab Girl Up club precipitated a deeper commitment to become more involved with Lab Up outside of Lab. “I applied and was appointed to the Chicago Coalition board as club director and to the Midwest region board as the outreach and recruitment director,” Téa says. “It was for service in these positions that my hours put in were recognized by the President’s Volunteer Service Award.”

At the start of her ninth grade year, Téa said, “A big part of my high school experience has been through clubs and there’s something special about having opportunities to pursue interests in school and be able to translate those passions into what can be done in the greater community.”

**U-High club member receives presidential honors**

As snow thawed and flowers bloomed across Hyde Park, spring brought another exciting sign of life to Earl Shapiro Hall: clutches of chicken eggs hatched under the watchful eyes of early childhood students and teachers. “We were excited about the idea of being intentional about creating alignment in what kids learn at ESH by talking about different kinds of life cycles at each grade level,” says Heather Duncan, Dean of Teaching & Learning, Early Childhood.

This year, there was an extra treat in store: a livestream process of scientific inquiry writing, and the patience of waiting for chicks to hatch from eggs is a thrilling life-cycle experience for kindergarteners. “The children in Room 115 embraced the care and observation of twelve eggs, celebrating their arrival, watching them grow, and locating a forever home for them,” says Eldridge. “The excitement of seeing our first chick hatch was palpable and the joyful thrill of observing all seven eggs hatch still rings in the air!”

**ESH’s egg-cellent chick hatching**

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**The joyful thrill of observing seven eggs hatch still rings in the air!**
Author visit highlights power of representation in children’s literature

"When you don’t get to see yourself in a story, you start to feel invisible," award-winning Black feminist author and educator Zetta Elliott told Lab students on a virtual author visit co-organized by the Laboratory Schools’ Lin and Kees Family Libraries. Elliott spoke with 122 Lab families to celebrate the release of The Witch’s Apprentice, a third installment of her best-selling Dragons in a Bag series.

Elliott’s passion for writing developed at an early age, when she devoured books like The Secret Garden and The Lion, the Witch, and the Wardrobe. While she loved the magical worlds she found in their pages, she struggled to see herself in these narratives, because, as she put it, “there were no Black girls in Narnia.” These disparities have inspired Elliott to write over 40 books for young people, most of which feature heroes of color. Hearing Elliott’s perspective was eye opening for the children who attended the talk and the librarians who organized it. “I knew that it was important that children see themselves represented in books,” said Lower School librarian Susan Lempe, “but when [Zetta] talked about the joy she felt when she did see herself (in books), that really brought it home how fundamental that is for children and their experience of books.”

Elisa Gall, early childhood librarian at Lab’s Lin Family Library agreed, saying, “Zetta Elliott’s talk—and work—is a reminder of the power of story and how important it is that everyone has access to affirming and respectful representation. Her talk validated the goals Lab’s Libraries strive for in evaluating materials critically [by] using anti-bias frameworks, ensuring equitable representation, and removing barriers to access.”

Competitive experiences for the next generation of environmentalists

The Envirothon is North America’s largest high school environmental competition and is run by the state Soil and Water Conservation Districts and the National Conservation Foundation. Focusing on problem-solving, teambuilding, and leadership, this environmental and natural resource conservation experience is open to high school students in the United States, Canada, and China.

Throughout the 2021–2022 school year, 12 five-member teams advanced through local contests across Illinois to compete in the state Envirothon competition. The competition focuses on the content areas of aquatic ecology, forestry, soils and land use, wildlife, and a special topic chosen each year.

This is evident at competitions and we often see other teams appearing rather forced into the task. We do what good teachers do. We provide advice, steer them to useful resources, make sure they meet regularly, and make sure they pack their toothbrushes.”

Fundred Lab, a hands-on exhibition set up in the Corvus Gallery this past year, provided students the space to participate in democratic action. The Fundred Lab was created for Corvus Gallery in partnership with socially-engaged artist Mel Chin, co-founder of the Fundred Dollar Bill Project and 2019 McArthur Fellow. Chin’s website, fundred.org, describes a Fundred, the dollar-bill-like piece of art the students create, as “a creative currency to demonstrate how much we value the lives of children and a future free of lead poisoning.” The idea, says Chin, is to “create something that shows the value of a voice in the shape of money that can be taken to people who have the power to make a difference.”

Students from nursery through eighth grade spent time in Corvus Gallery making art that represented their voices on the matter. Participation from nearly every classroom generated approximately fifteen hundred Fundreds that will be sent by Chin armed carrier to the Fundred Reserve housed in the permanent Contemporary Art Collection at the Brooklyn Museum.

Engaged citizens make art toward a common cause and influence policy making

The competition focuses on the content areas of aquatic ecology, forestry, soils and land use, wildlife, and a special topic chosen each year.

Fundred Lab was chosen each year to represent Lab’s team—Akshay Badhani, Amelia Cifu, Jade Deng, Dlin Nafziger, and Tyler Turek—worked closely with U-High science teachers Daniel Calleri and Sharon Housinger in preparation for the competition. In May, the Lab team won first place in the overall Illinois Envirothon competition and in the wildlife division. This year’s event, held at the 4-H Memorial Camp in Monticello, Illinois, was their first in-person contest in three years.

When asked if there were any unique tactics used to help engage their team, Calleri noted: “This is Lab! Our students participate in the activities that they want because they enjoy it. The competition focused on the content areas of aquatic ecology, forestry, soils and land use, wildlife, and a special topic chosen each year. This is evident at competitions and we often see other teams appearing rather forced into the task. We do what good teachers do. We provide advice, steer them to useful resources, make sure they meet regularly, and make sure they pack their toothbrushes.”

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The monthly-long Corvus Gallery exhibit culminated in the student-organized VIVA Chicago! (Value Individual Voice and Action), a public panel discussion to address the ongoing crisis of lead contamination.

Kim du Buclet, ‘82, Commissioner of the Metropolitan Water Reclamation District of Greater Chicago and alumna Kim dubuclet, ’82, Mel Chin, co-creator of the Fundred Project and Bob Palmer, Policy Director of Housing Action Illinois. The discussion—which focused on lead poisoning in economically marginalized communities’ building materials and water—was moderated by State Legislative Director at the Chicago Coalition for the Homeless Niya Kelly, and organized by Corvus Gallery student intern Tech Nix, ’22, and gallery director and art teacher Gina Alicea.

Creative currency

Fundred looks like money.”

Hosted on Zoom by the Laboratory Schools’ Corvus Gallery, in partnership with SMART Museum of Art and S.O.U.R.C.E. Studio, the VIVA Chicago! panelists included Amanda Wiles, Executive Director of S.O.U.R.C.E. Studio, Commissioner of the Metropolitan Water Reclamation District of Greater Chicago and alumna Kim dubuclet, ’82, Mel Chin, co-creator of the Fundred Project and Bob Palmer, Policy Director of Housing Action Illinois. The discussion—which focused on lead poisoning in economically marginalized communities’ building materials and water—was moderated by State Legislative Director at the Chicago Coalition for the Homeless Niya Kelly, and organized by Corvus Gallery student intern Tech Nix, ’22, and gallery director and art teacher Gina Alicea.

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Middle School trips connect students to the world and each other

The return of a beloved tradition

In the Halls

This spring, Lab saw the return of a beloved Middle School tradition: students embarking on their grade level trips and camps for the first time since early 2019. After two years of stress and sacrifices to keep each other safe, the entire Middle School was ecstatic to come together for these meaningful co-curricular activities. The sixth graders visited YMCA Camp MacLean in Burlington, Wisconsin; the seventh-graders enjoyed time at the Pretty Lake Adventure Centre in Mattawan, Michigan; and the eighth graders set out on an urban adventure to both Philadelphia and Washington, DC.

While fun and excitement took center stage in each experience, the trips were not merely vacations; they were also important milestones for young people to grow individually and as a community. Middle School Principal Ryan Allen views these special experiences “as co-curricular activities...vital for the collective identity of the class and development and maturation of each student.”

Middle School computer science teacher Jeremy Schwartz observed similar resilience among the seventh graders. “As the week rolls along, students take on greater responsibility around the campsite, gathering foods, cooking meals, washing dishes, picking up trash, etc.” The secluded woodland atmosphere provided a perfect chance for students to step outside their normal experiences and grow into themselves. A challenging day at the high-ropes course allowed Schwartz to observe students “confront and overcome fear of failing [and learn] that they are capable of working through anxiety to reach goals beyond their initial expectations.”

