“What the live creature retains from the past and what it expects from the future operate as directions in the present.”

John Dewey

Diversity / Innovation / Citizenship
Summer 2013
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Expanding Learning
An Introduction from Dan Frank

At Parker, we thrive on imagination and perseverance. We envision a world where students grow in confidence as they come to appreciate the essence of who they are and who they can become through their efforts to make a meaningful difference in the world.

With constant striving, Parker expands learning toward new discoveries and humanitarian actions that extend far beyond the school’s clinker brick walls.

Weaving wisdom and innovation, expertise and experimentation, social justice and entrepreneurial savvy, Parker invites new ideas to flow with tradition in a river of reason and passion, challenging us to be open and inclusive to the great diversity of people and perspectives that make our school what it is today.

A Parker education imbues the heart with affirmation and understanding, allowing each student to grow in thought and action with empathy, courage and clarity to be a responsible citizen and leader in a democratic society and global community.

This is what excellence means at Parker.

This issue of The Live Creature contains examples of how Parker expands learning inside the life of each student and teacher and how the value of a Parker education continues to expand out into the world beyond the classroom as well as years after graduation.

In addition, we share stories about a few of our growing number of endowed programs that allow Parker to connect with the wider world in essential ways, thanks to generous support from members of our community. These include:

The Susan F. Berkowitz Award gives our students a real opportunity to learn how to make a significant philanthropic gift to a local organization that supports the aspirations of young people. The Friedmann Kindergarten Fund supports faculty professional development and program enhancement for early childhood education in kindergarten. The Jeanne Harris Hansell Endowed Fund for Poetry supports the Poetry at Parker series, including a recent visit by former United States Poet Laureate Billy Collins. The Jill Harris Fund supports students and faculty projects aimed at increasing our awareness of the impact of human decisions on our natural environment. The Joan and Irving Harris Fund brings educators from around the world to Parker for workshops and conferences. The Horwitz-Kimmelman Fund encourages teachers, staff and students to explore critical issues facing the Middle East and Jewish history throughout the ages. The Kaufman Travel Grant allows faculty and staff to travel internationally to enhance their work at Parker. The Robert A. Pritzker Visiting Scientist•Inventor•Engineer in Residence program welcomes world-renowned experts, such as Leon Lederman, Rocky Kolb and Paul Sereno, to interact with students, parents, faculty and the community. The Francine C. Rosenberg Memorial Lecture Series brings a nationally recognized professional to the school each year to talk about vital issues in parenting young people today.

All these efforts, and many others, large and small, make Parker a school that is intimate and expansive at the same time, providing us with a light that beams.
Using An Author’s Life to Expand Perspective in Second Grade

By Sarah Willett, 2nd Grade Head

Throughout a teacher’s professional life, there are transformative moments and experiences that can then be translated to enhance student learning. In my life, one such experience was traveling to Denmark in the summer of 2011, which correlated directly with Parker’s 2nd grade curriculum and has since heightened my instruction of our Central Topic study.

Within the school there are also experiences that elevate levels of teaching and thinking. Multicultural educational consultant Enid Lee has encouraged the 2nd grade team to delve more deeply into the exploration of diversity. Both of these opportunities have helped expand my own learning and thinking so I can apply it directly to my students.

The 2nd grade curriculum focuses on perspectives and understanding differences. One vehicle that helps young children understand perspective is literature. In 2nd grade, Hans Christian Andersen is one of the featured authors that help explore perspective. I traveled across Denmark on a Kaufman Travel Grant, documenting scenes of the countryside and towns in which Andersen lived. The Kaufman family created the fund to support faculty pursuing curricular development and instruction that integrates the study of other countries to promote broader understanding of other cultures. Through this grant, I interviewed Danes I met along the way and learned how Andersen’s life was taught in their schools. I talked to expatriates about their perspective on the modern culture of Denmark and how it compared to the United States. Themes from Andersen’s time resonate in present-day Denmark: a commitment to providing education, including free tuition up to and including college; ensuring the welfare of all citizens, through free health care and subsidized housing; and supporting the cultural arts.

Since returning to Parker, I have used these experiences in my teaching. My unique perspective on the country and people of Denmark assists in giving life to a place that might otherwise seem distant to my students. Through the use of slide shows, photos and recorded interviews, I transport my students across the ocean to follow in Andersen’s footsteps and help them understand more intimately the Danish culture, past and present, and to use this microscopic view as a springboard to approach larger world issues.

