Lobby show an appreciation for intellectual inquiry, an affinity for scholarly rigor, and a commitment to diversity that fills me with hope for the future—theirs and ours.

Dear Friends,

A new school year is always a time of hope and excitement, especially a new school year at the Laboratory Schools.

It is autumn in Hyde Park, and our two campuses are alive with activity. This year we have welcomed more than 2,200 students in N3 through Grade 12. As alumni and parents, we know Labbies of all ages are curious, poised, informed, engaged, and articulate. They show an appreciation for intellectual inquiry, an affinity for scholarly rigor, and a commitment to diversity that fills me with hope for the future—theirs and ours. Of this year’s student body, over 20% are neurodiverse. They come from a variety of neighborhoods across our metropolitan area. Almost 60 different languages are spoken in their homes. And of course, they bring a panoply of viewpoints, opinions, and ideas to Lab’s classrooms.

The diversity of the Lab community has its roots in social justice. While there is evidence of Black student enrollment at Lab as far back as 1907, it was precisely 80 years ago that the Laboratory Schools became the first private school in racially-segregated Chicago to formally and officially admit Black students in 1943. Thus, our schools answered the pressing need and overdue call for integration, and furthered a long-standing commitment demonstrated by Lab’s prior history of enrolling Asian and Jewish students in advance of our peer schools.

Today, Lab’s mission calls us to honor diversity. We strive to live this commitment in many ways. We seek to develop and deepen our understanding of history, especially that of identity groups which have long been marginalized, such as the history of Black Americans so eloquently recounted by Justice Ketanji Brown Jackson in her dissenting opinion from the recent Supreme Court decision regarding affirmative action. We endeavor to make conscious and mitigate our explicit biases and to heighten awareness of the dynamics of privilege in our world—not to elicit guilt or blame, but to empower and inspire action for a better future. We commit resources and encourage giving to ensure ever-expanding access to Lab for families in need of financial support, at a time when wealth and income disparities are entrenched and growing. We work together to provide for our students an experience of belonging, and to instill in them a deep sense of confidence in their identities and backgrounds.

At Lab, we join with President Paul Alivisatos and Provost Kate Baicker, who reaffirmed in June that at the University of Chicago, “we consider diversity to be a strength—and, indeed, foundational to our academic success.”

It is with pride, hope, and determination that we bring to you this issue of LabLife, focused on diversity. Lab’s history of championing diversity, and our mission commitment of honoring diversity, will not only continue but grow. Thank you, students, educators, alumni, families, and friends of the Laboratory Schools, for supporting this work at every opportunity. From all of us at Lab, we wish you well.

Yours sincerely,

Tori Jueds
Director of Schools

**In the Halls**

### “In Reverse…”

**Art Exhibit at ESH**

Early Childhood teacher Tracy Aiden’s Snake Room in Earl Shapiro Hall curated the “In Reverse…” art exhibit after being inspired by Nick Cave’s artwork

- The Nursery 4 students were inspired by the art of visual artist Nick Cave—a sculptor, dancer, performance artist, designer, and director of the graduate fashion program at the School of the Art Institute of Chicago. Specifically, Cave’s Soundsuits series which are “costumes that completely cover the individual’s body. They camouflage the wearer’s shape, enveloping and creating a second skin that hides gender, race, and class, thus compelling the audience to watch without judgment.” The little learners explored Cave’s creations and created a variety of art pieces based on their readings and conversations.

- “They have thought about what makes up their unique identities and have taken pride in sharing them with their friends,” Aiden says.

- “Phenomenal” is the word used to describe the “In Reverse…” art exhibit that Early Childhood teacher Tracy Aiden’s Snake Room unveiled at Earl Shapiro Hall (ESH) in early February.

- The Nursery 4 students were inspired by the art of visual artist Nick Cave—a sculptor, dancer, performance artist, designer, and director of the graduate fashion program at the School of the Art Institute of Chicago. Specifically, Cave’s Soundsuits series which are “costumes that completely cover the individual’s body. They camouflage the wearer’s shape, enveloping and creating a second skin that hides gender, race, and class, thus compelling the audience to watch without judgment.”

- The little learners explored Cave’s creations and created a variety of art pieces based on their readings and conversations.

- “They have thought about what makes up their unique identities and have taken pride in sharing them with their friends.”
In early August, I was listening to NPR news as Scott Detrow interviewed author James McBride about his new fiction book, The Color of Water. The interview took place at the Brown Memorial Church in Red Hook, Brooklyn. Despite the prejudice and discrimination they face due to their interacial marriage, McBride recalls his mother and father’s desire to understand and accept their mixed-race child. McBride writes that in his house “the question of race was like… a silent power,” similar to how it is in our country. As our nation and society grows more diverse, it is simultaneously becoming less accepting of different cultures, races, heritages, and identities. McBride’s memoir explores this fluidity of identity and belonging with truth, beauty, and vulnerability.

“God’s not black. He’s not white. . . . God is the color of water. Water doesn’t have a color.”

McBride’s memoir explores the fluidity of identity and belonging with truth, beauty, and vulnerability.

Recommended Reading
Valerie M. Reynolds, Communications Director, recommends
New York Times bestseller and recipient of the Anisfield-Wolf Award, The Color of Water: A Black Man’s Tribute to His White Mother

The Color of Water: A Black Man’s Tribute to His White Mother
Valerie M. Reynolds, Communications Director, recommends
New York Times bestseller and recipient of the Anisfield-Wolf Award, The Color of Water: A Black Man’s Tribute to His White Mother

Readers will gain from this book a bird’s-eye view of how a lack of belonging—in both the Black and Jewish communities—impacted two people with little agency and few resources: an ostracized single mother and a mixed-race child living in poverty.

When the author’s mother, Ruth McBride, discovers that she is pregnant by her Black boyfriend, she leaves her childhood home at the age of seventeen and lands in Harlem. While there, she meets James’ father Dennis, a Black man whom she immediately falls for and soon marries. Her family eventually learns of her marriage and disowns her and, for all intents and purposes, her parents never speak to her again. Ruth converts to Christianity and together they found the New Brown Memorial Church in Red Hook, Brooklyn. Despite the prejudice and discrimination they face due to their interacial marriage, Ruth recalls her time with Dennis as some of the happiest years of her life. Sadly, James is born shortly after his father dies, and Ruth, desperate to care for herself and her children, reaches out to her family for support and they refuse to have any sort of contact with her.

Though mixed-raced, James clearly presents as a young Black man. As he comes of age, he begins to unpack the nuances of race and realizes that his mother is white, and is seemingly “the only White person in sight.” As a frustrated adolescent, he asks his mother if God was Black or White. “God’s not black. He’s not white. . . . God is the color of water. Water doesn’t have a color.”

In somewhat of an homage to the title, McBride’s memoir explores the fluidity of identity and belonging, both his and his mother’s perspectives. It colorfully unveils the complexities of identity from both his and his mother’s perspectives.

I interviewed author James McBride about his new fiction book, The Color of Water: A Black Man’s Tribute to His White Mother. The book’s storyline is about a young Black boy raised by a single Jewish mother in a poverty-ridden neighborhood in Pottstown, PA, where immigrant Jews and Black Americans lived side by side, began to spark interest in James’s work and his writing. McBride is from the same author of The Color of Water: A Black Man’s Tribute to His White Mother.

Readers will gain from this book a bird’s-eye view of how a lack of belonging—in both the Black and Jewish communities—impacted two people with little agency and few resources: an ostracized single mother and a mixed-race child living in poverty.

When the author’s mother, Ruth McBride, discovers that she is pregnant by her Black boyfriend, she leaves her childhood home at the age of seventeen and lands in Harlem. While there, she meets James’ father Dennis, a Black man whom she immediately falls for and soon marries. Her family eventually learns of her marriage and disowns her and, for all intents and purposes, her parents never speak to her again. Ruth converts to Christianity and together they found the New Brown Memorial Church in Red Hook, Brooklyn. Despite the prejudice and discrimination they face due to their interacial marriage, Ruth recalls her time with Dennis as some of the happiest years of her life. Sadly, James is born shortly after his father dies, and Ruth, desperate to care for herself and her children, reaches out to her family for support and they refuse to have any sort of contact with her.

Though mixed-raced, James clearly presents as a young Black man. As he comes of age, he begins to unpack the nuances of race and realizes that his mother is white, and is seemingly “the only White person in sight.” As a frustrated adolescent, he asks his mother if God was Black or White. “God’s not black. He’s not white. . . . God is the color of water. Water doesn’t have a color.”

In somewhat of an homage to the title, McBride’s memoir explores the fluidity of identity and belonging, both his and his mother’s perspectives. It colorfully unveils the complexities of identity from both his and his mother’s perspectives. It colorfully unveils the complexities of identity from both his and his mother’s perspectives. It colorfully unveils the complexities of identity from both his and his mother’s perspectives. It colorfully unveils the complexities of identity from both his and his mother’s perspectives.
Students learn about creativity and get inspired to become toy designers.

**Fourth Graders Play-Test Toys for IIT’s IPRO Students**

*Students* learn about creativity and get inspired to become toy designers.

Johnson’s fourth-grade class had the opportunity to play-test a variety of toys invented by Illinois Institute of Technology’s (IIT) students taking an introductory toy design Interprofessional Projects (IPRO) Program course in partnership with Big Monster Toys, a Chicago-based toy design studio.

Johnson found out about the design course from Lab’s Lower School Principal Sylvia Anglin, who asked if Johnson’s “class would be interested because they had participated in design challenges in all class all year, had just interviewed a game designer, were product testers for a game, and were completing original games to teach others about Black history.”

Johnson says her students “used 21st century skills of creativity, collaboration, critical thinking, and perseverance. They also had to utilize a growth mindset and learned to be okay with taking risks and trying new ideas.”

After one-hour of play, the fourth graders were given $700 in play money to “donate” to their favorite toy creators.

“With training at least one of my students to become a toy designer one day,” Johnson says. “It inspired at least one of my students to recognize their power and to understand the importance of their unique voice and expressions.”

Students were asked to submit a work of art centered on the theme “Bringing Chicago’s Voices Together.”

During the contest period, designated judges were to choose ten winners “based on the originality of design, clarity of theme messages, and artistic merit.” The winners were notified around January 23. According to the contest rules, ten prizes were to be awarded, nine were to receive $20 gift cards, and the grand prize winner was to receive a $50 gift card.

U-High chemistry teacher Jim Catlett did not think twice when he nominated junior Keira Harter and Sonakshi Mutreja for the 2023 Sixty-Seventh Annual American Chemical Society (ACS) Scholarship Examination last spring.