For the eighth graders, their trip to Philadelphia and Washington, DC, was their only chance to experience a getaway like this during their time in Middle School, as their previous trips in sixth and seventh grade were canceled. While many COVID-19 precautions and safeguards were still in place, students got to see a variety of historical sites to coincide with their learning about the history and structure of the US government, from Arlington National Cemetery to Jefferson’s plantation at Monticello. “From a number of different viewpoints,” says Allen, “this trip is a culmination of the Middle School program for our eighth graders.”

After the challenges and isolation of the past few years, these trips were a triumphant return to connection and community for Middle School students, faculty, and staff.
Lab announces talented new leaders we've welcomed in the past two years

**Ann Marie Baumann**

DEAN OF FACULTY, EARLY CHILDHOOD

Ann Marie Baumann joined Lab in December 2006, where she began as a substitute teacher from the Business Office to classrooms. In 2008, she was hired as an assistant teacher to Carrie Collin in an N3–N4 classroom. Throughout the years she has worked as an Extended Day coordinator, a Summer Lab nursery head teacher, and is a candidate for the Family Life Programs, and most recently as an interim dean of students at Earl Shapiro Hall. She is a proud mom to two daughters who graduated from Lab and who are now college graduates and living and working on the East Coast.

**Heather Duncan**

DEAN OF TEACHING & LEARNING, EARLY CHILDHOOD

Most recently the director of early learning and equity initiatives at the Collaboration for Early Childhood in Oak Park, Heather Duncan helmed her first classroom in Posen–Robbins School District 143 ½. She founded Abadi Early Learning Center where she served as Director and age 3–5 preschool teacher for five years before joining Chicago Public Schools to teach state-funded Pre-K. She has received many honors and fellowships and is winner of the Golden Apple award. She holds a BA in English and MEI in early childhood education from the University of Illinois Urbana-Champaign, a certificate in early childhood leadership from Erikson Institute, and is currently pursuing a PhD in organizational leadership at The Chicago School of Professional Psychology. She spends her minimal “free time” trying new endurance sports and forcing her husband and two kids to join her.

**Dana Kendra**

DEAN OF INCLUSION, MIDDLLE SCHOOL

Most recently the director of inclusion at the lower school, Dana Kendra held roles in social work, mental health, and education for over 15 years. She joined Lab in 2000 and served as the director of inclusion at Lab for 15 years. She received her BA in psychology from the University of Wisconsin–Madison, an MA in counseling psychology from the Chicago School of Professional Psychology, an educational leadership certificate from the National Education Association, and a certificate in mediation from Roosevelt University. She is continuing her studies in educational leadership at the University of Pennsylvania, as well as director of inclusion at the University of Chicago Laboratory Schools.

**Kelly Grimmett**

PRINCIPAL, EARLY CHILDHOOD

As the former assistant head of the Friends Seminary Lower School and trusted advisor to the Board of Trustees and the lower school community, Kelly Grimmett worked closely with leadership teams to create communities of care, joy, safety, and belonging. She has devoted her career and studies to understanding how people learn, particularly at the intersection of sociocultural, emotional, and cognitive development. She believes that high quality relationships in schools are an essential component to learning—when children are active members of the community, they feel important, loved, and empowered. Grimmett holds a BS in information technology and mathematics, a BA in English and literature, and a master of library and information science (MLIS) from Rutgers University. She is continuing her studies in educational leadership at the University of Michigan and is a national board-certified teacher of adolescence/young adult mathematics.

**Marsha East**

ASSOCIATE DIRECTOR OF SERVICES FOR FINANCE AND OPERATIONS

In this senior role, Marsha East will guide and oversee the budget, finances, and facilities and operations of Lab, East Lab, and Lab with a long history at the University of Chicago. At the Booth School of Business, she held lead roles in finance and human resources for six years, prior to which she worked with Facilities Services and Information Technology Services for the University. Alongside experiences in Facilities Planning and Management at the University of Wisconsin–Madison, she is coming to us most recently from the American Academy of Physical Medicine and Rehabilitation, where she has been overseeing finances, human resources, data management, technology, and facilities as associate executive director of finance and operations for over ten years. East earned her MBA from Booth in 2010, following a BA in psychology and organizational studies from Pitzer College, and a MS in industrial/organizational psychology from Illinois State University. She is a black belt in karate, a pet-therapy dog handler, and a commited volunteer with organizations such as the Lesbian Community Cancer Project and the intersection of sociocultural, emotional, and cognitive development.

**Valerie S. Reynolds**

DIRECTOR OF THE UNIVERSITY OF CHICAGO LABORATORY SCHOOLS

Valerie S. Reynolds joined the Lab community as our Director of Communications last March. She brings to this position more than 20 years of experience in strategic communications, community engagement, media relations, digital marketing, and project management. Recently, she served for six years as Communications Director for the University of Chicago’s Center for Interdisciplinary Inquiry and Innovation in Sexual and Reproductive Health (C3iS), where she assisted in the ground-breaking introduction of a Youth Advisory Council, reflecting her commitment to diversity, equity, and inclusion by ensuring the active participation of young people with diverse identities. Her previous experiences include lead roles in communications and the Metro Chicago affiliate of the YWCA, the Chicago Family Health Center, and the Sargent Shriver National Center on Poverty Law. Her supervisors have spoken glowingly about her “wealth of knowledge” in communications, her initiative, work ethic, and “wise counsel”; and her ability to “bring joy and positive energy” to her work. A proud parent of two current young Labbies, Reynolds says she is excited to “tell the story of this extraordinary institution of learning.”

**Zulkia Rivera-Vazquez**

ASSISTANT PRINCIPAL, HIGH SCHOOL

Zulkia Rivera-Vazquez joined Lab from Puerto Rico, where she taught for several years. She earned her bachelor’s degree in political science from Mount Saint Mary’s University, and her master’s degree in private school leadership from the Klingenstein Center, Columbia University in New York.

Nicole Williams

DIRECTOR OF DIVERSITY, EQUITY, AND INCLUSION

Nicole Williams joined the Lab team after previously serving as the senior research analyst and co-director of the Equitable Learning & Development Research Group at the University of Chicago Consortium on School Research. In this role she co-developed the Building Equitable Learning Environments Network, creating a framework and essential actions for districts to shift education systems to more equitable practices and policies. She has served in this role for five years but has been with the Consortium of School Research since 2009.

Williams earned her bachelor’s degree in political science from Mount Saint Mary’s University, and her master’s degree with a concentration in clinical/ community psychology from the University of Chicago School of Social Service Administration, where she is also completing her doctoral work. In addition to her work at Lab, she will continue to serve on the Beloved Community Institutional Review Board, a non-profit commission focused on implementing regional, sustainable solutions for diversity, equity, and inclusion.

**Ross Hunefeld**

DEAN OF STUDENTS, MIDDLE SCHOOL

Ross Hunefeld joins us from UIC College Prep, where he was ninth grade dean. In 18 years with the Noble Network, Hunefeld served in a variety of other roles as well, including mathematics teacher, dean of instruction, and assistant principal. Prior to working at Noble, Hunefeld served as program director in Teach for America’s Chicago region, and also taught mathematics for three years in Warren County, North Carolina. He has a BS in mechanical engineering from the University of Michigan and is a national board-certified teacher of adolescence/young adult mathematics.

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Heather Duncan joined Lab in December 2006, where she began as a substitute teacher from the Business Office to classrooms. In 2008, she was hired as an assistant teacher to Carrie Collin in an N3–N4 classroom. Throughout the years she has worked as an Extended Day coordinator, a Summer Lab nursery head teacher, an associate director in the Family Life Programs, and most recently as an interim dean of students at Earl Shapiro Hall. She is a proud mom to two daughters who graduated from Lab and who are now college graduates and living and working on the East Coast.

**Riva Cohen**

ASSISTANT PRINCIPAL, LOWER SCHOOL

Riva Cohen brings over 15 years of experience in education, having taught grades N-K–3 as well as serving as an administrator in the lower school. She was born and raised in New York City and began her teaching career in the New York City Public Schools. She came to Chicago in 2004 and earned her MEI in administration and supervision from Loyola University. She began teaching at Bernard Zell Anshe Emeth Day School in 2006 and, in addition to her teaching experience, she served two years as the head of the Lower School. She is very excited to continue learning and being part of Lab.