As an educator, my role is to assist students in becoming aware of the world and critical of the common assumptions within it. Key to this is allowing them to see things from different perspectives. Race, gender, ethnicity, religion, class, citizenship. These topics and more are generally considered issues for adults. However, Andersen’s works
show that these are universal ideas, as much for young minds as mature.

Enid Lee further expanded the question of perspective to explore diversity. In this case, the question among the 2nd grade team of teachers became, “What does economic diversity look like?” Using the biography of Hans Christian Andersen, a man who grew up in destitute circumstances, we launched a series of questions about economic diversity:

- What leads to poverty?
- What does it mean to be poor?
- What roadblocks can lead to a cycle of poverty?
- What is needed to break out from poverty?

Most important, we tried to link past and present, far and near:

- Where do we see this in Chicago?
- Why do these circumstances exist today?

To explore these issues, the 2nd grade engaged in group discussions as well as informal conversations; the results vindicated the extra effort. Students looked at the issue of economic inequality through the prism of Andersen's life. They observed that even though someone may have a job, he can still struggle to make ends meet. Noting that Andersen's parents had jobs, the question arose, “Why were they still poor?” One student responded, “Well, if you don’t have an education, like Hans’ mother, then you can’t get a better paying job.” Adding to that, another student commented, “‘Then if someone, like Hans’ father, gets sick or hurt, they can’t work. And that means no money!’” Students expanded their perspective to see how education correlates to poverty. One student summarized Andersen's life: “Without an education, he couldn't write. Then how would he have made a living?”

These types of conversations will continue to be valuable to students as they think about life. Circumstance, luck, inheritance and society viewed through the prism of individual perspective offers a chance at meaningful expansion.
Fifth Grade Students Lead the Way in Student-Parent-Teacher Conferences

By Jeff Stone, 5th Grade Head

Expanding Learning

When a classroom develops flow, the teacher knows it, the students feel it, and even classroom visitors sense it. Flow can take the form of a student’s enthusiastic reaction when defending a math conclusion. One can witness flow in the critical thinking and curiosity sparked by a class discussion on the Norman invasion of England or an impassioned response to a new idea from Morning Ex. Flow can be a comfort level students feel with their classmates and/or their teachers. It often occurs when students know what to expect and can therefore approach learning with increased confidence and clarity. Flow creates an environment that allows for vulnerability and demands responsibility. When this happens, true growth occurs.

The 5th grade curriculum at Parker attempts to take advantage of the flow in self-contained classrooms and the cognitive shift most 10- and 11-year-olds experience as they move from the primary years into the intermediate years. Explicit conversations challenge students to self-reflect and find a balance between independence and self-advocacy. Students, of course, are encouraged to persevere, but they must also advocate for themselves by initiating communication with their teacher, who can provide the right kind of support. For students to genuinely self-reflect and acknowledge honest critique, they must have a comfortable and safe environment where mistakes and misunderstandings are problems to
solve rather than shameful reflections of what the student may not understand.

The student-led mid-year conferences provide 5th graders with the opportunity to persevere independently and self-advocate by identifying strengths and areas needing improvement in their work and work habits, generating goals based on their observations and reflections, and discussing with their teacher and parents how to accomplish those goals.

“The conference gave me confidence in explaining my answers and admitting my mistakes. By explaining myself as a student to my parents, I felt more able to talk to my parents about homework. All our preparation and self-reflection questions gave me a guideline. When I had a guideline it gave me a resource on what to talk about.”

***

“The conference really pushed me to think thoroughly about myself and my work and I’ve already started to improve on some things.”

From September to January, 5th graders pore through their work and evaluate and select assignments they feel exhibit effective and ineffective approaches to their schoolwork. They gather these materials in a portfolio they build throughout the year. In January, after completing a number of thorough, self-reflective questions on topics ranging from math to self-awareness to writing to their social life, students choose items from their portfolios to present at their conferences. Collaborating with their parents and teacher, students formalize goals for the remainder of the year. During the second semester, students monitor their progress on attaining these goals.

“The conference helped me show and not just tell my parents what I’ve been doing in school and what I like and need to improve on. I was ready for this because of the thorough preparation we did in all of the subjects. I felt really good after the conference.”