“Teachers are allowed to nominate two students to take the exam.” Catlett says. “I nominated Keira and Sonakshi because of their excellent work and aptitude in accelerated chemistry.”

According to the site, the Chicago Section of the ACS was once again sponsoring the scholarship exam this year at three locations for high school students in the area who were enrolled in their first-year of high school level chemistry. The funds for the scholarship are contributed by the chemical industry and individuals. Furthermore, it is stated that teachers of prize-winning student(s) also receive a one-year membership in the American Association of Chemistry Teachers (AACT).

**Two Middle School Students Runners-Up in “Bringing Chicago’s Voices Together” Art Contest**

Eight grade students Dina Letko and Eva Neves were among nineteen students out of about 100 chosen as runners-up in “Bringing Chicago’s Voices Together” student art contest hosted by the Chicago Sun-Times/WBEZ/Vocalo.

The art contest was organized by the Chicago Sun-Times and Chicago Public Media. It called Chicago and suburban students enrolled in elementary, middle school, or high school to submit art centered on the theme “Bringing Chicago’s Voices Together.” Students were asked to create an original painting, drawing, or digital art submission from December 12, 2022—January 22, 2023. The parent/guardian of the student had to enter the contest online and submit only one entry per student.

Students were asked to submit a work of art centered on the theme “Bringing Chicago’s Voices Together.”

During the contest period, designated judges were to choose ten winners “based on the originality of design, clarity of theme messages, and artistic merit.” The winners were notified around January 23. According to the contest rules, ten prizes were to be awarded, nine were to receive $20 gift cards, and the grand prize winner was to receive a $50 gift card.

Additionally, all ten winners were to be featured in the print and digital edition of the Chicago Sun-Times, and the grand prize winner was to have their art featured on The Salt Shed mural located at 1357 N. Elston Avenue from March 1—April 30.

However, after receiving approximately 100 entries, on February 24, the Chicago Sun-Times announced the winners online and chose nineteen students instead of ten, as previously mentioned.

Dina’s artwork consists of seven people holding up letters that spell out Chicago.

Eva’s artwork consists of people walking on a sidewalk in front of different storefronts like a dance studio, a taqueria, music school, etc. with the Chicago skyline in the background and the Chicago flag.

This is the fourth year Catlett has nominated students—in total eight students. Catlett found out about the exam from U-High chemistry teacher Zackary Hund, who forwarded an email from ACS. Keira and Sonakshi completed practice tests in preparation. Catlett found out that both his students placed high—Keira placed first and Sonakshi third.

“Could be more proud of Keira and Sonakshi,” Catlett says. “The exam is challenging and they are competing against some of the best chemistry students. I was ecstatic when I read the announcement [via email]. I immediately forwarded it to Keira and Sonakshi and contacted my department chair.”

Keira will receive $8,000 for three scholarships; $5,000 for finishing in first place overall, $2,000 for The Marie Ann Libshak Memorial Scholarship for the highest scoring female student, and the $1,000 Bernard E. Schaar Award for the highest scoring Chicago student.

“Getting first in the Scholarship Exam was a huge accomplishment for me on a personal level because it reminded me of how much I have grown this past year and of my capacity to take on challenges,” Keira says. “I was thrilled to represent my school…I thoroughly enjoyed the challenge of competing against some of the best chemistry students. Our success is really a testament to our amazing teacher, Mr. Catlett.”

Sonakshi, who will receive a $2,500 scholarship for placing third, says, “I was thrilled to represent my school… I thoroughly enjoyed the challenge of competing against some of the best chemistry students. Our success is really a testament to our amazing teacher, Mr. Catlett.”

Keira and Sonakshi will be honored at the American Chemical Society Education Night sometime in the fall.
Over 300 attendees reported to mission control on Saturday, May 6, from 7–11 p.m., at Kovler Gymnasium for this year’s space-themed Dewey Dance: The Next Frontier! Dewey Dance is a bi-annual tradition that began in 2017 and alternates with Connections, Lab’s formal gala, every other year. Dewey Dance brings together Lab parents, alumni, faculty, and staff for an informal celebration of our shared commitment to the school and community. Throughout the stellar evening, party-goers had a blast enjoying the festivities, which included middle and high school musician performances, dancing the night away to the DJ’s music, hors d’oeuvres and dessert stations, community-building, and space-themed fun!
**Alumni Honored**

On Saturday, May 20, the Lab Community celebrated four extraordinary alumni at the 2023 Alumni Awards Ceremony during the Lab Alumni Weekend.

**Erwin Chemerinsky ‘71**

Erwin Chemerinsky ‘71 became the thirteenth dean of the University of California Berkeley School of Law on July 1, 2017, when he joined the faculty as the Jesse H. Choper Distinguished Professor of Law.

Prior to assuming this position, he was the founding dean and distinguished professor of law and the Raymond Pryke professor of first amendment law at the University of California, Irvine School of Law from 2008–2017. Before that, he was the Alston and Bird professor of law and political science at Duke University from 2004–2008, and from 1983–2004 he was a professor at the University of Southern California Law School, including as the Sydney M. Irmas professor of public interest law, legal ethics, and political science.

He is the author of 16 books including leading casebooks and treatises on constitutional law; criminal procedure, and federal jurisdiction. His most recent treatises about constitutional law, including leading casebooks and political science.

**Chase Chavin ‘97**

Chase Chavin ’97 is a co-founder and principal of Intersection Realty Group where he is responsible for investment strategy and asset management. Since 2009, Chavin has overseen the acquisition and capitalization of almost 18,000 units in the multifamily space totaling over $1.5 billion in value.

In 2019, Chavin co-founded COLAB 7100, a shared workspace and innovation hub in the South Shore neighborhood of Chicago with the goal of supporting small businesses and entrepreneurs from traditionally underserved markets in the city. He also serves on the board of directors of Social Change, a nonprofit committed to liberation, amplifying community voices, and disrupting the legacy of systemic injustice through storytelling, organizing, direct action, and policy advocacy.

Chavin has dedicated his time and talents to supporting the Laboratory Schools for many years. He also serves on the board of directors of Social Change, a nonprofit committed to liberation, amplifying community voices, and disrupting the legacy of systemic injustice through storytelling, organizing, direct action, and policy advocacy.

Chavin has dedicated his time and talents to supporting the Laboratory Schools for many years. He also serves on the board of directors of Social Change, a nonprofit committed to liberation, amplifying community voices, and disrupting the legacy of systemic injustice through storytelling, organizing, direct action, and policy advocacy.

**Leah Taylor ’78**

Leah Taylor ’78 is a managing director and banker in the Chicago office of J.P. Morgan Private Bank. She and her team help clients define and pursue their individual wealth goals, providing customized strategies across financial planning, investing, borrowing, banking, and trust and estate planning.

With more than 30 years of experience at J.P. Morgan, Taylor marshals the bank’s best resources to address even the most complex family and business issues. She is finely attuned to the specifics of each client’s circumstances, and she is known for her ability to craft innovative strategies for special situations.

Taylor has supported the Laboratory Schools and the University of Chicago community in countless ways. She has served on the Alumni Association Executive Board since 2011, spending two years as the vice president. Taylor has also advocated for and championed the cause of the Laboratory Schools through her seat on the University of Chicago Alumni Board for the past two years. She has spoken with U-High students at career talks about the finance industry, providing guidance, wisdom, and encouragement to those looking to follow in her footsteps.

Taylor has spent her entire career in finance. She earned her undergraduate degree from Wesleyan University in Middletown, CT, and holds an MBA from Harvard Business School. Prior to joining the Private Bank, Taylor worked in both commercial and investment banking at J.P. Morgan.
A fallen honey bee was discovered in the Historic Campus garden. That’s how it started. Their first life as a subject of productivity, teamwork, and gratitude began. “We carefully put the honey bee on a soft green leaf and brought it back to our classroom,” says Smith. “We studied the bee close up under a magnifying glass. What do you see? What do you think? What happens when you die?” Wonder sparked curiosity: “It has four wings!” “Is it sleeping?” “What happens when you die?” The initial discovery of the bee inspired the class to explore the apiary in the Historic Campus Garden, and to taste the sweet honey during their Rosh Hashanah celebration. As curiosity fueled confidence, the interactions of students and teachers sparked more seeing, thinking, wondering, and learning about bees. “Every bee has a job and everyone takes care of each other,” says Smith, “and every bee does their best work to keep the hive strong and healthy. We took those lessons into the classroom all year long.”

Using the honey bee’s corpse as a subject for merging science and art, parent and artist Doug Frietag engaged the entire class in creating a collaborative mural. “We asked Doug if he could help us look closely at the honey bee that we found, and then turn it into a beautiful piece of art,” says Smith. “We used a magnifying camera to project a giant image of the bee onto the white board. Then Doug traced the image as we watched with great interest.” After the bee was drawn, Doug made several more visits, helping students add color to the bee. Teachers encouraged children to examine closely, noticing all of the colors that it had on its body. “Then, section by section, we used oil crayons in shades of gold, brown, yellow, and black to fill in the drawn lines,” says Smith. “On the last day we used stampers to fill in the background with brightly colored dots. The finished honey bee is beautiful!” For the annual LabArts show, the class added artistic environmental elements of grass, sky, and hive. The noble honey bee inspired a special flavor of gratitude in the four-year-olds: “I’m thankful for flowers because they will help bees make honey.” “I’m thankful for bees because they make honey. I like to eat it on waffles.” “I’m thankful for the sun and flowers. The bees get the pollen on waffles.”

“Every bee is depending on every other bee, so everyone must do their best work, just like we do in 117.” The initial discovery of the bee inspired the class to explore the apiary in the Historic Campus Garden, and to taste the sweet honey during their Rosh Hashanah celebration. As curiosity fueled confidence, the interactions of students and teachers sparked more seeing, thinking, wondering, and learning about bees. “Every bee has a job and everyone takes care of each other,” says Smith, “and every bee does their best work to keep the hive strong and healthy. We took those lessons into the classroom all year long.”

Using the honey bee’s corpse as a subject for merging science and art, parent and artist Doug Frietag engaged the entire class in creating a collaborative mural. “We asked Doug if he could help us look closely at the honey bee that we found, and then turn it into a beautiful piece of art,” says Smith. “We used a magnifying camera to project a giant image of the bee onto the white board. Then Doug traced the image as we watched with great interest.” After the bee was drawn, Doug made several more visits, helping students add color to the bee. Teachers encouraged children to examine closely, noticing all of the colors that it had on its body. “Then, section by section, we used oil crayons in shades of gold, brown, yellow, and black to fill in the drawn lines,” says Smith. “On the last day we used stampers to fill in the background with brightly colored dots. The finished honey bee is beautiful!” For the annual LabArts show, the class added artistic environmental elements of grass, sky, and hive. The noble honey bee inspired a special flavor of gratitude in the four-year-olds: “I’m thankful for flowers because they will help bees make honey.” “I’m thankful for bees because they make honey. I like to eat it on waffles.” “I’m thankful for the sun and flowers. The bees get the pollen on waffles.”