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SPRING SPORTS HIGHLIGHTS 2022

BASEBALL

The baseball team won its IHSA 2A Regional Championship. The Maroons dominated offensively, accumulating 20 hits by 13 different players. The offense was led by twelfth grader Colin Leslie, who had two home runs and four RBIs on the day. Twelfth grader Eddie Christensen, eleventh graders Nate Kilikus and James Morin, and ninth graders Brandon Kenny and Marcus Wolfe all had multiple hits for the Maroons. ISL All-Conference 1st team players were Colin Leslie and Shorab Rezayee with an honorable mention for Eddie Christensen.

BOYS BASEBALL

The boys baseball team won their final ISL Conference games to finish in a tie for the ISL Championship with a 11–1 record. They also won the IHSA Regional Championship in front of a crowd that stormed the court at the final buzzer to celebrate the win. Twelfth grader Zach Smith scored 22 points, and eleventh grader Xavier Nesbitt added 16 points to lead the Maroons in scoring. This is the sixth ISL Regional Championship for the Maroons over 12 years. Twelfth graders James Smith and Ryan Duncan joined eleventh graders Ben King and Xavier Nesbitt on the ISL All-Conference team. Xavier was named conference Player of the Year.

GIRLS BASKETBALL

The girls basketball team finished their season with a 10–7 record. Eleventh grader Maya Atassi and twelfth grader Meena Lee qualified for Sectionals in the IHSA Three-Point Shot Department with Meena advancing to the IHSA State Finals in the competition, making 19 of 15 shots, and was Lab’s third State three-point qualifier in the past 25 years. Roxanne Nesbitt advanced in 2018, making seven shots, with Sophia Gatto making nine shots in 2012.

DANCE TROUPE

The dance troupe could be seen doing a dynamic performance during halftime of boys and girls basketball games this past year. After years of experiencing growth, the dance troupe will be moving to become an IHSA competitive sport beginning with the 2022–2023 school year.

FENCING (CO-ED)

The fencing team competed in the Great Lakes Conference Championship with fourteen other Illinois, Indiana, and Wisconsin schools. The saber team of Erik Erling, Jonathan Liu, and William Zhang defeated four conference teams prior to the Championship game, setting the team up for a strong showing at the Conference Championship.

SQUASH (CO-ED)

The squash team finished third in the Chicagoland Squash Conference Championship at Metropolis. Making a strong showing at the Championship were Maroons Hannah Dinner, William Kraemer, Johnny Patras, Yaseen Qureshi, Andrew Singer, Steven Sun, Ethan Swigger, Adam Tang, and Serena Thomas.

BOYS SWIMMING AND DIVING

The boys track and field team finished in second place at the IHSA 2A Sectionals, advancing eight athletes to the State Championship. 4x400m relay team of Poppy Beiser, Mary Bridget Smith, William Zhang, and Amon Gray finished in second place at the Conference Championship, scoring 257.19.

TRACK AND FIELD

The girls track and field team finished in second place at the IHSA 2A Sectionals, advancing eight athletes to the State Championship. 4x400m relay team of Poppy Beiser, Mary Bridget Smith, William Zhang, and Amon Gray finished second.

SAILING (CO-ED)

The boys tennis team finished second in the IHSA Tennis Championships. All eight Maroons won ISL All-Conference honors by qualifying to play in the final match at each level. The team placed fifth at the 1A-IHSA State Championship in the northern suburbs scoring 13 points. Singles players Sid Shah (grade 12) and Dash Smith (grade 9) made it to the Elite Eight, winning 7 of 11 matches and having impressive performances over the three-day event.

GIRLS SOCCER

The girls soccer team won the IHSA 1A Regional Championship with twelfth graders Sarah Brody, Meena Lee, Ellis Mazurek, Emily Park, Carly Penn, and Sarah Solomon playing their final match on Jackman Field. The Maroons finished their season 13–3–1.

BOYS TENNIS

The boys tennis team finished second place in the ISL Tennis Championships. All eight Maroons won ISL All-Conference honors by qualifying to play in the final match at each level. The team placed fifth at the 1A-IHSA State Championship in the northern suburbs scoring 13 points. Singles players Sid Shah (grade 12) and Dash Smith (grade 9) made it to the Elite Eight, winning 7 of 11 matches and having impressive performances over the three-day event.

LAB COACHES SELECTED IHSA AND ISL COACHES OF THE YEAR

Dawoud Talib was selected by the IHSAA as the 2020–2021 girls tennis Coach of the Year. They were the only coaches in Illinois that respective sport to receive the award. Both coaches will be included in a pool of coaches from around the United States to vie for the selection of Sectional and National Coaches of the Year through the National Federation of High Schools (NFHS). Talib has been Lab’s girls tennis coach for the past eight years. Potter has been Lab’s varsity soccer coach for the past five years.

Boys basketball coach Andre Battle was also selected as ISL conference Coach of the Year, an award voted on by the ISL basketball coaches. This is the first time Battle has received this recognition from his peers in the ISL. He has been the boys varsity coach for five years.

Wrestling

The wrestling team finished fifth at the 1A-IHSA State Championships in the northern suburbs scoring 16 points. Singles players Sid Shah (grade 12) and Dash Smith (grade 9) made it to the Elite Eight, winning 7 of 11 matches and having impressive performances over the three-day event.

Boys Track and Field

Boys track and field team finished second place in the IHSA 3A Sectionals. All eight Maroons won ISL All-Conference honors by qualifying to play in the final match at each level. The team placed fifth at the 1A-IHSA State Championship in the northern suburbs scoring 13 points. Singles players Sid Shah (grade 12) and Dash Smith (grade 9) made it to the Elite Eight, winning 7 of 11 matches and having impressive performances over the three-day event.

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Boys track and field team finished second place in the IHSA 3A Sectionals. All eight Maroons won ISL All-Conference honors by qualifying to play in the final match at each level. The team placed fifth at the 1A-IHSA State Championship in the northern suburbs scoring 13 points. Singles players Sid Shah (grade 12) and Dash Smith (grade 9) made it to the Elite Eight, winning 7 of 11 matches and having impressive performances over the three-day event.

Boys Basketball

The boys basketball team won their final ISL Conference games to finish in a tie for the ISL Championship with a 11–1 record. They also won the IHSA Regional Championship in front of a crowd that stormed the court at the final buzzer to celebrate the win. Twelfth grader Colin Leslie, who had two home runs and four RBIs on the day. Twelfth grader Eddie Christensen, eleventh graders Nate Kilikus and James Morin, and ninth graders Brandon Kenny and Marcus Wolfe all had multiple hits for the Maroons. ISL All-Conference 1st team players were Colin Leslie and Shorab Rezayee with an honorable mention for Eddie Christensen.

GIRLS BASKETBALL

The girls basketball team finished their season with a 10–7 record. Eleventh grader Maya Atassi and twelfth grader Meena Lee qualified for Sectionals in the IHSA Three-Point Shot Department with Meena advancing to the IHSA State Finals in the competition, making 19 of 15 shots, and was Lab’s third State three-point qualifier in the past 25 years. Roxanne Nesbitt advanced in 2018, making seven shots, with Sophia Gatto making nine shots in 2012.

DANCE TROUPE

The dance troupe could be seen doing a dynamic performance during halftime of boys and girls basketball games this past year. After years of experiencing growth, the dance troupe will be moving to become an IHSA competitive sport beginning with the 2022–2023 school year.

FENCING (CO-ED)

The fencing team competed in the Great Lakes Conference Championship with fourteen other Illinois, Indiana, and Wisconsin schools. The saber team of Erik Erling, Jonathan Liu, and William Zhang defeated four conference teams prior to the Championship game, setting the team up for a strong showing at the Conference Championship.

SQUASH (CO-ED)

The squash team finished third in the Chicagoland Squash Conference Championship at Metropolis. Making a strong showing at the Championship were Maroons Hannah Dinner, William Kraemer, Johnny Patras, Yaseen Qureshi, Andrew Singer, Steven Sun, Ethan Swigger, Adam Tang, and Serena Thomas.