Fifth graders must complete work that may, at first, seem overwhelming. Whether it’s writing their first five-paragraph essay, researching a report on ancient Rome or preparing to lead a one-hour mid-year conference, students realize that small and incremental steps make the impossible seem manageable and, occasionally, even “easy.” They find genuine pride when they accomplish these tasks, knowing they earned that feeling through persistence and honest self-reflection and critique. These engaged 5th graders, who flourish within the flow of a classroom, demonstrate a full commitment to learning and often find a significant voice. They’re ready to acknowledge areas of difficulty, identify their strengths and accept the responsibility of growing as students.

“The conference helped me open up to myself. It helped me see things I’m proud of and things I need to work on. The preparation helped me build up the confidence I had before the conference.”
Raising the Bar
By Jeanne Barr, Upper School History & Social Studies Department Chair

Expanding Learning

May the University of Texas at Austin consider race in undergraduate admissions decisions under the Fourteenth Amendment?

In January 2013, 14 Parker students argued for two hours on this question in the trial room at law firm Mayer Brown. Though affirmative action opponents lost in the “justices’” ruling that day (5-2 in favor of UT-Austin), every student was a winner, the prize being a sophisticated understanding of one of the most divisive issues of our day.

The activity may be a simulation, but the questions and the materials students explore are entirely authentic, drawn from the appellate bar and ripped from the headlines. Thus these activities embody “learning by doing” in the grand Parker tradition.

Moot courts support students in exploring political views across the spectrum. Modeled on the appellate process of arguing the fairness of procedures and points of law (as opposed to guilt or innocence), moot courts take students to the height of their potential for persuasion. Often, the finest legal minds on the left, the center and the right compose the briefs we study, written with the greatest conceivable clarity. This exposure enables students to “try on” alternative points of view not simply as “devil’s advocates,” but by employing fully realized arguments that explore complex nuances of law. The course design attempts to be a true “marketplace of ideas” appealing to a broad range of political perspectives on issues of human rights and the role of government. Frequently, kids who thought they were “liberals” discover that a “conservative” point of view appeals to their logic, and vice versa. The result is that students are better able to understand their perspectives on today’s most difficult questions.

For 10 years, in my Upper School elective Civil Liberties and the American State, juniors and seniors join national debates about legal questions of profound contemporary significance through the medium of moot courts. Four times each semester, students consider complicated cases on the U.S. Supreme Court docket, conducting oral arguments that mimic the processes in the federal courts. The activity may be a simulation, but the questions and the materials students explore are entirely authentic, drawn from the appellate bar and ripped from the headlines. Thus these activities
government support for diversity in higher education. We examined affirmative action in the historical context of the civil rights movement and the contemporary context of the gay rights movement. This year’s class—all seniors going through the college application process—found this exploration of affirmative action closely engaged them in considering their own experience.

For Fisher, as well as previous moot courts, I drew upon the Chicago legal community, particularly Parker parents, for support. The day before students argued the case, three attorneys joined us in class, working with the petitioners, the respondents and the justices to sharpen their understanding, prioritize their best arguments and anticipate the soft spots in their case. Each time I watch students discuss a case with some of Chicago’s sharpest attorneys, I shake my head in amazement at how bright, capable and excited the students are to grapple with complexity at the highest level.

The course design attempts to be a true “marketplace of ideas” appealing to a broad range of political perspectives on issues of human rights and the role of government.

The hardest thing about teaching Civil Liberties is my commitment to update the moot court cases. While I carry over many lessons leading up to each unit’s culminating moot court, each year I pick a different case with an as-yet undetermined
outcome. That means I’m reading the briefs with the students, developing discussion points and materials that fit the case. Though this adds significantly to my preparation, it has enhanced my understanding of the law immeasurably, while keeping my curriculum fresh and, I hope, relevant for 10 years.

Every July, I attend the Constitutional Rights Foundation Chicago’s (CRFC) “Supreme Court Update” workshop, which brings together educators from the region who share my obsession with parsing the most recent SCOTUS decisions. Though these cases are already decided and will not be featured in upcoming moot courts, the immersion process keeps me abreast of trends in the courts and connects me to the teaching methods the CRFC champions.