“Every bee is depending on every other bee, so everyone must do their best work, just like we do in 117.”
On Saturday, October 15, Lab hosted its fourth annual Athletics Hall of Fame Reception and Induction Ceremony, which was established to honor outstanding contributions to Lab’s rich athletics history. During this year’s festivities, the following alumni were inducted into the school’s Athletic Hall of Fame:

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

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

Photo Captions:
LabLife Fall 2022
LabLife Fall 2023

ALUMNI WEEKEND 2023

Generations of the University of Chicago Laboratory Schools alumni gathered together on May 19–20 for an exciting program of activities. Lab’s Alumni Weekend 2023 events included a special conversation with Erwin Chemerinsky ’71, campus tours of the Historic Campus and Earl Shapiro Hall, the Alumni Awards ceremony, and milestone class reunion dinners. Lab’s hallways were abuzz with alumni reminiscing and reconnecting with one another.

ALUMNI HAD FUN AND THEIR FIX OF LAB NOSTALGIA
Passover Display Teaches Early Childhood Students about Diversity

Students learn about overcoming oppression through the Jewish holiday

A few discussion prompts for students were:

Reflect on freedom and hope; What can we do to make the world fairer?; And leave a note about what freedom means to you.

This spring, Lab’s Jewish Family Group created a Passover display in honor of the Jewish holiday in the main lobby of Earl Shapiro Hall (ESH). The display beautifully educated Early Childhood students, families, and visitors who entered ESH about Passover, which symbolizes spring, freedom, and overcoming oppression.

Passover lasts for seven days and honors the freedom and exodus of the Israelites (Jewish slaves) from Egyptian pharaoh Ramses II’s reign. Many Jewish people around the world gather to read the Haggadah—the book of the story of the exodus from Egypt—while at the Seder table. The Seder table is where they also share a festive meal called the Seder Plate, which consists of a large round plate with six indentations that hold deep symbolism.

The display focused on the value of freedom. A few discussion prompts for students were:

Reflect on freedom and hope; What can we do to make the world fairer?; And leave a note about what freedom means to you.

GRADUATES FROM THE LABORATORY SCHOOLS’ CLASS OF 2023 WERE OFFERED ADMISSION TO 88 COLLEGES AND UNIVERSITIES ACROSS THE UNITED STATES.

AMERICAN UNIVERSITY
AMERICAN UNIVERSITY OF PARIS
UNIVERSITY OF ARIZONA (2)
BARD COLLEGE
BATES COLLEGE
BOSTON COLLEGE (2)
BRANDEIS UNIVERSITY
BROWN UNIVERSITY
BRUNSWICK COLLEGE
BUCKNELL UNIVERSITY
CALIFORNIA POLYTECHNIC STATE UNIVERSITY
CALIFORNIA INSTITUTE OF TECHNOLOGY
UNIVERSITY OF CALIFORNIA-BERKELEY
UNIVERSITY OF CALIFORNIA-LOS ANGELES
UNIVERSITY OF CALIFORNIA-SANTA CRUZ (2)
CARLETON COLLEGE (5)
CARNegie MELLon UNIVERSITY
CASE WESTERN RESERVE UNIVERSITY (2)
CHAMPlAIN COLLEGE
UNIVERSITY OF CHICAGO (37)
CLAREMONT MCKENNA COLLEGE
COLGATE UNIVERSITY
COLUmbia UNIVERSITY (3)
CORNELL UNIVERSITY
CREIGHTON UNIVERSITY
DARTMOUTH COLLEGE
DENISON UNIVERSITY (2)
DEPAUL UNIVERSITY (2)
DREXEL UNIVERSITY
EKERT COLLEGE
EMERSON COLLEGE
ESADE BUSINESS SCHOOL
GRInNELL COLLEGE (2)
HARVARD UNIVERSITY (3)
UNIVERSITY OF ILLINOIS AT CHICAGO (2)
UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN (8)
INDIANA UNIVERSITY-BLOOMINGTON
UNIVERSITY OF IOWA
JOHNS HOPKINS UNIVERSITY
KENDY COLLEGE
LOYOLA MARYMOUNT UNIVERSITY
LOYOLA UNIVERSITY NEW ORLEANS
LOYOLA UNIVERSITY CHICAGO (2)
LOYOLA UNIVERSITY CHICAGO (2)
LOYOLA UNIVERSITY NEW ORLEANS
MACALESTER COLLEGE
MASSACHUSETTS INSTITUTE OF TECHNOLOGY (2)
MICHIGAN STATE UNIVERSITY
UNIVERSITY OF MICHIGAN-ANN ARBOR (6)
MIDDLEBURY COLLEGE
NEW YORK UNIVERSITY (2)
UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL
NORTHEASTERN UNIVERSITY
NORTHWESTERN UNIVERSITY (3)
UNIVERSITY OF NOTRE DAME (2)
OBERLIN COLLEGE (3)
PENN State UNIVERSITY
UNIVERSITY OF PENNSYLVANIA (2)
PITZER COLLEGE
POMona COLLEGE
PRATT INSTITUTE-MAIN BRANCH
PURDUE UNIVERSITY (4)
REED COLLEGE
RICE UNIVERSITY
UNIVERSITY OF ROCHESTER
SOUTHERN ILLINOIS UNIVERSITY-CARBONDALE
ST. LAWRENCE UNIVERSITY
STANFORD UNIVERSITY
SWARTHMORE COLLEGE
THE NEW SCHOOL (2)
OHIO STATE UNIVERSITY
UNIVERSITY OF TORONTO
TUFTS UNIVERSITY
TULANE UNIVERSITY
UNIVERSITY OF LOUISIANA
UNION COLLEGE NEW YORK (2)
UNIVERSITY OF ST ANDREWS
VANDERBILT UNIVERSITY (2)
VIRGINIA COMMONWEALTH UNIVERSITY
WABASH VALLEY COLLEGE
WASHINGTON UNIVERSITY IN ST LOUIS
UNIVERSITY OF WASHINGTON
WELLESLEY COLLEGE (2)
COLLEGE OF WOOSTER
YALE UNIVERSITY
On Saturday, October 15, Lab hosted its fourth annual Athletics Hall of Fame Reception and Induction Ceremony, which was established to honor outstanding contributions to Lab’s rich athletics history. During this year’s festivities, the following alumni were inducted into the school’s Athletic Hall of Fame:

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

The presenters for this year’s induction ceremony included Larry McFarlane, Deb Ribbens, Mike Moses, Markie Room, John Rogers, and Ron Drozd.

We are so proud of all of our Lab athletes and remain excited to strengthen the School’s commitment to athletics, health, and wellness.

Photo Captions:
1. This year’s Summer Lab ran from June 20–July 28. Summer Lab 2023 had three summer day camp sessions and over 50 fun-filled programs open to all rising Nursery 3–Grade 8 children that were in the Chicagoland area this summer. Summer Lab builds on over 70 years of summer programming at the University of Chicago Laboratory Schools, bringing together the resources and faculty of Lab with exciting programs offered by experts from across Chicago. The variety of programs offered allow children to dive into areas of interest, develop a new skill, or simply meet new friends.
Lab Welcomes New Leaders

Lab is proud to introduce the talented new leaders we've welcomed for the 2023-2024 academic year.

Rob Buckla
ASSOCIATE DIRECTOR OF SCHOOLS, ALUMNI RELATIONS & DEVELOPMENT

Before joining Lab at 12 years ago, Joe Dragos had 18 years of experience as an educator including as an adjunct humanities instructor at Malcolm X College.

Joseph Drogos
INTERIM PRINCIPAL, MIDDLE SCHOOL

Before joining Lab last year, Joe Dragos led 18 years of experience in teaching English at Leo Catholic High School, St. Francis High School in Sacramento, and Bishop Preparatory in Phoenix, and tutoring students in Latin. Drogos is an accomplished journalist and creative writer and holds a BA in English from Georgetown University and an MA in the humanities from the University of Chicago. He has held numerous leadership roles at Lab, and has advocated for and supported innumerable students and families as an advisor and Middle School student council moderator. Drogos has been both assistant and head coach in Lab's Middle School and High School boys and girls soccer programs, and has chaperoned our seventh-grade camping trip and eighth-grade Washington trip on several occasions. The extraordinary calibers of Drogos' teaching was recognized at Lab in 2020 when he was awarded our prestigious Mary V. Williams Award for Excellence in Teaching.

Heather Duncan (Attended)
INTERIM PRINCIPAL, EARLY CHILDHOOD

Heather Duncan joined Lab in 2021 as the dean of teaching and learning in Lab's Early Childhood Division. She's been a key partner in discerning the needs and aspirations of the division and envisioning its future. Duncan brings over 20 years of experience in education—teaching at Posen-Robbins School District 143 V; as a Pre-K teacher at both Public Schools; as founder, director, and Pre-K teacher of Abadi Early Learning for five years; and most recently as the director of early learning and equity initiatives at the Collaborative for Early Childhood in Oak Park. Heather holds a BA in English and an MEd 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 Ph.D. in organizational leadership at The Chicago School of Professional Psychology. Duncan received many honors and fellowships and is a 2018 winner of the Golden Apple award.

Brad Grimmer
DIRECTOR, DEVELOPMENT & CAMPAIGN MANAGER

Brad Grimmer comes to Lab from Northwestern University where he served as senior associate director of major gifts at the Kellogg School of Management. Grimmer was the finance sector specialist and worked closely with school leadership to secure six- and seven-figure commitments. Prior to Kellogg, Grimmer held leadership roles at two independent schools in New York City—director of advancement at The Speyer School and campaign director at The Allen-Stevenson School. During his time in NYC, Grimmer was also a member of the NYSASIS Advancement Conference Planning Committee, and the Professional Development Committee of the Association of Fundraising Professionals. Grimmer is a native of Milwaukee and holds a BA in music education from Lawrence University. He serves on the Executive Committee of the LI Alumni Association Board of Directors and has been the co-chair of the Development Committee since 2021.