BOYS SWIMMING AND DIVING

The boys track and field team finished in second place at the IHSA 2A Sectionals, advancing eight athletes to the State Championship. 4x400m relay team of Poppy Beiser, Mary Bridget Smith, William Zhang, and Amon Gray finished second in the 800m race. The boys track and field team placed seventh in the IHSA 2A Sectionals advancing seven athletes to the State Championship. 4x200m relay team of Ellis Domenick, Cristian Ferreyra, Amon Gray, and Benjamin O’Donnell finished second, and 4x400m relay team of Cristian Ferreyra, Luke Grothuss, Sohan Maneek, and William Montague also finished second.
BY TÉA TAMBURO, DEPUTY MANAGING EDITOR

BRAVE attendees work toward justice

By Téa Tamburo, Deputy Managing Editor

BRAVE attendees work toward justice

BRAVE Committee

April 8.

at the student-led Becoming

discussed racism, racial justice

the middle and high schools

can sort of rebuild connections

wanted to focus on how we

board member, said. “We also

Lab community,” tenth grader

issues but also how those

thought a lot has

person BRAVE conference was

twelfth grader, said the last in-

Parks Arts Hall.

“Mural with Jesús Acuña,”
in another workshop,

that moving on, and that was

Breonna Taylor. It was

happened in 2020, alongside

2021 year,” Ella said. “We

thought-provoking.

timeline was particularly

happened are traumatic but

that have occurred

and world events that occurred

workshop “Moving Forward,”

02021 year,” Ella said. “We

moving forward, students explore

after the March 12 two-

teacher Staci Garner is asking

or Who is happy with the

and ultimately offer a solution.

them and throughout the project.

world connections to the

curriculum or their projects.”

enjoys seeing her students

the course of the year, she

weed through the complexity

everything is complex. She

Garner says that a

Garner reflects on what it

mean to be an engaged

democracy. “We have to ask

ourselves at almost every age, what

we are engaging in self-governance,

other people? What does that

report that they read or saw

enjoys seeing her students

the course of the year, she

weed through the complexity

everyone be super

Garner hosted the

where attendees created a

Davenport Taylor. It was

interesting to just kind of see

moving on, and that was

the message I think they were

were trying to get across, which was

very impactful 1 think about.”

and web-based curricula

and social

and moving on.” Garner credits

Lab’s focus on play and social

interaction from an early age

produces a “reservoir that students

are they’re willing
to tap into it. They’re trained

from the start of their
education to have that

attention and engagement.”

Garner smiles and says, “When I see people really think, I admire it.” She believes that

our thoughts become our actions and words, and the

words we use consistently become who we are. “It’s inspiring to say, ‘I have the

power to change. I have the power to make a difference.’ That can be scary, but it can

also create a sense of hope.”

She adds that the teachers at Lab “have an investment in making sure we provide the

opportunities for students to become the best of themselves so they can go into the

world and the world can reflect that.”

Behind the Scenes

BRINGING HUMANITY TO THE HUMANITIES

Teacher Staci Garner is asking the big questions
It was a busy year at Lab. After a long hiatus, we were excited to resume in-person events and see your smiling faces as we hosted many of our annual gatherings this year. After being postponed from its originally scheduled date of February 12, on Thursday, May 5, more than 600 of our generous community members came together to commemorate Lab’s 125th anniversary at Connections 2022. In addition to Connections, and after two years of connecting remotely, on May 21–22 Lab hosted an event-filled Alumni Weekend attended by over 100 alumni from multiple class years dating back to the Class of 1952. We also welcomed the University of Chicago’s 14th president, Paul Alivisatos, who—on March 29—spent time with us touring our Schools, meeting with educators, and hearing from many of our youngest learners at Earl Shapiro Hall. One of Lab’s newest traditions—the Senior Clap-Out—saw students from the Class of 2022 complete their final day of classes and be applauded as they took their final walk as students through the historic Lab halls. Finally, we were excited to host Lab’s longest running event and most anticipated event each year: the Class of 2022 graduation ceremony, which returned to its roots at the storied Rockefeller Memorial Chapel on June 9.

**ALUMNI WEEKEND 2022**

**HATS OFF TO THE CLASS OF 2022**

**SENIOR CLAP-OUT**

**CONNECTIONS 2022**

**PAUL ALIVISATOS, THE UNIVERSITY OF CHICAGO’S 14TH PRESIDENT**
The Power of Photography
...and teamwork

Photojournalism at Lab shares the big picture

By Anna Elizabeth Johnson
Over the past few years, U-High teacher Jayna Rumble and her photojournalism students have built a powerful and award-winning storytelling team. This isn’t just another classroom—they work in a fast-paced environment and have very real deadlines. The students learn to hold one another accountable and that others are relying on them to follow through. The result? Students who have learned how to work with others while honing their own craft—and how important it is not only to do your best work but also let others do theirs.

“It’s such a tight club,” says Rumble. “There are so many assignments coming in for the Midway and U-Highlights that the photojournalists have to communicate constantly. They cover events in teams and help each other edit and submit photos on time. We take class trips to practice in different shooting scenarios. All of that leads to an environment in which students feel they can trust one another to help them succeed and to push each other to new levels. It’s a real team.”

Many students love the class so much that they take it two or three years in a row, which allows Rumble to see them grow from novices to experts. Many students love the class so much that they often take it two or three years in a row, which allows Rumble to see them grow from novices to experts.

“I think the main change I see in students over time is their dedication to telling whole stories. I think many beginners who find technical success will eventually learn that you can’t just show up and rely on your technical skills to help you snap a couple photos and be done. A real expert knows that photojournalism is also about reporting while you’re in the field. Good photojournalists will help writers by asking questions and taking notes while on the job so the story is accurate.”

Rumble strives to empower her students to become mentors and teachers to their younger peers—not just to share knowledge, but also because it helps them feel connected with others. The pandemic took away the opportunity for many students to connect socially; being back in school and discussing and documenting the stories that surround their experiences has helped restore that sense of connection.

“I was lucky to have such natural leaders in my class, and so I wanted them to coach the beginners as much as possible in the hopes that the beginners would be inspired by their classmates, but also in the hopes that they would really just feel happy to have that kind of connection again in school.”

Rumble notes that the disconnection of the pandemic isn’t the only issue that her class helps students cope with. “I think we have seen many instances, especially recently, of democracy being threatened and truth being written off. I want my students to feel a sense of power when they are holding their cameras. They have the power and opportunity to capture truth and tell important stories. I love print journalism, but powerful photojournalism can stop people in their tracks and make them feel things that words sometimes just cannot.”

Perhaps more than most classroom cohorts, Rumble and her students have shared some powerful experiences—especially as their accomplishments have garnered attention and awards. “[We’ve had] so many great moments. Seeing Andrew Burke-Stevenson’s, [’22], photo published on page one of the Chicago Tribune was a real highlight for me. Also, Elliot Taylor, [’22], won first place in News Photo of the Year and second place in Feature Photo of the Year this year and getting to tell him that news was so fun. He was so excited! I’ll never forget Malcolm Taylor, [’22], coming to tell me that he was going to pursue photojournalism at Syracuse. There are just so many wonderful moments I can recall where a student was nervous about covering an event, but then can’t wait to come back and tell me that they nailed it, or we realize together when editing that they’ve got something outstanding. The whole group crowds around the screen and we celebrate together.”

“... I want my students to feel a sense of power when they are holding their cameras. They have the power and opportunity to capture truth and tell important stories.”
A Tale of Three Pulitzers

Labbie roots lead three journalists to Pulitzer-winning projects on police brutality, the American incarceration system, and the COVID-19 pandemic

By Heather Preston
It was an immersion he didn’t plan. After U-High, Kalven became a passionate mountaineer, climbing mountain ranges throughout the Western US, the Yukon, and the Himalayas. He expected to apply this appetite for physical adventure to his work and report from distant points on the map. Then he got the call that would change his life forever: His father—a constitutional scholar and law professor at the University of Chicago—had died at the age of 60.

His death brought Kalven home, says Kalven, who spent the next decade completing a massive manuscript on the 1963 Amendment that had been working on when he died. After the book was published, he says, “I began to direct the same energy that had propelled me out into the world toward exploring my native place…and it became my career.”

In addition to his oft-award-winning writing, Kalven also co-produced 16 Shots, an Emmy-winning ShoTime documentary about the Laquan McDonald case, and served as a consultant on the AMC drama series 61st Street. In 2021, Invisible Institute was awarded a Pulitzer Prize for National Reporting, for their investigation of a widespread but previously unreported form of police brutality: police dog bites. The Pulitzer Prize Board also named Invisible Institute’s work “the most valuable source of reliable information, journalists and others have used to challenge police misconduct.”