In addition, I’m a devotee of some influential legal blogs: the American Bar Association Journal’s weekly newsletter frequently comments on the Justices’ public appearances and major decisions. The Volokh Conspiracy, a conservative-libertarian blog, provides me with daily commentary on important questions before the courts. SCOTUSblog keeps me up on developments on the Supreme Court docket itself. The bottom line is I read—a lot.

It would certainly be easier to develop a stock set of cases that explore perennial legal questions. But it wouldn’t be nearly as fun. Judging by observations and course evaluations, students are thrilled by the growth in their understanding of complicated social and political topics. Invariably, they move from relatively uninformed (though perhaps impassioned) opinions rooted in emotion and incomplete facts to more nuanced and learned appreciation of the many variables of constitutional interpretation in contemporary society. The best part is they construct this knowledge themselves through a student-centered pedagogy that emphasizes their experience as much as their mastery.

This, to me, is what progressive education is all about.
Berkowitz Award Helps Parker Students Expand Their Concept of Community

Community is something Parker takes seriously as one of its defining concepts. But equally important to the school community Parker students, faculty and parents create is opening up students’ eyes to the communities outside the school and beyond their own neighborhoods. The school continually finds ways to help students learn about the diversity of communities that make up Chicago and issues people—especially young people—in those areas may be confronting.

One such opportunity for expanding students’ notions of community has been the Susan F. Berkowitz Award for Outstanding Service to Children. Established 14 years ago, the award honors the life of the late Dr. Susan F. Berkowitz, who was a clinical psychologist and a dedicated Parker parent committed to improving the well-being of children. After her death, her husband Steve Berkowitz and Parker parents Philip Friedman and Maria Whelan supported the creation of the award to facilitate the school’s support of social service programs for Chicago youth.

After the first five years of the Berkowitz Award’s existence, Principal Dan Frank engaged students in the nomination and selection process by inviting seniors to become involved through the Leadership and Community seminar. The seminar was later co-taught by Assistant Principal Damian Jones and Director of Community Connections Shanti Elliott. A few years later, the program moved out of the classroom and, since the 2011–12 academic year, has been open to all Upper School students interested in helping to steward the award.

“Giving Parker students an opportunity to go out into neighborhoods and visit organizations that are doing good work all over the city is an incredible eye opener,” said Steve Berkowitz. “It’s a huge learning experience. For them to be part of giving back to a group in need is very special. The program has taken on a life of its own and has been more exciting than we ever expected when we started it.”
From the time the process became student-driven, a committee has identified a theme related to a social need, solicited proposals from Chicago-area social service organizations, conducted on-site visits to the organizations and selected the winner, who receives a $10,000 grant. The students present the award to the winner at a Morning Ex in the spring.

“The central question we pose during the Committee’s first meeting is: What do adolescents need? From there we develop a theme,” Jones described. “The themes students begin to identify address important needs for children, which include attending to some of the social, emotional and educational challenges that youth face in Chicago.”

“On the bus rides back from the site visits, the debriefing with the Committee is illuminating as they express their realization of the issues youth face throughout the city, as well as the understanding that other kids don’t have access to the things they do.”

This year’s theme was after-school programs that provide educational support services for at-risk youth. Past themes have included art as empowerment, youth programs that promote cross-cultural connections and programs that create a safer environment for youth by challenging discrimination. Recipients have included Umoja Student Development Corporation, South Chicago Arts Center and Girls in the Game (see opposite page).

Jones believes the site visits are “hugely beneficial because the students get to see how youth in various neighborhoods are contending with challenging circumstances. On the bus rides back from the site visits, the debriefing with the committee is illuminating as they express their realization of the issues youth face throughout the city, as well as the understanding that other kids don’t have access to the things they do.”

“This is my second year on the Berkowitz Award Committee, and I have gotten a lot out of visiting incredible organizations and supporting them in making their work even more successful than it already has been,” said sophomore Josh Kahn. “This year, the committee has broadened my perspective on the kinds of social justice/youth work that is being done throughout Chicago and has given me an appreciation of the efforts being pursued to improve the lives of others. I have met some of the most determined and inspiring individuals at these organizations.”

This year’s committee had 23 students, who reviewed 18 proposals in the fall and selected seven finalist organizations to visit: The Anti-Cruelty Society, Casa Central - Youth Opportunities Unlimited Program, Chicago Law and Education Foundation, Gary Comer Youth Center, Hamdard Center for Health and Human Services, Horizons for Youth and Southwest Organizing Project.