Eli Johnson
INTERIM DEAN, TEACHING & LEARNING, EARLY CHILDHOOD

Eli Johnson has been part of our Lab community for almost 30 years—she has taught first and second graders at Lab since the mid-1990s. Prior to joining Lab, Johnson was a third grade teacher for three years at Chicago Public School's Norwood Park School. Johnson is an invaluable resource for her colleagues and administrators as she has served many teacher leadership roles over the years at Lab and has taken every opportunity to grow professionally by participating in workshops and conferences. Johnson holds a BA in English and French from St. Olaf College and an MEd from the University of Illinois at Chicago in curriculum development with an emphasis on literacy. She has been working toward her Orton Gillingham Certification through the Institute of Multi-Sensory Education. Apart from teaching, Johnson is also a Lab parent of two Lab Lifers—her daughter was in Lab's graduating class of 2022 and son is in the class of 2023. Eli is a true collaborator and is excited to step into this role for the 2023–2024 school year.

Arlene Lewis-Reid
DEAN OF STUDENTS, EARLY CHILDHOOD

Arlene Lewis-Reid brings a solid foundation in early childhood education to Earl Shapiro Hall. She holds a BA in family and consumer sciences from Illinois State University and an MS in early childhood education from Governors State University. Her studies include a specialized focus of Early Childhood at the renowned Erikson Institute and the University of Illinois Chicago. With over 15 years of dedicated experience in the field, she has played a pivotal role in creating inclusive and nurturing learning environments for students and families while leading city-wide teams in collaboration for academic progress in the Chicago Public Schools district. Lewis-Reid's expertise in curriculum development, child development, and effective family-school partnerships has led to significant improvements in student well-being and academic achievement. As a compassionate and solution-focused leader, Lewis-Reid is looking forward to working collaboratively with the administration team, teachers, parents, and students, ensuring a supportive educational journey for all.

Matthew Manley
DIRECTOR OF ATHLETICS

Matthew Manley joined the Lab community in July. He has been a fan of Lab and its athletics program for so long and is honored to lead the next chapter of Lab Athletics. Manley brings a 20-year career as a coach and administrator managing 50 sports teams in the Chicago region and comes equipped with the kind of experience Lab needs as it continues to invigorate and expand its co-curricular athletic programs. Manley previously held the position of athletics director for the Sacred Heart School, where he also served as an administrator, assistant athletics director, and coach. Prior to his positions at Sacred Heart, Manley was also a head coach for the Francis W. Parker School and assistant varsity and head coach for the Latin School of Chicago. Manley moved to Chicago from Tampa, Florida in 1998, is an avid cyclist, and enjoys exploring Chicago on two wheels.

Andrew Miller
ASSISTANT DIRECTOR, STUDENT SERVICES

Andrew Miller will be working alongside the Learning and Counseling team across all divisions. He is originally from Warsaw, Indiana and holds a BS in psychology and sociology from Grace College & Seminary, and an MA in school psychology and a specialist in education degree in educational psychology, both from Ball State University. Miller is a licensed school psychologist and started his career in independent schools working at Culver Academies. After moving to the Chicagoland area, Miller has worked for Chicago Public Schools, The Frances Xavier Warde School, and the Latin School of Chicago having been a school psychologist, middle school dean, and an upper school counselor.
Lab Welcomes New Leaders

Suresh Mudragada
DIRECTOR, ALUMNI RELATIONS & GIVING

Suresh Mudragada joined Lab on May 15 and will serve on Lab’s Major Gifts team. He will provide leadership for events, traditions, and relationship-building with the goal of increasing engagement, volunteerism, and philanthropic support. Most recently, Mudragada served as senior associate director of alumni engagement at Northwestern University. Prior to joining Northwestern University, Mudragada worked in higher education student affairs including roles in student engagement, leadership, and programming at Macalester College in Minnesota, and diversity and inclusion at DePaul University. Mudragada holds a BS in business from Auburn University and MEd from Loyola University Chicago. He has been involved with professional organizations such as the Council for Advancement and Support of Education (CASE) and ACA—College of Student Educators International.

Rebecca Reaves
ASSISTANT DIRECTOR, DIVERSITY, EQUITY, & INCLUSION

Rebecca Reaves joins the Lab community as the assistant director of diversity, equity, and inclusion (DEI). Reaves previously taught seventh grade at Lab’s Middle School for three years. During that time her leadership extended into several roles. Most recently, Reaves served as the Middle School DEI coordinator to support the professional growth of faculty members. She also partnered with faculty to curate culturally responsive programming that enhanced student experiences beyond the classroom. Prior to Lab, Reaves was a curriculum consultant at Learning Dimensions and taught at the Latin School of Chicago for eight years. Reaves received her BA in early childhood education and MEd in elementary education from DePaul University. Reaves is excited for this next chapter in her career and with the Lab community.

Martin Woods
U-HIGH PRINCIPAL

Martin Woods joined Lab in July from Wootton College Prep, where he served on the four-person executive leadership team since 2018. He is an accomplished educator and leader with extensive experience in the field. Having spent nearly 15 years as head of electives for private and charter schools, Woods is well-versed in creating and implementing innovative curricula, as well as providing staff development and coaching. He also brings a unique perspective to the field with his background in corporate, educational, and artistic arenas as a skilled arts administrator and innovator. Woods holds a BA from Morehouse College, an MA and professional diploma from the Chicago College of Performing Arts at Roosevelt University, a professional certificate in inclusion and diversity from the Yale University School of Management, and a certificate in high-performance leadership from The University of Chicago Booth School of Business.

Carrie Phillips Trimble
DIRECTOR, PARENT & FAMILY RELATIONS

Carrie Phillips Trimble ’93 is a Lab alumna. She holds a BA in music business from New York University. Phillips Trimble joined Lab’s staff in August 2022 as the project assistant for the Early Childhood Division, where she coordinated with families and helped schedule events at Earl Shapiro Hall. Phillips Trimble has more than 25 years of professional experience in large scale client management, public relations, and project management that include leadership roles. Prior to joining Lab, Phillips Trimble held leadership roles at Arrow for almost two years—she was the vice president of partnerships then senior vice president of partnerships. She was also the client development director at Ticketmaster Entertainment for nine years.

World Language Day Resumes at the Lower School

The return of a beloved tradition

On April 28, excitement resonated in the air at Blaine Hall as the long-standing tradition of Lab’s fifth-grade World Language Day resumed after a three-year hiatus. Fifth graders taking German, Mandarin Chinese, French, and Spanish loaded onto yellow school busses for their language immersion adventures into the city.

Nine students in German “had a great time” as they made Midii for breakfast, visited and toured DANK Haus German Cultural Center, did a walking tour of German sights on Lincoln Avenue, visited Merz Apothecary, ate German food at Lashet’s Inn, and went to Lutz Konditorei, according to Annette Steinhart, Lower School world language German teacher, who drove them along with another adult chaperone.

“They had the opportunity to see artifacts from Germans who immigrated to Chicago as well as learn about the history of Germans in Chicago,” Steinhart said.

Sixteen students in Chinese along with three adult chaperones including Jin Yin, Lower School world language Chinese teacher, went to a Chinese Go workshop to challenge their intellectual thinking, and visited Health Kick Kung-Fu studio for a workshop to learn the origins and principles of Kung Fu and to learn basic moves. Afterwards, they went to Chitown Square Plaza and did Chinese dumpling-making for lunch, and explored Chinatown bakery and gift shops.

“It was a very fun day,” Yin said. “With workshops and activities specifically designed to cater for diverse needs, students were immersed in Chinese culture for the whole day and had a great time they wouldn’t soon forget.”

“My students loved the experience in general,” Perez said. “My students told me they loved the food from the restaurant, visiting the candy store in Little Village, and the National Museum of Mexican Art.”

Lower School Principal Sylvie Anglin wrote in the Principal Letter that “Fifth graders who take world language classes spend the day immersed in the language and culture of the world language they have been studying during their time in Lower School.”
**SPORTS**

**WINTER & SPRING HIGHLIGHTS 2022–2023**

**BOYS BASKETBALL**

The 2023 U-High boys basketball team finished the season with a 10–11 record. The team was coached by Lab Athletics Hall of Fame Coach Jonas ‘99. While the team finished with a below .500 record, the girls steadily improved throughout the season. As the season progressed, the girls developed solid team chemistry which could be seen on the court. The Maroons advanced to the ISL Regional semi-final after upsetting King High School. The team was led by seniors Maya Ataee, Janna Kilkus, and Hannah Mazy. Sophomore Alex Glick was named ISL All Conference Honorable Mention.

**GIRLS BASKETBALL**

The 2023 U-High girls basketball team finished the season with a 10–11 record. The team was coached by Lab Athletics Hall of Fame Coach Jonas ‘99. While the team finished with a below .500 record, the girls steadily improved throughout the season. As the season progressed, the girls developed solid team chemistry which could be seen on the court. The Maroons advanced to the ISL Regional semi-final after upsetting King High School. The team was led by seniors Maya Ataee, Janna Kilkus, and Hannah Mazy. Sophomore Alex Glick was named ISL All Conference Honorable Mention.

**BOYS TENNIS**

The U-High boys tennis team finished the 2023 season with a 11–5–1 record. The Maroons played a difficult schedule which prepared them for the many tests they saw throughout the season. The team won the ISLA Regional Championship defeating Catalyst Maria on Jackman Field. Following their regional win, the Maroons lost in heartbreaking fashion to Coventry High School in the ISLA Sectional. It was great to see Maroons represented at so many events downside. Senior Luke Grotthuss won ISL Runner of the Year; while Head Coach Lynne Ingalls and Austin Warner won ISL Coaching Staff of the Year.

**SQUASH (CO-ED)**

The Maroons squash team ended a stellar 2022 campaign with a heartbreaking 2nd place finish in the Chicago Independent School Squash Conference Championship. The Maroons fell to Latin School of Chicago in what was described as a nailbiter. The senior-heavy squash team won all but two regular season matches, one loss coming from the out-of-state powerhouse, John Burroughs School. The squash team looks to build on their strong 2023 season next year and is grateful for the contributions of the many seniors who participated during their time at U-High.

**DANCE TEAM**

After years of participating as a club sport, the dance team completed their first official varsity season. The team competed and showed well at three separate competitions throughout the year. Senior Lizzie Baker advanced to state for her solo performance, which was also a first in dance team history. A fun season highlight for the team included a halftime performance at a boys and girls basketball game where each team member asked their favorite Lab faculty/staff member to join in a dance. It was an amazing showing of school spirit and recognition for our community. Great things are ahead for the Maroons dance team!