It was a response that would lead to the pinnacle of his career. At the time, He lived for two years in the United States: the prison system. What she didn’t know was that this Trojan horse, so to speak, would turn into a decades-long friendship… and to a Pulitzer Prize.

The inmate was David Luis “Suave” Gonzalez, who was visiting the Graterford State Correctional Institution in Pennsylvania to deliver a commencement address, responded. “Be the voice for the voiceless. Talk to me. Just tell me what’s happening inside.”

Kalven recognized this special meaning, Kalven says. “I see it as a reflection of the vitality of the Invisible Institute. This honor belongs to my colleagues who worked on these projects.”

Still a South-Sider, Kalven lives in Kenwood and often passes Lab’s campus on his frequent runs. “I think one of the things that can happen at Lab and in Hyde Park is people have a very distinct set of boundaries. I expanded my boundaries, and that hugely enriched my life. Students at Lab should know that not only are they at a school with great academics, but they are in a fantastic setting that extends way beyond the UChicago campus. It’s important to see that as part of the opportunity of going to Lab.”

Not surprisingly, this adventurer has no retirement plans. “Every day I wake up and feel like I’m in a vacant unit in a public housing high-rise, that someone who’s been beaten up by the police would turn to a very small Boxer dog that lived in a vacant unit in a public housing high-rise—and I would interview them.”

Jamie Kalven, ’65

In the early days of COVID-19, when the public was gripped for confused and yeartfalling for reliable information, journalist Monica Davey—then the Chicago bureau chief and a hybrid reporter/editor at the New York Times—got to work.

In what would become a Pulitzer-Prize winning effort by an enormous team at the Times, Davey, now the deputy national editor on the Times national desk, and her colleagues in the Chicago bureau decided to track every single case of COVID-19 in the United States, beginning with the first-reported case in Washington state. “It’s laughable now that we thought we could track every case,” Davey reflects. “Very quickly, as you can imagine, our little spreadsheet was not enough.”

“You don’t think you can do?”

It wasn’t that simple, and her team enlisted the help of fellow journalists across the country, and with arduous effort, they tracked the US COVID-19 case data. Soon in every county, in every state, they had reporters working around the clock to bring those numbers to Americans.

“The reason it was so important was that people were dying,” Davey says. “There was no other place consistently tracking the outbreak. It felt like we were filling an important gap.”

Of course, there is more to the pandemic. “It’s the humanity of the pandemic needed to be conveyed to the public, as did the inequities that the epidemic brought to light,” Davey says. “COVID-19 had a disparate effect on people of color. In July 2020, the Times reported that Black and Latino people were being disproportionately affected by the coronavirus in urban, suburban, and rural areas across all age groups across the country. The Times also made public the staggering statistic that one-third of COVID-19 deaths were linked to nursing homes.

“It’s been an upsetting time to be a journalist,” Davey admits. “But it’s also a reminder of how important journalism is. You feel like you are bringing people really important information. That mission pushes you on through every day.”

That mission paid off. In 2021, the Times was awarded a Pulitzer Prize for Public Service. The coverage included databases, cartoons, photographs, and videos, and the dramatic scale of which may have been the front page of May 27, 2020, which listed the names and ages of all 40 people, many of them Black, African American, and Latino, who died in the COVID-19 pandemic.

Though Davey studied linguistics, not journalism, she says she got the journalism bug at the U-High Midway.

“When Wayne Brasler ran the Midway for many years and was an amazing teacher,” she says. “It’s a great way to learn journalism.

And for any current Labbies who are considering careers in journalism but feeling apprehensive about it, consider this quote from Davey: “I’m nervous every single day. I’m never comfortable. I need to read every headline. You never lose that. What’s that keeps you on your toes, keeps you focused. I feel the same worry about a story I am editing later today as I did 20 years ago. It’s exciting.”

“But it is worth it!”

“Definitely. I get to call people I would never talk to. I get to hear about all their lives. What a privilege that is!”
Success at the National History Day Contest

U-High history projects hit the national stage

By Liz Walch

In June 2021, Lab student Kara Tao, 22, was on an airplane to Hawaii. She brought access to the plane’s Wi-Fi—not to watch a movie or play a game—but in anticipation of receiving a text message from her classmate, Brent Pennington, ’22.

Back home in Chicago, Brent was streaming the National History Day Contest virtual awards ceremony held in Washington, DC. He promised to text Kara the results for the documentary category. Kara couldn’t wait for the plane to land to hear how their documentary had placed in the final round of the contest.

The Contest

Kara, Brent, and their classmate Sandra Mordi, ’22, spent months crafting and refining their documentary—which examined the media’s misrepresentation of the Black Panther Party in the 1960s and 70s. Brent shot an interview with Lab teacher Cynthia Jurisson, who won the 2022 Governor’s Award from the Illinois History Day Association in recognition of her excellence in history education and long-term commitment to guiding students in the NHD program.

The students worked individually or in small groups to create a documentary, website, performance, exhibit, or academic paper centered around an annual theme. Participation in the NHD contest is a signature component of Lab history teacher Cynthia Jurisson’s Advanced Topics in US History course. Over the last decade, a number of her students’ individual and group projects—30 in all—made it to the NHD Finals in DC, including 17 students presenting nine projects in 2022 alone.

Yet the 2020–2021 academic year was a little different given the “formidable barrier” the COVID-19 pandemic created for so many students. This was certainly true for Sandra, Brent, and Kara. As their documentary progressed through each stage of the contest (Metro Chicago, Chicago Regional, Illinois History Day, and NHD Finals) all of their work—research, writing, media creation, editing, and meetings—had to be done virtually.

Kara said it was exhilarating and motivating to move through each stage. “It was extremely rewarding to see our hard work be recognized, because we truly gave one hundred percent in every part of our documentary.”

At the Illinois History Day contest, hosted by the Abraham Lincoln Presidential Library and Museum in Springfield, the trio’s documentary received one of the two gold medals given in the group documentary category, which guaranteed them a spot at Finals. Two weeks later, during the opening days of the NHD Finals, they learned that their documentary had been selected for the Documentary Showcase at the Smithsonian’s National Museum of African American History and Culture.

Learning How to Learn

At each stage of the contest, students receive feedback from Jurisson and a panel of NHD judges (history teachers, museum archivists, librarians, and professors). Jurisson works closely with students during revisions, teaching them to deepen their research, become their own best critics, and be “frank with themselves about things they don’t yet understand, or don’t have sufficient evidence for.” She calls this going to the “belly of the beast.” Kara adds that Jurisson “had a really important role in pushing us to think deeply about the arguments of the Black Panther Party…”

This is part of the magic of Lab’s National History Day program. It gives students the time, space, expert guidance, and encouragement needed to learn how to research, think deeply, form a thesis, and provide convincing evidence. Sandra said the contest taught her “valuable skills…like constructing scripts, doing intensive research, [and] networking.”

During the contest season, students spend months learning about their topic, but more importantly, they “learn how to learn.” Jurisson teaches her students a crucial part of the process of becoming a lifelong learner and a responsible citizen of a democracy.

The students’ deep, nuanced exploration of topical issues “helps them learn to be thoughtful citizens who think historically and critically, dare to compare and reevaluate even the most popular ideas of the day, and convince others to do the same when necessary.” The project is a learning experience for students who affect positive change for themselves and their fellow citizens.

A Sacred Task

This is beautifully reflected in the students’ documentary subject: the misrepresentation of the Black Panther Party (BPP) in the mainstream media of the 1960s and 70s. The media ran sensationalized stories of shootouts between BPP members and the police, yet rarely mentioned the BPP’s party platform, school lunch program, youth educational programs, or sickle cell testing initiative. Also ignored were the decades of police brutality against the African American community in Oakland, California, the birthplace of the BPP and elsewhere.

While working on their documentary, the students critically reflected on the similarities of current media coverage of the Black Lives Matter (BLM) movement. Near the end of the documentary, they made this connection clear: “Just as coverage of the BPP overwhelmingly focused on their potential for violence rather than the violence visited upon them, coverage of the recent Black Lives Matter protests has tended to exaggerate the potential for violence at various demonstrations, while ignoring the reasons why people have felt compelled to demonstrate.”

The opportunity to dive deeply into our nation’s history and tell important stories like these is inspiring to students, explains Jurisson, who won the 2022 Governor’s Award from the Illinois History Day Association in recognition of her excellence in history education and long-term commitment to guiding students in the NHD program.