“One thing that makes being on the Berkowitz Award Committee such a unique experience is learning about organizations all across Chicago that address all sorts of problems youth in different areas face,” commented junior Allison Molo. “Living in Lakeview, sometimes I forget how everything I need is so accessible, and that is far from the case for the majority of kids my age.”
## History of the Susan F. Berkowitz Award

<table>
<thead>
<tr>
<th>YEAR</th>
<th>WINNER</th>
<th>ORGANIZATION</th>
<th>THEME</th>
</tr>
</thead>
<tbody>
<tr>
<td>1999</td>
<td>Award Established</td>
<td>n/a</td>
<td>Prevention of students dropping out of school and increasing access to educational and employment opportunities</td>
</tr>
<tr>
<td>2000</td>
<td>Lila Leff</td>
<td>Umoja Student Development Corporation</td>
<td>Outstanding programs creating better outcomes for at-risk infants and toddlers</td>
</tr>
<tr>
<td>2001</td>
<td>Karen Haigh</td>
<td>Chicago Commons Association</td>
<td>Prevention of alcohol and drug abuse among children</td>
</tr>
<tr>
<td>2002</td>
<td>Patricia N. Watkins</td>
<td>TARGET Area Development Corporation</td>
<td>Tolerance: dispelling fear and promoting an understanding and an acceptance of different religious, racial and cultural points of view among children and adolescents</td>
</tr>
<tr>
<td>2003</td>
<td>Shared award: Patricia Nolan (Queen of Peace High School), Laura Wiley and David Feiner (Albany Park Theater Company)</td>
<td>Queen of Peace High School Albany Park Theater Group</td>
<td>Art as empowerment: exploring oneself and transcending barriers through artistic expression</td>
</tr>
<tr>
<td>2005</td>
<td>Rev. Tomas L. Meneses</td>
<td>JHP Community Center</td>
<td>Peacemaking through the development of young people as leaders</td>
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<tr>
<td>2006</td>
<td>Halena Kays</td>
<td>Barrel of Monkeys</td>
<td>A well-integrated life: empowerment of youth and neighborhoods through programs focused on physical health and well-being</td>
</tr>
<tr>
<td>2007</td>
<td>Allison Slade</td>
<td>Namaste Charter School</td>
<td>Youth programs that promote cross-cultural connections and individual growth</td>
</tr>
<tr>
<td>2008</td>
<td>Sarah Ward</td>
<td>South Chicago Arts Center</td>
<td>Community-based initiatives that foster youth leadership</td>
</tr>
<tr>
<td>2009</td>
<td>Amy Skeen</td>
<td>Girls in the Game</td>
<td>Creating a safer environment for youth by confronting and challenging discrimination based on race, sexual orientation, ability, gender or social class</td>
</tr>
<tr>
<td>2010</td>
<td>Keisha Farmer-Smith</td>
<td>Alternatives</td>
<td>Supporting the social, emotional and physical well-being of youth and adolescents through after-school programs and services intended to foster personal development</td>
</tr>
<tr>
<td>2011</td>
<td>Bradly Johnson</td>
<td>St. Joseph Services</td>
<td>Programs that promote the healthy emotional development of youth by providing a safe space for self-expression</td>
</tr>
<tr>
<td>2012</td>
<td>Youth Lounge (Tracy Nolan)</td>
<td>Broadway United Methodist Church</td>
<td>After-school programs that provide educational support services for at-risk youth</td>
</tr>
</tbody>
</table>
Molo continued, “I think the committee chose a great theme this year. Most schools aren’t as readily able as Parker is to help students. It’s really amazing that we can find an organization that does that and help support it.”

After deliberating and taking a vote in late March, the committee chose the Southwest Organizing Project’s Teen REACH program as the winner of the 2013 Berkowitz Award. Launched in 2010 at Morrill Elementary School, Teen REACH offers homework tutoring and enrichment activities to provide youth with resources outside the classroom, building strong relationships with students, parents, staff and administration. Since introducing the program, Morrill’s graduation rate has increased from 50 to 80 percent, and 90 percent of Teen REACH participants have maintained or improved their grades. In addition, students have become more involved in the student council and other non-academic collaborative initiatives within the school thanks to Teen REACH.