**FENCING (CO-ED)**

The Maroons fencing team had a successful season continuing to cement itself as one of the top teams in the Great Lakes High School Fencing Conference. The team saw record numbers of interest this past season, which is exciting as Lab is one of the few schools in the state that offers fencing to its students. The team was led by seniors Maya El Shamsy and Daniel Totty who exhibited great leadership throughout the season.

**TRACK AND FIELD**

The U-High boys track and field teams saw great success this past season. Throughout the season, many individuals achieved personal bests which catapulted the team to outstanding finishes both in the ISL and the IHSA State series. The girls team finished 4th in the ISL, while the boys secured a 3rd place finish. Following their strong performance at the ISL Championships both the boys and girls teams sent several individuals to the ISLA State Championship meet hosted by Eastern Illinois University. It was great to see Maroons represented at so many events downside. Senior Luke Grotthuss won ISL Runner of the Year; while Head Coach Lynne Ingalls and Austin Warner won ISL Coaching Staff of the Year.

**SAILING (CO-ED)**

The U-High sailing team had a very successful season, competing their way to the National Invitational Regatta as well as the Rolex King Memorial Trophy Regatta. Both regatas saw the Maroons sail against some of the top sailing teams in the country. The sailing program, which was started within the past 10 years, has become one of U-High’s most unique and successful programs.

**GIRLS SOCCER**

The U-High girls soccer team finished the 2023 season with an 11–5–1 record. The Maroons played a difficult schedule which prepared them for the many tests they saw throughout the season. The team won the ISLA Regional Championship defeating Catalyst Maria on Jackman Field. Following their regional win, the Maroons lost in heartbreaking fashion to Coventry High School in the ISLA Sectional. It was great to see Maroons represented at so many events downside. The Maroons return a solid core of players and look forward to another successful season in 2024. The ISL honored Luke Aronsohn, Orly Eggener, and Charlotte Sims with 1st Team honors, while Olivia Quiles, Zoe Stephens, and Haley Sturml received 2nd Team honors.

**SPORTS HONORS & RECOGNITION**

**BILL ZARVIS AWARD**

Katie Bai
Lizzie Baker
Corona Chen
Maya El Shamsy
Elizabeth Frost
Charlotte Henderson
Jeffrey Huang
Ben King
Ethan Kuzera
William Montague
Bryan Pan
Kenneth Peters
Yessen Orozco
Sohrab Rezaei
Luke Grotthuss
JAMES WHERRY-WILLIS AWARD

**WILLIAM “DOC” MONILAW MEDAL**

Maya Ataee
Luke Grotthuss
Xavier Hashmi
Jackie Slimmon
On Saturday, October 15, Lab hosted its fourth annual Athletics Hall of Fame Reception and Induction Ceremony, which was established to honor outstanding contributions to Lab’s rich athletics history. During this year’s festivities, the following alumni were inducted into the school’s Athletic Hall of Fame:

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

The presenters for this year’s induction ceremony included Larry McFarlane, Deb Ribbens, Mike Moses, Markie Room, John Rogers, and Ron Drozd.

We are so proud of all of our Lab athletes and remain excited to strengthen the School’s commitment to athletics, health, and wellness.

Photo Captions:

Rain couldn’t stop this year’s 54th annual Rites of May festival which was held on Saturday, May 13, at the Historic Campus’ Kenwood Mall. Nearly 2,000 people attended this year’s festival which included bounce houses of all shapes and sizes, carnival games, delicious food, face painting, and fun-filled booths. Managed and produced by the Lab Parents’ Association, Rites of May, affectionately referred to as “ROM” by many Labbies, began in 1969 and is a beloved festival and Lab tradition that celebrates spring and the diverse cultures of Lab’s community.
Holocaust remembrance will include assembly, workshops
By Amy Ren, Assistant Editor
MARCH 20, 2023

The Jewish Students’ Association will hold the first in-person Holocaust Remembrance Assembly in four years on April 13. This year, the extended assembly period will explore the theme “The Power of Words,” and begin in the Griffin Auditorium and conclude with student- and faculty-run workshops held in various locations. The portion in the auditorium and the workshops are intended to take about 45 minutes each, with about 15 minutes of transition period in between. Along with opening and closing speeches, there will be a candle-lighting ceremony, Bel Canto and poetry performances, and a guest speaker, Susan Meschel. Dr. Meschel, who earned a M.S. and Ph.D. in chemistry from the University of Chicago, conducts research at the Illinois Institute of Technology and is the editor of two books and the author of another book about Jewish experiences. “We have a speaker, someone who survived the Holocaust,” JSA co-president Charlie Banton said. “I don’t want to spoil anything, but she has a very interesting story about her experience.”

Similar to how students signed up for ArtsFest workshops, they will have the opportunity to use a Google Form to select one of the 25-30 workshops to attend, according to Charlie, JSA members will then manually place each student into a workshop, based on their responses. Although workshops will be predominantly run by affinity groups and faculty, any student was also able to submit workshop proposals to JSA for approval. This year, according to Charlie, the club decided to conduct workshops, in addition to a traditional assembly, to truly honor all student affinity groups and to better represent the diverse experiences and perspectives of the Holocaust.

Two students accepted for language study program in Taiwan Scholarship
By Taariq Ahmed, Reporter
APRIL 13, 2023

Juniors Skyler Albert and Poppy Beiser were chosen for a government-sponsored scholarship to study world languages at an academic intensive program in Taiwan for six weeks this summer.
The National Security Language Initiative for Youth is run by the U.S. Department of State’s Bureau of Educational and Cultural Affairs. To be chosen for the scholarship, an applicant must be a U.S. citizen, be a 15-18 year old high school student and meet other criteria defined in an online application.

Skyler has studied Chinese at Lab since third grade, and said he has always been fascinated by Chinese language. Skyler said he applied to the program with a hope of immersing himself in Chinese culture. “I’m trying to go in with an open mind,” Skyler said. “I don’t want to go into there with preconceived notions, but I think it’ll be a great opportunity to learn more about Chinese and Taiwanese inspirations and culture, and obviously, improve my language skills.”

Participants in the program will stay with a host family, attend classes at a local university and stay involved with community activities. Poppy said she is excited to make connections through her passion of learning languages. “I think it’ll be amazing to form relationships with the host family I stay with, and with the people who I’m taking classes with,” Poppy said. “I’m going to completely commit to only speaking Mandarin as much as I can. I’m sure it’s going to be a really cool experience.”

Jefferson used to teach primary school students, including kindergarteners, and eventually evolved to teaching middle school students. In addition to being a Grade 6 humanities teacher, Jefferson is also a sixth-grade advisor and Middle School Black Student Association (BSA) co-sponsor. “Although the age level of my students has changed…my philosophy has not,” Jefferson says. “I still firmly believe that all students can learn. It is the responsibility of the teacher to meet students where they are and assist them in the progression of their educational journey.”

Jefferson’s graduate educational background consisted of “social science and urban education with a concentration in the study of the societies, and the relationships among the individuals within the societies.”

Students in Jasmine Jefferson’s Grade 6 humanities classroom learn real-world skills
Jasmine Jefferson’s classroom can expect not only to be intellectually challenged by the curricula, but also enjoy a variety of teaching and learning styles.

“My style of teaching is a combination of experiential learning, online learning, differentiated learning, blended learning, game-based learning, and student-centered learning,” Jefferson says, who has 26 years of experience teaching—six of those years at Lab. “Before coming to Lab, Jefferson taught at Chicago Public Schools (CPS) for 21 years. "My work as a teacher has evolved in multiple ways," Jefferson says. "My methods and practices of teaching are more informed by my experiences and continuous professional development, as well as my didactical approach which focuses on the process of motivating my students in the learning process.”
Lab in the House: A Tale of Two Genres

By Valerie M. Reynolds
the genre was picking up steam in New York and Chicago. But while today, hip hop has grown into one generation. Poetic verses continue to resonate across the world. Isolate and extend percussion breaks. Fifty years later, hip hop’s rhythms and poetic verses continue to resonate across generations.

Today, hip hop has grown into one of the world’s most prominent musical genres and cultural influences. While the genre was picking up steam in the 1970s, Chicago was a bit slower to join the hip hop craze. That’s because another genre of music was taking hold in the city, and that genre was house music.

Lab’s Connection to the Birthplace of House Music

It is safe to say that house music, the musical genre that was started in Chicago, is seeing somewhat of a rebirth. With the release of and worldwide fanfare of Beyoncé’s most recent album, Renaissance, a brand new generation is introduced to the genre of house music, as an older generation basks in the limelight as house once again takes center stage in pop culture.

Around the same time that hip hop was taking shape in the South Bronx, house music began to take shape when Frankie Knuckles moved from the Bronx to Chicago. As a teen, he attended discos in New York and soon began working as a DJ playing soul, disco, and R&B at two of New York’s most popular discos: The Continental Baths and The Gallery. Shortly thereafter, Knuckles arrived in Chicago, where he began DJing at a new club called the Warehouse. It was at the Warehouse where he innovated the genre of house music by blending disco, funk, and electronic pop. From the late ’70s to early ’80s, the Warehouse, which was a private club in the West Loop that one could only enter by invitation, served as a mainstay for house dance parties hosted by Knuckles, who had by then become the club’s resident DJ.

Last June, the Chicago City Council approved a landmark designation for the Warehouse, officially marking its history as the birthplace of house music.

When being interviewed by MusicRadar in 2012, Knuckles was asked if he considered himself the inventor of house music. “That’s what they tell me,” he responded. “I was driving past a shop in Chicago and I saw a sign that said, ‘We play house music.’ I said to my friend, ‘What the hell is house music?’ He said, ‘It’s the kind of music you play at the Warehouse.’” That was when it began to crystallize that what he had created was larger than him; larger than the Warehouse.

Last June, the Chicago City Council approved a landmark designation for the Warehouse, officially marking its history as the birthplace of house music. House grew in popularity and began to quickly spread beyond Chicago and to the nation. This was due in large part to a small group of pioneers: local Black DJs who played a pivotal role in helping to evolve disco into what became known as early house music. One of those pioneering DJs was Alan King ’81.

Today, King’s name is one of the most well-known names affiliated not only with house music but with house culture. He is a member of Chicago’s legendary DJ crew The Chosen Few, the collective that hosts one of the biggest house music festivals in the country on Chicago’s South Side each year. The Chosen Few, which includes Wayne Williams, Jesse Saunders, Terry Hunter, Mike Dunn, and brothers Andre and Tony Hatchett, are some of the original DJs who helped propel the genre into an international culture of dance, music, and soul, and they continue to contribute to the evolution of the house music phenomenon.