Those who study history speak for people who may have been marginalized, ignored, or silenced. Thus, Jurisson reminds her students that they must look closely, think deeply, ask questions, and not accept as truth the first explanation they hear. She says her students are part of a generation that cares “about doing the right thing.” With her passionate and compassionate guidance, her students learn to make connections across time and space and perform the “sacred task” of speaking for the dead.

And as Brent learned, being a historian is a lifelong task with personal implications. He said the most interesting conversation he had with his father, Kelvin Pennington, MBA’89, was learning about his family’s history. In reflecting on the power of stories, his father said, “No one would ever hear these stories unless you were the one to talk about them.”

The Results Are In

Sandra, Brent, and Kara had the opportunity to perform the sacred task of speaking for the dead at the NHD Finals.

In years past, Lab students traveled to the University of Maryland for the Finals. They stayed in the dorms with thousands of other student historians and participated in activities like visiting the National Portrait Gallery, touring the West Wing of the White House, observing the House and Senate in session, and sampling the university’s famous Maryland Dairy ice cream courtesy of the agricultural school.

Presenting their projects to a panel of judges and answering questions about their research methods, they would gather at the awards ceremony.

In 2021, however, students had to settle for submitting their projects to a Dropbox folder and watching the virtual awards ceremony on YouTube.

This is why Kara was sitting in an airplane, not an auditorium, during the awards ceremony. But finally, her Wi-Fi connection paid off: she got a text notification.

Second place, it read. “I was jumping in my chair and I couldn’t believe it!” Kara remembered.

“Winning second place was proof that we put in our best effort to tell a story that has mostly been overlooked, and is extremely relevant to the BLM movement today.”

For Brent, the celebration was a slow burn. At first he didn’t realize the significance of the second place award—the highest NHD award a Lab student has ever achieved. “Only afterwards, was I fully able to appreciate what National History Day was.” He said that he knew they were making something cool, but only in the end did he realize what they made “was way cooler” than they could have imagined.

Sandra had been streaming the awards ceremony too. She celebrated with her mother and sister when the news came in; when she called her father to tell him the news, he told her how proud he was of her. The achievement meant a lot to Sandra. She had never entered an academic contest before because she assumed she’d “inevitably lose.” She now says of her future, “I am confident that in whatever I do, I will be successful, and that my success will depend on how sure I am of myself. Now, I definitely am (sure of myself).”
Marine Biology, Discovery at Woods Hole

U-High students experience marine science and UChicago history

By Megan E. Doherty, AM’05, PhD’10

For some U-High students, it was taking a small boat out onto the ocean to see what they could resurrect from the bottom, or exploring the salt marshes, that made the most lasting impression. For others, it was the hours of microscope work and seeing plankton glow larger than life before their eyes. For still others, it was poring through the rare books collection, including one signed by Darwin himself.

This is the Marine Biological Laboratory (MBL) Field Experience, an immersive biology intensive that brings U-High students to its watery campus at Woods Hole, Massachusetts. Every year since 2015—barring a necessary hiatus because of COVID-19—approximately a dozen tenth, eleventh, and twelfth graders have spent a week at MBL being exposed to science beyond the classroom.

“Classrooms are places where facts take precedence, and often the process is reduced,” said Daniel Calleri, U-High science teacher. “But outside the classroom, there’s plenty of space to see how science really works. It’s messy and engaging, and U-High’s partnership with MBL has created the perfect way to show students what it might be like if they were to become scientists one day.”

The Marine Biological Laboratory, an affiliate of the University of Chicago, is a standalone research institution focused on understanding biodiversity and the environment. Founded in 1888, it was led
“Then we spent time in the lab, exploring our ‘catch’ just in a way that naturalists would have done in the 1800s, when life wasn’t ‘publish or perish,’ but you could spend time just poking a sea urchin for three hours,” Calleri said.

While the pandemic has kept them away from Woods Hole the past couple years, they’re hopeful to resume the MBL Field Experience in 2023—and, perhaps, to expand it to two weeks.

“This type of program is just so important. Early exposure builds interest, interest builds drive, and drive makes for productive students,” said Calleri. “Going to MBL gives them the freedom to be curious, and so they all come back with a solid sense of science out there in the world.”

Alumni notes

40s

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

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

1945 Class Representatives Bud Calhoun 
Apartment 19E 146 Central Park, West New York, NY 10023-3529 bngl202@gmail.com 312-124-3954

Sue Stein 
211 Apple Tree Road Winnetka, IL 60090-3703 steinlsen@aol.com

2021 Jazz Showcase in Chicago. Professional jazz musician, however, performing recently in the October 2021 Jazz Showcase in Chicago. They live in a condominium on the Gold Coast with a secondary lake cottage in West Bend, Wisconsin, and winter quarters in Los Angeles, California. Their son Steven lives in Minneapolis, practices commercial real estate law, and, like his dad, is a professional jazz and alternative music performer. Daughter Lauren, in Los Angeles, is a full-time Pre-K teacher, and is simultaneously completing a master's degree in psychology. She is also an accomplished and credentialed acrobat.

Despite a string of misadventures, Art Koff continues to keep in touch with classmates, having launched last year with Nancy Lee Johnson and communicating with James Rosenblum [as have I]. Art and his wife still live in the near north side of Chicago with a very well-trained little Weenie, Brie. Marilyn Vickman Lichtman is publishing the fourth edition of her book, *Research in Education*, and teaching with colleagues, and working with the Liaison Speaker series at the Kegel Museum, where she also runs the Kegel book club. In addition, she plays bridge and Poken.

Stuart Leonard writes: Arlene and I continue to enjoy Colorado living, although she has prevailed upon me to abdicate removing snow from the driveway, and engage the services of a professional snowplow—a related dictate! . . . Had a great phone conversation with Son Kaz a few weeks ago; he was able to contact me through my email, which was the result of your being the source—so thank you for that, in addition to your ongoing pursuit of Lab School survival!

Bobbe Press Wolf continues her volunteer work. She writes: "I’m still keeping Seniors interested in various socials and entertainment. Hugh and I have been well and can usually travel to visit his family in California and our jaunt to Miami and Budapest. . . . do hope thispalindrome will meet with your approval and your ancestry and reading for my book group, Scrabble group, and, of course, Wordies.

Now let’s hear from the rest of our classmates and our classmates from the Class of 1952. Their stories and photos of our lives. Together with our Zoom visit and summer gathering. We communicated with each other, which was the result of your being the source—so thank you for all of this, in addition to your ongoing pursuit of Lab School survival!"

Keep in Touch

Lab Notes allows alumni to connect with Lab and fellow classmates. Please contact your class representative or the Office of Alumni Relations and Development (ARD) with any updates about yourself or friends. If you have a classmate whose graduation year is without a representative, please consider volunteering to serve in this fun and important role. Please email notes, information, or questions to labnotes@ucls.uchicago.edu. Please note that ARD reserves the right to determine what is included in the publication.

1946 Class Representative Judy Dukal 5050 South Lake Shore Drive Apt. 1804 Chicago, IL 60625 jdukal@americantech.net 773-493-8737

Class of 1946: Interested in volunteering to serve as your class representative? Email the Alumni Relations and Development Office at labnotes@ucls.uchicago.edu.

1949 Class Representative Ernest D. Danison 4 Teilli Road Santa Fe, NM 87508 santafe@moonrise.com 505-466-4346

50s

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

1951 Class Representative Lynn Manaster Alpin 13122 Shandron Dr Audubon, IA 50403 lynndpalm@gmail.com

As you can see above, we managed to get our household and ourselves moved from Texas to Pennsylvania. We survived the move and are enjoying the next chapter in our lives. Please keep the news coming—our numbers are growing to keep track of each other.

Stuart Katz and his wife Penny both retired at the end of 2018, he in his post as university general counsel for Herman, the largest international real estate investment management firm, and from mediating child custody and visitation disputes. Stuart remains a professional jazz musician, however, performing recently in the October 2021 Jazz Showcase in Chicago. They live in a condominium on the Gold Coast with a secondary lake cottage in West Bend, Wisconsin, and winter quarters in Los Angeles, California. Their son Steven lives in Minneapolis, practices commercial real estate law, and, like his dad, is a professional jazz and alternative music performer. Daughter Lauren, in Los Angeles, is a full-time Pre-K teacher, and is simultaneously completing a master’s degree in psychology. She is also an accomplished and credentialed acrobat.