“First, this award, which is deeply humbling, encourages me to continue sharing methods of youth development with those that understand it best: the youth,” said David Castro, program coordinator of Teen REACH. “The fact that the award recognizes a field of work that is often the first cut from the state budget shows the committee’s willingness to be advocates of holistic youth development at times when others cannot. Second, the award is emotionally moving for me because of my personal history; dealing with internal and external pressures is a reality I know too well as a youth growing up in Chicago. Last, and most important, this award shows the youth at Morrill (and greater Chicago Lawn Community) that their incredibly brave work is supported and recognized.”

Ari Berkowitz ’08 shared, “My mom had a big presence at Parker. I remember her always being there to help make students’ lives better. It means so much to me to see the Berkowitz Award continue each year. Not only does it help keep her presence alive in the school, but it also maintains her goal to help children. There have been some amazing award winners, and I’m consistently inspired by the creative methods they find to make an impact on kids’ lives. The Berkowitz Award helps the winners so they can continue to help children; I couldn’t think of a better way to honor my mom’s memory.”
Programs in Science, Poetry and Parenting Bring the Outside In and the Inside Out

Nothing enriches an educational experience more than opportunities to welcome a new voice to the classroom or engage in learning beyond the classroom. Since its inception, the idea of bringing the outside in and taking the inside out, as Principal Dan Frank observes, has been fundamental to Francis W. Parker School's approach to education and human development.

Three examples of the school’s commitment to this philosophy have become integral to each academic year, making an impact on students, teachers, parents and the community: the Robert A. Pritzker Visiting Scientist•Inventor•Engineer in Residence program, the Francine C. Rosenberg Memorial Lecture Series and Poetry at Parker, supported by the Jeanne Harris Hansell Endowed Fund for Poetry.

Robert A. Pritzker Visiting Scientist•Inventor•Engineer in Residence

Science is a field that itself is constantly growing while it expands individual views and ideas about the world. To expand science education opportunities at Parker and foster an ongoing dialogue among students and teachers about current issues in science, Parker launched the Robert A. Pritzker Visiting Scientist•Inventor•Engineer in Residence program in 2007.

Each year, the school invites a notable scientist, inventor or engineer to visit the school several times, providing opportunities to develop a deeper understanding of and appreciation for science and better illuminate the connections between scientific learning and its practical applications.

The award was created by a gift to Parker in honor of engineer, industrialist and philanthropist Robert A. Pritzker ’44. A dedicated member of the Parker community for many years, Pritzker was parent of James ’68, Linda ’71 and Karen ’76.

Each year, the school invites a notable scientist, inventor or engineer to visit the school several times, providing opportunities to develop a deeper understanding of and appreciation for science and better illuminate the connections between scientific learning and its practical applications. Starting with Nobel Laureate Dr. Leon Lederman, the program also has welcomed paleontologist Dr. Paul Sereno, conservationist Dr. Russell Mittermeier and biologist/photographer Cristina Mittermeier, astrophysicist Dr. Rocky Kolb and physics and chemistry expert Dr. Ka Yee Lee.
This year’s Pritzker Scientist was Dr. Don Hillebrand, director of Argonne National Laboratory’s Energy Systems Division. Last fall, Dr. Hillebrand presented two Morning Exes, one to 3rd–8th grades, the other to the Upper School, to introduce students and faculty to the world of cutting-edge research on energy and transportation technologies conducted at Argonne National Laboratory. Students and faculty also visited Argonne to see firsthand the collaboration between industry and a national laboratory that makes Argonne a leader in energy and transportation technology research. With deep experience in domestic and international policy on energy and transportation science, Dr. Hillebrand shared with students the ways energy and transportation policy are shaped and formulated.

Parker science teachers James Audrain and Xiao Zhang have worked closely with the Pritzker Scientists each year. “Each has brought a different kind of experience for the faculty and students,” said Audrain. “This spring, a team of science faculty worked with Dr. Hillebrand to plan a program for 5th graders to build model fuel cell cars and test them for performance. Dr. Hillebrand provides a special real-world science connection to how these tests are conducted and what they mean to advancements in energy use, engineering and design. He spoke to the engineering and policy that is developing around improving efficiency for greater sustainability.
“Dr. Hillebrand’s input and understanding bring this project to a whole different level of experience for our 5th graders and faculty. As we draft plans, he offers anecdotes and instruction that help us make this investigation more genuine and meaningful. And it crosses divisions: Big Brother and Sister seniors help guide the students through refueling their cars and conducting accurate performance tests. Students better understand important aspects of the energy debate and feel engaged in evaluating vehicle and fuel cell performance.”