King began making a name for himself as a DJ after he DJed his own eighth-grade graduation party. “Once I went to the Warehouse, however, it changed my life. It was there that I learned what a party was supposed to look like, sound like, and feel like,” King shared in a 2019 interview for Switched on Music, a platform that celebrates house music. All the more so because the Warehouse was a one-stop shop for Chicago’s music scene. Frankie would manipulate and enhance the records, impacting King as a young DJ. “Plus it was the people. Different races, nationalities, sexual orientations, etc., all parting together in peace and harmony. I had never experienced anything quite like it before.”

As one of the world’s most sought-after DJs in house music, King lives and breathes house music. In 2019 interview for MusicRadar, King himself said that the record Chicago’s urban underground culture, Chicagoans were somewhat late adopters of hip hop. That is, until a young man by the name of Duro Wicks ’85 and his group, He Who Walks Three Ways, had their say.

CATALYST: The Story of Duro Wicks and Chicago Hip Hop is a soon-to-be-released, independent documentary film about the early days of hip hop in Chicago. It examines how and why the uptake of hip hop music and culture evolved so much later in Chicago than it did in other urban American cities. The film shines a light on Duro “Shame Love” Wicks, an entrepreneur and performer who fell in love with hip hop culture and helped give it a home on the Chicago music scene of the early 1990s. The documentary explores how WHPK, a tiny 100-watt radio station at the University of Chicago, became Chicago’s hip hop powerhouse and why it was so difficult for a younger, non-professional entrepreneur to promote hip hop events in the city of Chicago during that time. As Wicks and his crew began to take the northwest side community, the Wicker Park by storm, their notoriety began to spread throughout the city. The Chicago Reader once called Wicks “one of the godfathers of the Wicker Park hip hop scene,” and The Chicago Tribune called him “a large man with a charismatic presence…at the center of the kinetic circus.” When speaking to others of how Wicks cultivated a place for a generation of kids to show up and prove the hip hop culture was relevant and here to stay; many describe Wicks as “the catalyst.”

“Before I did my own thing, I had nowhere to go,” says Wicks. “So my whole thing was, let’s do an 80’s party,” he shares as he speaks about his love affair with hip hop. CATALYST paints an honest picture of Duro’s wild, roller coaster ride of music, passion, culture, and Chicago’s political machine. The story is told by Wicks in partnership along with the help of recollections from other artists, address Chicago’s early hip hop community with whom he partnered. Their stories are woven together with archival footage and still photographs that tell the vibrant history of the early days of hip hop in Chicago. The filmmaker behind the project, Cat Wicks’ high school friend and classmate, Dave Steck ’84, founder of Numeric Pictures. Steck is an award-winning, twice Emmy-nominated member of the Producers Guild of America and a veteran of underground music scenes. When Wicks first told Steck about his journey as a hip hop pioneer in Chicago, he knew that it had to be captured and recorded as part of Chicago’s musical history. So they began to collaborate as co-producers to get this story told.

“As a filmmaker, I don’t always get to pick what the show is that I work on, and I’ve been very fortunate to get to do things where I’ve gone to travel around the world,” Steck said. “And I sometimes go into a situation where I’m in a culture very different from where I grew up, or in a place very different from where I grew up. I can see how some people who I work with may or may not adapt to that better than others. Steck considers himself one of the lucky ones, better than others and he attributes that to his time at Lab.

“The one of the things that I got out of the Lab was learning how to let go of the idea that the time—was growing up in such a diverse environment,” said Steck. “You know, just meeting people and having friends whose lives were different from my own and, yet we had something in common: Lab.”

Chicago’s hip hop and house scenes have left indelible marks on the genre. They demonstrate a fusion of styles, address social issues, and nurture a worldwide sense of community and collaboration. The unique sound, diverse talent, and authenticity of this music have contributed to the lasting influence of both genres. The fact that these Lab grads contributed to these movements in music in such confounding ways should be of no surprise. It isn’t to Steck.

“I think that Lab made us curious; it made us patient. You know, we will take the time to learn. We don’t have to rush through it. And it made us, I guess, fearless.”

The University of Chicago’s Doc Films is presenting a work-in-progress screening of selections from CATALYST, followed by a talkback with the filmmakers, at Ida Noyes Hall on Wednesday, October 25, at 4pm.
Pioneering Innovations in Health Care

How Lab graduates have revolutionized medicine through groundbreaking contributions to health care

By Valerie M. Reynolds
In the spring of 1972, in her Hyde Park home, Dr. Rowley “lined up the chromosomes from leukemia cells on a table and told [her] kids not to sneeze.”

“The concept at the time was that cancer was chaos; that these chromosomes were in the DNA, they were randomly all over and that’s how cancer started,” said Dr. Solomon M. Smith, chief of the section of hematology-oncology at UC, and Dr. Rowley’s former student. “She showed is that it is not random, that there is actually a pattern and that this pattern reflects these chromosomes that rearrange. We still, to this day, call them chromosomal rearrangements.”

Dr. Rowley not only blazed a trail for cancer research, but she also blazed a trail for women in science. She began in 1941 at the age of 15 when she was awarded a scholarship that allowed her to attend the University of Chicago and combine her two years of high school with the first two years of college. She earned her bachelor of philosophy in 1944, and although she accepted into medical school, she uniformed had to wait nine months before she could enter because the University of Chicago-Chicago had its quota of women in medical school—three women out of a class of 65.

After graduating medical school in 1948 at the age of 25, she married Donald Rowley, a pioneering researcher in his own right, and spent the next 20 years raising her four boys and working three days a week at a number of different research institutions and health care facilities, including a Chicago clinic for children with Down syndrome. In 1962, after being diagnosed with cancer, she learned new techniques to learn about chromosomes. After her treatment, she continued her research, and in 1979, she published her first book, the first book on cancer research as it was known at the time. She wrote a book titled “The New England Journal of Medicine” that was received with “When I phoned to ask why,” Dr. Rowley recalled, “I was told that in their judgment my paper was unimportant.” She published into the French journal Génétique, which published it in 1973.

“Dr. Rowley led medical school at a time when there were very few women in medical school,” Dr. Smith, who, in 2021, became the first woman to be appointed chief of the section of hematology-oncology at UC, said. “When I phoned to ask why,” Dr. Rowley recalled, “I was told that in their judgment my paper was unimportant.” She published into the French journal Génétique, which published it in 1973.

She started medical school at a time when there were very few women in medical school,” Dr. Smith said. She wrote a book titled “The New England Journal of Medicine” that was received with “When I phoned to ask why,” Dr. Rowley recalled, “I was told that in their judgment my paper was unimportant.” She published into the French journal Génétique, which published it in 1973.

As I get older, I come to appreciate more and more how important the education I received at Lab was,” Dr. Abella said. "To me, the absolute pinnacle of my career."

Breathing New Life into CPR

Dr. Abella’s legacy began many decades ago, but there are many more recent Lab graduates leading new advances in medical technology. As an example, Dr. Diane Meier ’69, a geriatrics and palliative care specialist who founded the Center to Advance Palliative Care in 1999, and David Metler ’82, a professor of medicine at the University of Chicago and its first male who has made major contributions to the fields of medical cost-effectiveness analysis. This list also includes Ben Abella ’88, a physical medicine and rehabilitation physician, practitioner, and academic researcher that studies the evaluation of CPR, reanimation performance, and methods to teach CPR in the community. This past January, Monday Night Football unexpectedly sent its live viewers into a tailspin as they watched Damar Hamlin, safety for the Buffalo Bills, receive a seemingly innocuous tackle from a player on the opposing team. Hamlin got up from the tackle in a manner that most football players do over and over again, and then he suddenly went limp and collapsed on the field. Hamlin had suffered a cardiac arrest.

"As I get older, I come to appreciate more and more how important the education I received at Lab was," said Dr. Abella. "To me, the absolute pinnacle of my career."

In typical Dr. Abella fashion, the next day—and several days to follow—media outlets were full of tales of the article about Hamlin’s cardiac arrest and CPR recovery. One of those talking heads was Dr. Ben Abella, Dr. Abella’s son, a medical school student and vice chair for research in the department of emergency medicine in the School of Medicine at the University of Chicago. He was appointed the director of the Center for Resuscitation Science in 2016 and, just this past July, Dr. Abella was appointed to serve as interim chief of the section of hematology-oncology at the University of Chicago Medicine after being nominated by Gov. Josh Shapiro and unanimously confirmed by the Pennsylvania Senate in late June.

In typical Dr. Abella fashion, the next day—and several days to follow—media outlets were full of tales of the article about Hamlin’s cardiac arrest and CPR recovery. One of those talking heads was Dr. Ben Abella, Dr. Abella’s son, a medical school student and vice chair for research in the department of emergency medicine in the School of Medicine at the University of Chicago. He was appointed the director of the Center for Resuscitation Science in 2016 and, just this past July, Dr. Abella was appointed to serve as interim chief of the section of hematology-oncology at the University of Chicago Medicine after being nominated by Gov. Josh Shapiro and unanimously confirmed by the Pennsylvania Senate in late June.

Ben Abella ’88

In typical Dr. Abella fashion, the next day—and several days to follow—media outlets were full of tales of the article about Hamlin’s cardiac arrest and CPR recovery. One of those talking heads was Dr. Ben Abella, Dr. Abella’s son, a medical school student and vice chair for research in the department of emergency medicine in the School of Medicine at the University of Chicago. He was appointed the director of the Center for Resuscitation Science in 2016 and, just this past July, Dr. Abella was appointed to serve as interim chief of the section of hematology-oncology at the University of Chicago Medicine after being nominated by Gov. Josh Shapiro and unanimously confirmed by the Pennsylvania Senate in late June.

In typical Dr. Abella fashion, the next day—and several days to follow—media outlets were full of tales of the article about Hamlin’s cardiac arrest and CPR recovery. One of those talking heads was Dr. Ben Abella, Dr. Abella’s son, a medical school student and vice chair for research in the department of emergency medicine in the School of Medicine at the University of Chicago. He was appointed the director of the Center for Resuscitation Science in 2016 and, just this past July, Dr. Abella was appointed to serve as interim chief of the section of hematology-oncology at the University of Chicago Medicine after being nominated by Gov. Josh Shapiro and unanimously confirmed by the Pennsylvania Senate in late June.

In typical Dr. Abella fashion, the next day—and several days to follow—media outlets were full of tales of the article about Hamlin’s cardiac arrest and CPR recovery. One of those talking heads was Dr. Ben Abella, Dr. Abella’s son, a medical school student and vice chair for research in the department of emergency medicine in the School of Medicine at the University of Chicago. He was appointed the director of the Center for Resuscitation Science in 2016 and, just this past July, Dr. Abella was appointed to serve as interim chief of the section of hematology-oncology at the University of Chicago Medicine after being nominated by Gov. Josh Shapiro and unanimously confirmed by the Pennsylvania Senate in late June.
The Sound of Lab

At an early age, Labbies begin learning an instrument. Many excel through graduation and beyond.