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Bobbe Press Wolf continues her volunteer work. She writes: "I’m still keeping Seniors interested in various socials and entertainment. Hugh and I have been well and can usually travel to visit his family in California and our jaunt to Miami and Budapest. . . . do hope thispalindrome will meet with your approval and your ancestry and reading for my book group, Scrabble group, and, of course, Wordies.

Now let’s hear from the rest of our classmates and our classmates from the Class of 1952. Their stories and photos of our lives. Together with our Zoom visit and summer gathering. We communicated with each other, which was the result of your being the source—so thank you for all of this, in addition to your ongoing pursuit of Lab School survival!"

1952 Class Representative William J. Salamon 114 Prospector Pass Georgetown, TX 78626 bill.salam@gmail.com 512-868-0195

Class of 1952 Reunion Update: As the 73rd season of our 1952 graduating class approached, another reunion was arranged. The only drawback to this outing was finding classmates for a Zoom call get together—a practical solution to the difficulties of an in-person gathering. We communicated with about a third of the class, the other two thirds have either passed or we could not contact them. Together with our Zoom visit we had in our possession a 2022 “yearbook,” produced by one of our classmates and her son, containing stories and photos of our lives. Each of the 22 persons on the call contributed to this effort and the call took off from there.

It was wonderful to learn of the remarkable contributions that many of our classmates, living and passed, have made to our communities and the world. Our classmate remarked, “I so appreciate the taking on of such a huge project and my own bio brought back a lot of fond memories of U-High and the students and teachers I knew there.” We all so enjoyed connecting with our childhood friends after 70 years.

Note: A copy of the current yearbook from the Class of 1952 is available online from the alumni office for those who may be interested in catching up with old friends.

1953 Class Representative Cordelia “Corky” Dalberg-Benedix 885 West Stone Barn Road Franklin Grove, IL 61031 benedixcorky@gmail.com 815-677-0093

Neil Adelman writes: After being lifelong residents, Judy and I have left Chicago. We still own a majority of our home in Napleton, and we’ve spent the winters for many years. And we are spending the balance of this year in Denver, Colorado where our two daughters now live. We will attend the Chicago Symphony and Lyric Opera, but we are more engaged in the Colorado Symphony Music Festival and Santa Fe Opera. And I will still be cheering for the White Sox. We will see Laura and Company Chicago from time to time. If we have any kind of 70th reunion next year (believe it?), I hope to be

by UChicago faculty for the first four decades of its existence. Five of MBL’s 18 directors, including the first two, were UChicago faculty, and two of MBL’s laboratory buildings are named in recognition of UChicago scientists. Since its founding, more than 400 UChicago faculty, students, and alumni have come to MBL to conduct research or participate in summer courses as faculty or students. When MBL and UChicago affiliated in 2013, it was a perfect opportunity to develop a summer intensive for U-High students. In the third week of August, the Woods Hole campus, normally bustling with classes and opportunities for postdocs, becomes a ghost town—a quiet time when things slow down and resources become available again. The remaining staff and full-time researchers were only too glad for the chance to use this time to expose some bright, curious high school students to the nitty-gritty of marine biology science. One of the annual highlights of the trip has been taking the students out on the Gomila, MBL’s collecting boat. Somewhere between the mainland and Martha’s Vineyard, they set up a small chain drag to sample the bottom of the seafloor, during which the students learn about the unique oceanography of the area.

“Then we spent time in the lab, exploring our ‘catch’ just in a way that naturalists would have done in the 1800s, when life wasn’t ‘publish or perish,’ but you could spend time just poking a sea urchin for three hours,” Calleri said.
Class of 1962: Interested in volunteering to serve as your class representative? Email the Alumni Relations and Development Office at labnotesc@uchicago.edu.

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

Class of 2021: Interested in volunteering to serve as your class representative? Email the Alumni Relations and Development Office at labnotesc@uchicago.edu.

Joey Kening writes: A poem titled, A mad woman She run holding nothing This was a great read for the交换者 of the '60s She is aContact

Artwork by Joey Kening, '66, Beach Blanket Baby

She was a sailboat before BETWEEN the off-the-shelf sailing competition since 1907, on Lake Michigan, Chicago, and the Caribbean. As a live-aboard cruiser, 1994–2010, I wrote many articles on music, dance, and photography. After many years of sailing and racing, I am now a live-aboard cruiser, serving on race committees for Venezuela to Nova Scotia, mostly in Chicago and the Caribbean. This July, you can find me on the Chicago Yacht Club’s Race Committee. Starting from a mile east of Northerly Island and finishing times on Mackinac Island. Last October, I accompanied my husband Tony to Palermo, Italy, for the Hana World Championships for Para-Sailing (disabled) sailors. Braving COVID, we were the only North Americans there, despite 25+ countries on the continents were represented. The Para-Woldmports around after sailing was dropped from the Paralympic program. See also: www.sailingscouts.com/2021/09/28.html!/continues-for-para-worlds-2021/

Ellen Beigler Sanpere writes: The St. Petersburg Yacht Club honored my husband and me for our accomplishments in sailing activities in 2021.

Richard Dworkin writes: Please find this article from the NYT, with the announcement and the announcement of my testimony in the U.S. Senate Commerce Committee on oil and gas development. See also: www. nytimes.com/2020/03/01/business/environment/oil-power-logic-light-electric.html

Class of 1969: Interested in volunteering to serve as your class representative? Email the Alumni Relations and Development Office at labnotesc@uchicago.edu.
to bring it to a school in North Minneapolis for the bottom 3% of economically behaviorally challenged middle and high school students. North Mpls is the high crime, high drop-out rate, high welfare, problems of that type of neighborhood. Minneapolis South Minneapolis was chosen because it is not generally known for what is really happening down there. North Minneapolis.

In 2013 I was successful in bringing DoN to Minneapolis North High School. I do this through the basketball team, the Polars, who were in last place in the city. MPS had tried to shut North Down high because of a 35% grad rate and in 2013 there were only 106 students in a school that had 1,200 in the 90s. Up until my arrival, you ...the worst in the country. The National Guard was brought in."

I had the boys 2 hours a week for the classroom material and run through their board of parolee lock room drills. The first season was in 2014 and it has been a yearly event, and by year three these state champion with a 95% grad rate. What shocked me is that very few eighth- and ninth-grade students are placed on parole, yet those who are are girls of color who are often placed in schools with 'loner' and 'sneak thief' stereotypes. *They eat to their Heart, Wind, and, Fox, ‘Fantasy’*.

Turns out one of my Polars was a UNY Whip and was able to get drafted by Tampa Bay and sent to the AFLC where she was able to transfer to a San Francisco high school in 2017. The group of mothers in the family followed in the foot, just became president of NAPSC-MN and is currently working on systems change.

Celeste Alexander writes: I am too young to be a grandmother and a successful, female-owned "data work" for the same. I have been doing "quality" for kids in the Minneapolis Public Schools (MPS) to celebrate our 45th reunion. We had a wonderful time and a great opportunity to catch up with former classmates.

When she went through DoN in 2014, Jordan Powell Karis who led the George Floyd memorial site was in the direct path of the George Floyd incendiary device. The Memorial is not generally known for what is really happening down there. The National Guard was brought in."

I want to share my story with my class about our Discovery of the Polars: ...to a new model of and approach to dementia care that is not generally known for what is really happening down there. The National Guard was brought in."

I have enjoyed staying connected to the Vita family in Wilmette. John Vliet was a new name in 2015 when he went through DoN about how they navigate and even transcend or defuse racism. A discussion was organized around my class about the upcoming event (12 mins) https://vimeo.com/53887875. It’s my hope there’s a growing awareness that the operating institutions are built are sanctuaries of love, empowerment, and hope, and not generally known for what is really happening down there. The National Guard was brought in."

I am a successful business woman and a public policy maker, and was married to the nearest guy. Derrick Ford writes: I have two 14-year-old twins. Additionally I work for the Department of Homeland Security and participate in community outreach. Harry Gray writes: I have retired from teaching music, but am continuing to make music including rock, folk, jazz, and classical as well as pop and electronic design. Don Hannah writes: I am a full-time creative who owns and operates his own photo studio in North Hollywood, California. Liz and Carl Harberger write: Yet We were high school students and still going strong. Liz is a successful business woman, Carl is an archivist considering doing live music in the city.