Faculty also benefit from opportunities to meet with each Pritzker Scientist to help them reflect on their approaches to science instruction. And the entire Parker community shares in the wisdom and expertise of the guest professional through the Nightviews speaker series. In April, Dr. Hillebrand moderated “Chicago: A Leader in Energy and Technology Breakthroughs,” a panel discussion featuring Argonne scientists, engineers and policy-makers speaking about sustainable and clean energy technologies developing in their labs, including innovations in transportation, energy storage and alternative energy sources—all critical to reshaping America’s future.

Francine C. Rosenberg Memorial Lecture Series

Parker parents have contributed countless hours volunteering to enhance the school in every area, but few were as tireless and dedicated as Francine C. Rosenberg. Parent of Harry ’78, Sally ’79 and Ralph ’82, she was an exceptionally competent and purposeful leader who had a far-reaching impact on the school and those who had the privilege of knowing her.

“The Series presents some of the most innovative and provocative thinkers in the field of parenting and education.”

Following Rosenberg’s death in 1995, the school wanted to honor her instrumental role as a volunteer and her love for lifelong learning. The result was the Francine C. Rosenberg Memorial Lecture Series, a free annual event open to parents, alumni, students and the community. Her family was thrilled.

“Mom was always interested in teaching, learning and new perspectives,” noted her daughter Sally. “We welcomed an opportunity to keep her memory vibrant. The Lecture Series has become a fabulous reunion for our family and a time to reconnect with old friends, something Mom would have loved. Mom also loved serving the community, and we think it is fitting to offer an opportunity for learning that is open not just to Parker, but also the wider community. People donated generously and still do to help ensure the event is free to all comers.”

The Lecture Series debuted in 1998 with noted children’s author Judith Viorst. Since then, there has been a Rosenberg Memorial Lecture every year.

“The Series presents some of the most innovative and provocative thinkers in the field of parenting and education,” Sally said. “I have one key takeaway each year that has impacted my approach to parenting, and I hope that others find that as well. For instance, Edward Hallowell, who wrote The Childhood Roots of Adult Happiness, shared that happy adults are paid doing jobs they loved as children. I
have repeated this to my kids, and now my eldest is pursuing a career in sports management. Another year, Beverly Daniel Tatum spoke on her book *Why Are All the Black Kids Sitting Together in the Cafeteria?*, and she opened my eyes to racial stereotypes in popular culture; she counseled us to point out such portrayals to our kids, and I have done that over and again."


This year’s Rosenberg Lecture featured Dr. Kenneth Ginsburg, a pediatrician specializing in adolescent medicine at The Children’s Hospital of Philadelphia, speaking about “Resilience in Action: Raising Children and Adolescents Who Are Prepared to Thrive!”

**Jeanne Harris Hansell Endowed Fund for Poetry**

Artistic expression abounds at Parker, and one recent outlet for aspiring and accomplished creative writers has been the “Poetry at Parker” events through the school’s *Nightviews* speaker series.

In spring 2011, Principal Dan Frank approached Parker parent, alumna and prize-winning poet Elise Paschen ’77 to explore ways to showcase poetry at the school. “I had been longing to organize poetry events,” said Paschen, former director of the Poetry Society of America. “I missed using that muscle, so I enthusiastically accepted Dan’s request.” Paschen, Frank and Upper School English Department Co-Chair Mike Mahany brainstormed the possibilities, and the *Nightviews* “Poetry at Parker” program was born.

“Poetry at Parker” debuted in December 2011 in the Heller Auditorium, featuring readings by Frank, Paschen, Upper School English Department faculty and several Upper School student poets. Additional events took place in May and December 2012.

At the May 2012 event, Principal Dan Frank announced the creation of the Jeanne Harris Hansell Endowed Fund for Poetry, supported by the late alumna’s (class of ’45) family. The Fund ensures that the school can continue the “Poetry at Parker” series, host renowned guest poets and speakers about poetry and publish student and faculty poetry. At the event, Jeanne’s children, Jim and Linda, shared a few favorite examples of their mother’s poetry. Also in attendance were Jeanne’s husband Herb, sister Mary Marks ’47 with husband Mel (parents emeriti), sister Helen Brandt ’51 and cousin Sue Yellen (parent emerita).