By Rocio Villaseñor

Upon entering Grade 5 in Lab’s Lower School, students excitedly select an instrument and begin their musician journey. Though many students may have played an instrument before joining Lab, many may have never picked up an instrument, and so begins an experience of a lifetime not only developing new musical skills but also developing skills that are needed throughout adulthood. For many decades, Lab musicians have instilled a sense of encouragement and direction for tens of thousands of “Labbies” as they continue down their musical path. Though students don’t play an instrument until Grade 5, Lab’s music education is from Nursery 3 through Grade 12. At the Historic Campus, music teachers offer classes in general music, band, choir, orchestra, Bel Canto, Chamber Collective, Jazz band, music history, digital music production, and various independent studies. Throughout any given school year, there are more than 40 music performances, according to Lab’s orchestra teacher Hsing-Huei Huang. “The amount of classes and performances offered in our Schools is truly outstanding,” Huang said. “Our Lab musicians take delight in making performances that enrich the audience… But beyond the broader community’s enjoyment of the music, Lab’s music program also helps musicians in ways that go well beyond their individual ability to perform. It teaches discipline and concentration, as being a successful musician requires consistent practice over long periods of time.”

The Chicago Youth Symphony Orchestra

Lab musicians have a long history of becoming members of the Chicago Youth Symphony Orchestra (CYSO) and performing in ensembles at the Symphony Center and beyond. This past spring, on Sunday, May 21, many of Lab’s current musicians performed in two ensembles in CYSO’s spring concert—the Philanthropic Orchestra, performed the opening piece, and the Symphony Orchestra, performed the other five pieces.

One solo performance that was “simply breathtaking” was U-High student Henry Auxenfans’ rendition of Tchaikovsky’s Violin Concerto in D Major. “Tchaikovsky’s Violin Concerto in D Major is one of the most difficult concertos in the violin repertoire, but even at the young age of 15, Henry showed artistry typically only achieved by much older musicians,” Huang said.

Henry was the winner of the 2022 Concerto Competition at the Symphony Center and thus had the opportunity to perform a solo with the CYSO that night. However, this was not the first time Henry performed the concerto. “I played this piece with the Civic Orchestra in January as one of the finalists of the CSO Grain-Maling Foundation Young Artists Competition,” Henry said. “This time, I felt like I had a better understanding of Tchaikovsky’s language and structure… I became more proficient and was able to execute my musical ideas with a higher level of artistry.

Lab’s Music Education

Henry began playing the violin at age four and has been a part of CYSO for eight years. He has performed in many ensembles at CYSO and national competitions including claiming first place in the finals of the 2022 United States Marine Band concerto competition last February in Washington, DC, and got to play with the US Marine Chamber Orchestra in April.

“It was such an honor to be able to work with them, and to be able to play with the nation’s oldest orchestra institution. I will cherish that for the rest of my life,” Henry told CYSO in an interview.

Henry, along with his brother Louis Auxenfans ’23, have both participated in the annual LabArts performance and the annual Lab Schools’ October recital—the annual LabArts performance and the annual Lab Schools’ October recital—which were organized by former music teacher Brad Brickner. Henry was also part of Lab’s choir from Grades 5–9 and Lab’s independent study for trio music. “We are very fortunate to have an extremely supportive community and top-notch facilities [like Gordon Parks Arts Hall] where we can practice performing and share our musical arts with others,” Henry said. “I truly appreciate those training and performing opportunities I have had at [Lab] since I was in primary school… My brother Louis and I are also extremely appreciative of the group of supportive and enthusiastic audiences attending these events.”

Like his brother, Louis also plays the piano, but picked up the clarinet in Lab’s fifth-grade band. “The enthusiastic and caring support of the band teachers helped give me the patience and confidence necessary to excel at my instrument,” Louis says. “Teachers like Ryan Hudec and Brickner made rehearsals engaging by having us break down tricky rhythms in cool ways and reminding us to tell a story through music. Those rehearsals made me excited to practice and come back the next day playing even better.”

Louis, who first joined CYSO seven years ago, was the principal clarinetist of CYSO’s flagship Symphony Orchestra and Classical Orchestra Repertory Ensemble. He competed and was awarded in several local and national competitions for his piano and clarinet talents including the 2018 Grain-Maling CSO Young Artist Competition, where he won a scholarship prize to attend Boston University Tanglewood Institute. In 2018, he also won Walgreens National Concerto Competition in the junior woodwind division, and in 2020, he was the Illinois Federation of Music Club Concerto Competition winner for his performance of Beethoven’s Piano Concerto No. 3. Both Lab’s band and CYSO gave Louis “the opportunity to take on exciting, challenging repertoire with frequent performances at Mandel Hall and Logan Center.”

“Lab’s band was and is a great place for all beginners to take advantage of exploring a new instrument in an incredibly supportive and fun environment,” Louis says, who was at music camp in Tanglewood this summer before joining Harvard this fall. “Lab’s band program helped me give me a strong foundation to shape and elevate my musicianship that became beneficial in all facets of my playing—from CYSO to solo performances.”

“Teachers like Ryan Hudec and [Brad] Brickner made rehearsals engaging by having us break down tricky rhythms in cool ways and reminding us to tell a story through music. Those rehearsals made me excited to practice and come back the next day playing even better.”

top: Jennifer Yu Wang ’18; bottom: Louis Auxenfans ’23

Photo: CYSO
"Music was the center of my Lab School education," Wang said. "Through the music department, I gained insight on social justice, and of course, music, in ways that would never have been possible in other courses."

"It was a joy to reunite with several of my [former] teachers, including Huang, Staci Garner, Francisco Javier Saez de Adana, Frau Steinbarth, boyfriend Taylor, and Meghan Janda. These educators played crucial roles in shaping not only my life but also my work at the Chicago Symphony Orchestra. The orchestra celebrated the 65th anniversary of its formation with a concert featuring many bottles of freshly chilled white wine and a merry and rollicking local au pair.

As of us tracing our eighteen-eighty year of existence, we have good news and bad news. I’m sorry to report that Jim Rosenblum passed away in June. Jim lived in Los Angeles and had practiced psychiatry for many years. We are saddened and diminished by his loss.

"Music will continue providing me with the right to determine what is crucial roles in shaping not only my life but also my work at the Chicago Symphony Orchestra. The orchestra celebrated the 65th anniversary of its formation with a concert featuring many bottles of freshly chilled white wine and a merry and rollicking local au pair.

As of us tracing our eighteen-eighty year of existence, we have good news and bad news. I’m sorry to report that Jim Rosenblum passed away in June. Jim lived in Los Angeles and had practiced psychiatry for many years. We are saddened and diminished by his loss.

"Music will continue providing me with the right to determine what is important role. Please email Lynn Manaster Alperin, 505-466-4346.

As of us tracing our eighteen-eighty year of existence, we have good news and bad news. I’m sorry to report that Jim Rosenblum passed away in June. Jim lived in Los Angeles and had practiced psychiatry for many years. We are saddened and diminished by his loss.

"Music will continue providing me with the right to determine what is important role. Please email Lynn Manaster Alperin, 505-466-4346.
1961 Class Representative Diane Solomon
176 Tipton Drive
Lancaster, PA 17601
david.stamsheln@landrum.com
777-541-5888

David Stamsheln ’63 writes: The Class of 1961 held its 60th Reunion the weekend of May 20–23, 2021. The turnout was excellent; indeed, we have been informed that our Class had the largest attendance of any of the reunion classes that weekend. The reunion committee was headed by Betty Rosenstiel Musburger ’63, Kim Mosely ’63, and Karen Goldberg Topin ’63, with Doug Matthews ’64, Irma Routen ’63, and Yegezine Fertel ’63. Susan Furr Hand ’63, Judy Epstein Shapiro ’63, and Cypress Sherman Pierce ’63.

There were three major events during the weekend: a dinner on Saturday evening in Judd Hall, an after-dinner party hosted by Andy Gelman ’63 and his wife, Amy; and a Sunday brunch hosted by Doug Matthews ’64 and his wife, Al. The LabLife Fall 2023, LabLife Fall 2023.

1961 Class Representative David Stamsheln
176 Tipton Drive
Lancaster, PA 17601
david.stamsheln@landrum.com
777-541-5888
Class of 2010: Interested in volunteering to serve as your class representative? Email the Alumni Relations and Development Office at labnotes@ucls.uchicago.edu.

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

Class of 2012: Interested in volunteering to serve as your class representative? Email the Alumni Relations and Development Office at labnotes@ucls.uchicago.edu.

Class of 2013: Interested in volunteering to serve as your class representative? Email the Alumni Relations and Development Office at labnotes@ucls.uchicago.edu.

Class of 2014: Interested in volunteering to serve as your class representative? Email the Alumni Relations and Development Office at labnotes@ucls.uchicago.edu.

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

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

Class of 2017: Interested in volunteering to serve as your class representative? Email the Alumni Relations and Development Office at labnotes@ucls.uchicago.edu.

Class of 2018: Interested in volunteering to serve as your class representative? Email the Alumni Relations and Development Office at labnotes@ucls.uchicago.edu.

Class of 2019: Interested in volunteering to serve as your class representative? Email the Alumni Relations and Development Office at labnotes@ucls.uchicago.edu.

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

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

Class of 2022: Interested in volunteering to serve as your class representative? Email the Alumni Relations and Development Office at labnotes@ucls.uchicago.edu.

Class of 2023: Interested in volunteering to serve as your class representative? Email the Alumni Relations and Development Office at labnotes@ucls.uchicago.edu.

Class of 2024: Interested in volunteering to serve as your class representative? Email the Alumni Relations and Development Office at labnotes@ucls.uchicago.edu.

Class of 2025: Interested in volunteering to serve as your class representative? Email the Alumni Relations and Development Office at labnotes@ucls.uchicago.edu.

Class of 2026: Interested in volunteering to serve as your class representative? Email the Alumni Relations and Development Office at labnotes@ucls.uchicago.edu.

Class of 2027: Interested in volunteering to serve as your class representative? Email the Alumni Relations and Development Office at labnotes@ucls.uchicago.edu.

Class of 2028: Interested in volunteering to serve as your class representative? Email the Alumni Relations and Development Office at labnotes@ucls.uchicago.edu.