Malcolm Schrader writes: Our team is working on the Maverick Entertainment label to celebrate our 45th reunion. We had a wonderful time and a great opportunity to catch up with former classmates.

- Tim was in the film, just a few of 'em. The third trilogy movie, The Fate of the Furious, was the first movie in the franchise to reach $2 billion worldwide. Jordan Powell Karis who led the George Floyd memorial site was in the direct path of the George Floyd incendiary device. The Memorial is not generally known for what is really happening down there. The National Guard was brought in."

I want to share my story with my class about our Discovery of the Polars: "...performing on ice with a family followed in the film, just a few of ‘em. The third trilogy movie, The Fate of the Furious, was the first movie in the franchise to reach $2 billion worldwide. Jordan Powell Karis who led the George Floyd memorial site was in the direct path of the George Floyd incendiary device. The Memorial is not generally known for what is really happening down there. The National Guard was brought in."

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In Remembrance

Alumni

David L. Blumberg, ’43
died 1967 at age 70
in a car accident on a
work trip.

Ernest D. Dunston, ’49
died February 19, 2022
at his home in Chicago.

Richard Benedict Allin O.S.B.,
died in 2022.

Ernie Dunston was born April 18, 1940, in Clayton,
Missouri. He was the first child of Harold and Alice Dunston.
Mr. and Mrs. Dunston were members of the First Church of Christ
Scientist, and Ernie was raised in a home that valued love, truth,
and service to others.

Ernie Dunston, from Chicago, was a 1965 graduate of St. Louis University.
He went on to become a successful advertising executive and served as the President of a national advertising agency.

Ernie Dunston was a devoted family man, husband, and father.
He was the cherished husband of Patricia Dunston for over 50 years
and the loving father of his three children, Jennifer Dunston, Richard Dunston,
and Laura Dunston.

Ernie Dunston will be deeply missed by all who knew him,
and his legacy of kindness and service will continue to inspire us all.

Rachel Dunston

Dunston family

Ernie Dunston was a true gentleman and a shining example of how to live a life of purpose and dedication.

He was a highly respected and admired member of both the advertising industry and the Chicago community,
and his contributions to both will be remembered fondly.

Ernie Dunston will be greatly missed by all who knew him,
and his legacy of kindness and service will continue to inspire us all.

Rachel Dunston

Dunston family
Management Consulting Executive
Adrienne King, ’82

She met her now-husband and soon transferred to Bain’s San Francisco office where she worked as a consultant for two years. As she planned a wedding and a move back to Chicago, she thought about how she would become the Bain & Company Chicago office. She was also integral in the creation of Blacks at Bain (BABs), which is dedicated to the recruitment, professional development, and retention of Black professionals at the firm. Though it existed informally for years, it became a formal organization in the late 1980s and has successfully developed targeted initiatives to increase the number of African Americans at the firm and ensure their professional success.

Film & TV Producer and Author
Amy Solomon, ’10

I was so glad to get to college and be like, ‘a tiger!’ Lab alum Amy Solomon, ’10, said during her “Roast of Your Teenage Self” comedic interview as she spoke about going to a high school where the mascot was a tiger. Currently residing in sunny Los Angeles, Solomon is a film and TV producer who has worked for shows such as HBO’s Silicon Valley and Barry. She also currently develops new content for film and television in her role running the production company owned by Alec Berg, who is most known for his roles as writer for the sitcom Seinfeld and executive producer of Curb Your Enthusiasm.

After graduating from Lab, Solomon attended Princeton University where she graduated with a degree in journalism. It is there, she shared with the Princeton Alumni Weekly, that she became “infested by funny women.” Taking her cues from those funny women (and from the groundbreaking book Titters: The First Collection of Humor by Women), Solomon most recently curated and edited Notes from the Bathroom Line: Humor, Art, and Low-Grade Panic from 150 of the Funniest Women in Comedy. The collection is composed of a variety of original satirical and humor pieces—artwork, short stories, cartoons, essays, and poetry—from some of today’s most cutting-edge and hilarious women and non-binary contributors in comedy. Published in March 2021, the back-cover blurb of Notes from the Bathroom Line proclaims that “there are no limits to how funny, bad-ass, and revolutionary women can—and continue—to be.” The Lab community agrees and considers Solomon among them.

The global COVID-19 pandemic exposed a number of vulnerabilities in the United States. One of the hardest hit sectors, however, was that of small businesses, with Black businesses disproportionately feeling the impact of those vulnerabilities. “There is such a tremendous need [for Black businesses] and we absolutely have to deliver. BE NYC is here to listen, support, deliver, and provide resources,” said Lab alum Kenneth Ebie, ’97, when interviewed by the Amsterdam News shortly after taking on his new role as the inaugural Executive Director and Chief Development Officer of Black Entrepreneurs NYC (BE NYC). “We are listening, we understand, we are here to help, [and] to do everything in our power to deliver support.”

Spearheaded by the New York City Department of Small Business Services, in September 2019, prior to the pandemic, BE NYC was at that time, a first-of-its-kind initiative in any major American city to address the racial wealth gap by empowering Black entrepreneurs.

Under Ebie’s leadership, BE NYC established five public-private partnerships and launched five programs and initiatives in its first year, providing over 1,500 entrepreneurs with mentorship, business education, and community support.

Ebie is also the founder and principal of Ebie Strategies LLC, a boutique social impact and public affairs firm that advises corporate, non-profit, and individual clients on human capital, social impact, and public-private partnerships.

Drawing on the resilience from his roots as the son of Cameroonian parents who moved to Chicago to raise their family, Ebie is passionate about racial, social, and economic justice. This year he was recognized as a 2022 “Trailblazer” by the NYC Commission on Human Rights and in 2017 he was recognized as one of Brooklyn Magazine’s “100 Most Influential People in Brooklyn Culture”.

Chicago Bulls Player Development Coordinator
Maxwell Rothschild, ’14

Prior to joining the Bulls, Rothschild served as the player development associate for the Philadelphia 76ers, a position he took on shortly after graduating from Penn. “I was an even better basketball player during my time at Penn,” he said. During his time at Penn, he was a two-year captain and played a pivotal role in their 2018 run to an Ivy League title where he started in all but one game.

Rothschild draws from his own experience on and off the court to assist in the development of the Chicago Bulls players. During his eleventh and twelfth grade years at Lab, he led the U-High Maroons to two regional championships. Although he played his four years at Lab, after graduation in preparation for his college basketball career, he spent a year with the Men’s Varsity Basketball Program at the New Hampton School, an independent college preparatory high school in New Hampshire, where he received the Golden-Tilton Post-Graduate Award.

“A rapper, a rebounder, and a ‘real nice guy.’” This was the headline from a 2019 article in The Daily Pennsylvanian featuring Lab alums Maxwell Rothschild, ’14, during his time as player for the University of Pennsylvania basketball team. Today, through his role as the player development coordinator for the Chicago Bulls, he’s enjoying a career where at least two out of three of those attributes still hold true. In this position, Rothschild serves as a resource of support for the players’ professional, personal, and social development. He is also heavily involved in assisting with logistics involving team operations and has hands-on involvement with the players and operations staff.

“Max was an outstanding basketball player for us,” said Lab’s Athletic Director, Dave Ribbens. “As a good basketball player as Max was, he was an even better member of our Lab community. He was humble, kind, and a great friend to his classmates.”

Adrienne King, ’82.

She met her now-husband and soon transferred to Bain’s San Francisco office where she worked as a consultant for two years. As she planned a wedding and a move back to Chicago, she thought about how she would become the Bain & Company Chicago office. She was also integral in the creation of Blacks at Bain (BABs), which is dedicated to the recruitment, professional development, and retention of Black professionals at the firm. Though it existed informally for years, it became a formal organization in the late 1980s and has successfully developed targeted initiatives to increase the number of African Americans at the firm and ensure their professional success.

LabLife Fall 2022

Adrienne King, ’82.

LabsLife Fall 2022
The bedrock of Lab’s philanthropy efforts, the Fund for Lab, provides the Laboratory Schools with funds that allow us to continue to invest in the people and programs that are at the heart of the Lab experience. The Fund for Lab supports all of Lab’s core programs, making an immediate and real difference in the lives of students, families, and teachers. Every gift, no matter the size, makes an immediate and lasting impact to ensure that Lab continues to thrive.

give.uchicago.edu/lab
For more information, email development@ucls.uchicago.edu

Save the Date

Dewey Dance
Saturday, March 25, 2023