Class of 2029: Interested in volunteering to serve as your class representative? Email the Alumni Relations and Development Office at labnotes@ucls.uchicago.edu.

Class of 2030: Interested in volunteering to serve as your class representative? Email the Alumni Relations and Development Office at labnotes@ucls.uchicago.edu.

Class of 2031: Interested in volunteering to serve as your class representative? Email the Alumni Relations and Development Office at labnotes@ucls.uchicago.edu.

Class of 2032: Interested in volunteering to serve as your class representative? Email the Alumni Relations and Development Office at labnotes@ucls.uchicago.edu.

Class of 2033: Interested in volunteering to serve as your class representative? Email the Alumni Relations and Development Office at labnotes@ucls.uchicago.edu.

Class of 2034: Interested in volunteering to serve as your class representative? Email the Alumni Relations and Development Office at labnotes@ucls.uchicago.edu.

Class of 2035: Interested in volunteering to serve as your class representative? Email the Alumni Relations and Development Office at labnotes@ucls.uchicago.edu.

Class of 2036: Interested in volunteering to serve as your class representative? Email the Alumni Relations and Development Office at labnotes@ucls.uchicago.edu.

Class of 2037: Interested in volunteering to serve as your class representative? Email the Alumni Relations and Development Office at labnotes@ucls.uchicago.edu.

Class of 2038: Interested in volunteering to serve as your class representative? Email the Alumni Relations and Development Office at labnotes@ucls.uchicago.edu.

Class of 2039: Interested in volunteering to serve as your class representative? Email the Alumni Relations and Development Office at labnotes@ucls.uchicago.edu.

Class of 2040: Interested in volunteering to serve as your class representative? Email the Alumni Relations and Development Office at labnotes@ucls.uchicago.edu.

Class of 2041: Interested in volunteering to serve as your class representative? Email the Alumni Relations and Development Office at labnotes@ucls.uchicago.edu.

Class of 2042: Interested in volunteering to serve as your class representative? Email the Alumni Relations and Development Office at labnotes@ucls.uchicago.edu.

Class of 2043: Interested in volunteering to serve as your class representative? Email the Alumni Relations and Development Office at labnotes@ucls.uchicago.edu.

Class of 2044: Interested in volunteering to serve as your class representative? Email the Alumni Relations and Development Office at labnotes@ucls.uchicago.edu.

Class of 2045: Interested in volunteering to serve as your class representative? Email the Alumni Relations and Development Office at labnotes@ucls.uchicago.edu.
As our Schools continue to evolve, a number of individuals within Lab play an integral part in that evolution. One position in particular plays the key role in evolving the school’s phenomenal student-body: our director of admissions. **Irene Reed ’92** has been employed as the School’s director of admissions for more than 13 years. As an alumna, she stands as a living bridge between the past, the present, and the future. She embodies the essence of what it means to be an alumna of this prestigious institution.

Like many of our students and alumni, Irene, was not the first person in her family to attend Lab; her mother, Cynthia Ware Reed ’54, is an alumna of the classes of 1954. As an alumna, she was able to return home to Lab.

Irene is one of an amazing, yet growing ilk who carries with her the spirit of Lab and embodies the essence of what it means to be a valued member of the Lab family.

**Christopher Wool ’72** has been recognized as one of the most important abstract painters of his generation. Specifically for his “word paintings,” which are large canvases with silk-screened phrases from movies, TV shows, or other recognizable materials. Wool’s work has been in various art exhibits, institutions, and auctions worldwide since he embarked on his career in the mid-1980s, including the San Francisco Museum of Modern Art, the Museum of Contemporary Art in Los Angeles, the Solomon R. Guggenheim Museum, and the Musée d’Art Moderne de la Ville de Paris, among others.

Irene’s father, Dr. Ira G. Wool, was a molecular biologist and professor for the University of Chicago and his mother was a psychiatrist. Wool has reconnected that, at 12, he attended two shows that gave him a sense of “art’s subversive power.” “I am the Artist Who collective and the Art Ensemble of Chicago, an Anarchojazz combo.”

According to The Art Story’s biography on him, Wool studied photography and art in U-High, and one of his art teachers was Robert Donald Erickson. After Lab, Wool went to New York to study painting and continue his work with Richard Pousette-Dart at Sarah Lawrence College. He then attended the Studio School to focus on painting. From 1980-1984, Wool worked as a studio assistant for Joel Shapiro, a sculptor, and was greatly influenced as this led him to create abstract paintings.

In the last few years, Wool has been creating painting series made of twisted barbed wire at his home in Marfa. “I don’t know where I’ll go next with the sculpture,” Wool told The New York Times in a May 2023 interview. “I mean, I’ve pretty much fished out all the identifiable forms that’s possible for me to find in West Texas. It might not continue to provide me with new ideas, so maybe I’ll have to start working in a completely new vein.”

As an alumnus of Lab, it is such a privilege for me to be able to have a career that allows me the opportunity to provide so many children with all that our Schools have to offer,” says Irene. “I can think of no better career.”

**Christopher Wool ’72** has been recognized as one of the most important abstract painters of his generation. Specifically for his “word paintings,” which are large canvases with silk-screened phrases from movies, TV shows, or other recognizable materials. Wool’s work has been in various art exhibits, institutions, and auctions worldwide since he embarked on his career in the mid-1980s, including the San Francisco Museum of Modern Art, the Museum of Contemporary Art in Los Angeles, the Solomon R. Guggenheim Museum, and the Musée d’Art Moderne de la Ville de Paris, among others.

Irene’s father, Dr. Ira G. Wool, was a molecular biologist and professor for the University of Chicago and his mother was a psychiatrist. Wool has reconnected that, at 12, he attended two shows that gave him a sense of “art’s subversive power.” “I am the Artist Who collective and the Art Ensemble of Chicago, an Anarchojazz combo.”

According to The Art Story’s biography on him, Wool studied photography and art in U-High, and one of his art teachers was Robert Donald Erickson. After Lab, Wool went to New York to study painting and continue his work with Richard Pousette-Dart at Sarah Lawrence College. He then attended the Studio School to focus on painting. From 1980-1984, Wool worked as a studio assistant for Joel Shapiro, a sculptor, and was greatly influenced as this led him to create abstract paintings.

In the last few years, Wool has been creating painting series made of twisted barbed wire at his home in Marfa. “I don’t know where I’ll go next with the sculpture,” Wool told The New York Times in a May 2023 interview. “I mean, I’ve pretty much fished out all the identifiable forms that’s possible for me to find in West Texas. It might not continue to provide me with new ideas, so maybe I’ll have to start working in a completely new vein.”

“...maybe I’ll have to start working in a completely new vein.”

As an alumna of Lab, it is such a privilege for me to be able to have a career that allows me the opportunity to provide so many children with all that our Schools have to offer,” says Irene. “I can think of no better career.”

**Christopher Wool ’72** has been recognized as one of the most important abstract painters of his generation. Specifically for his “word paintings,” which are large canvases with silk-screened phrases from movies, TV shows, or other recognizable materials. Wool’s work has been in various art exhibits, institutions, and auctions worldwide since he embarked on his career in the mid-1980s, including the San Francisco Museum of Modern Art, the Museum of Contemporary Art in Los Angeles, the Solomon R. Guggenheim Museum, and the Musée d’Art Moderne de la Ville de Paris, among others.

Irene’s father, Dr. Ira G. Wool, was a molecular biologist and professor for the University of Chicago and his mother was a psychiatrist. Wool has reconnected that, at 12, he attended two shows that gave him a sense of “art’s subversive power.” “I am the Artist Who collective and the Art Ensemble of Chicago, an Anarchojazz combo.”

According to The Art Story’s biography on him, Wool studied photography and art in U-High, and one of his art teachers was Robert Donald Erickson. After Lab, Wool went to New York to study painting and continue his work with Richard Pousette-Dart at Sarah Lawrence College. He then attended the Studio School to focus on painting. From 1980-1984, Wool worked as a studio assistant for Joel Shapiro, a sculptor, and was greatly influenced as this led him to create abstract paintings.

In the last few years, Wool has been creating painting series made of twisted barbed wire at his home in Marfa. “I don’t know where I’ll go next with the sculpture,” Wool told The New York Times in a May 2023 interview. “I mean, I’ve pretty much fished out all the identifiable forms that’s possible for me to find in West Texas. It might not continue to provide me with new ideas, so maybe I’ll have to start working in a completely new vein.”

“...maybe I’ll have to start working in a completely new vein.”

**Christopher Wool ’72** has been recognized as one of the most important abstract painters of his generation. Specifically for his “word paintings,” which are large canvases with silk-screened phrases from movies, TV shows, or other recognizable materials. Wool’s work has been in various art exhibits, institutions, and auctions worldwide since he embarked on his career in the mid-1980s, including the San Francisco Museum of Modern Art, the Museum of Contemporary Art in Los Angeles, the Solomon R. Guggenheim Museum, and the Musée d’Art Moderne de la Ville de Paris, among others.

Irene’s father, Dr. Ira G. Wool, was a molecular biologist and professor for the University of Chicago and his mother was a psychiatrist. Wool has reconnected that, at 12, he attended two shows that gave him a sense of “art’s subversive power.” “I am the Artist Who collective and the Art Ensemble of Chicago, an Anarchojazz combo.”

According to The Art Story’s biography on him, Wool studied photography and art in U-High, and one of his art teachers was Robert Donald Erickson. After Lab, Wool went to New York to study painting and continue his work with Richard Pousette-Dart at Sarah Lawrence College. He then attended the Studio School to focus on painting. From 1980-1984, Wool worked as a studio assistant for Joel Shapiro, a sculptor, and was greatly influenced as this led him to create abstract paintings.

In the last few years, Wool has been creating painting series made of twisted barbed wire at his home in Marfa. “I don’t know where I’ll go next with the sculpture,” Wool told The New York Times in a May 2023 interview. “I mean, I’ve pretty much fished out all the identifiable forms that’s possible for me to find in West Texas. It might not continue to provide me with new ideas, so maybe I’ll have to start working in a completely new vein.”

“...maybe I’ll have to start working in a completely new vein.”
The bedrock of Lab’s philanthropy efforts, the $1.2 million Fund for Lab provides the Laboratory Schools with funds that allow us to continue to invest in the people and programs that are at the heart of the Lab experience.

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

You can even direct your gift to one of the following areas:
- Need-Based Financial Aid
- Academics
- Fine and Performing Arts
- Athletics
- Faculty and Staff Professional Development
- Area of Greatest Need

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

Save the Date

Connections 2024:
a Gala and Lab community event
Saturday, Feb. 24, 2024
The Old Post Office
Chicago, IL