Dr. Kenneth Ginsburg, M.D., M.S.Ed. spoke to faculty and presented a public lecture on “Resilience in Action: Raising Children and Adolescents Who are Prepared to Thrive” at the 15th annual Francine C. Rosenberg Memorial Lecture.
One of the first initiatives the Hansell Fund supported was the Nightviews appearance of U.S. Poet Laureate (2001–03) Billy Collins this past April. Dubbed “the most popular poet in America” by the New York Times, Collins is best known for the accessibility and humor of his poems that often reveal an unexpected irony. In addition to authoring more than eight books of poetry and editing several poetry anthologies, Collins is deeply involved in poetry education as a Distinguished Professor of English at Lehman College of the City Universities of New York.

“I’ve known Billy since the late ’80s and watched his star rise,” Paschen related. “He was a very close friend of my boss, Poetry Society President Bill Matthews. I heard him read and noticed Poetry Magazine was publishing his work. Later he joined the Poetry Society’s board, as I did after leaving my position, so we stayed in touch. Then I learned that Parker English teachers loved his work, so I called him after our first ‘Poetry at Parker’ event. He was very excited to be part of it.”

At the April event, Collins read selections of his work and engaged in a question-and-answer session with the audience. Earlier that day, Collins spent a class period with 11th grade students and participated in an interview with student reporters from The Weekly.
“Poetry at Parker” has also given attention to students who’ve taken their poetic talents outside the school, through the annual Louder Than A Bomb (LTAB) poetry slam competition, sponsored by Young Chicago Authors.

Eighth grade English teacher David Fuder served as faculty sponsor for senior Molly Kuhlman ’09 when she competed in LTAB. In fall 2010, thanks to the leadership of Izzy Kadish ’12 and Lauren Wiebe ’12, Fuder put together a team of seven kids who competed in LTAB. The team grew to 20 students in 2011 and 30 this year. “For many kids, this program is a highlight of their week,” said Fuder. “It gives them a chance to be with their peers, away from the busyness of school, and write freely and share in an atmosphere of support and encouragement. I love it; it amazes me how thoughtful and courageous these poets are when they have the chance to express themselves.”

“This year’s team made it to the LTAB semi-finals, finishing in the top eight of 110 city and suburban schools. Senior Joseph Farago qualified for independent finals (one of the top 12 poets in the competition), and public radio station WBEZ invited junior Ana Marx to record her poem as part of a compilation of poets from this year’s competition. The team shared their work with the school at Morning Exes in April.

“Slam is about to come full circle, as Molly Kuhlman, who is graduating college this spring, plans to return to Parker to help me coach next year’s team,” Fuder shared. “We have truly seen this program grow in just three short years, and I’m humbled by the students’ level of ownership in it. To be an effective spoken word poet, one has to take risks and become vulnerable; to see kids come back to this week after week and work at their craft of writing and expression convinces me that this is a place that they need to be, and I am proud to be part of it.”

“It’s very exciting for me to see how vital poetry is at Parker,” said Paschen. “I’d love to find more parent poets and figure out ways to involve the whole school in poetry.”
Katie Barber first encountered Francis W. Parker School through her back door—literally. For more than 10 years, she and her family lived in a rowhouse on Belden that shared a property line with Parker. So when it came time to send her children to school, she already felt like Parker was home.

“My husband Chris and I both went to big traditional suburban schools,” she described. “We never were in an environment with JK–12th grade, and there it was in my neighborhood. I saw the kids going to the park for English class, I saw the Big Brothers and Sisters, I saw the playground and the interaction, and I saw parents streaming in and out of school. It felt like we were already part of it, and so it was what we had to do.”

Barber grew up mostly in Detroit, but her father’s work for Ford had the family moving around throughout her childhood. She attended high school in Cincinnati and college at Miami University of Ohio. She came to Chicago to work in marketing for AT&T, staying there 15 years while earning her M.B.A. at Loyola University.

When her oldest son Jamie ’11 was in JK at Parker, her son Owen ’12 was in preschool and she was pregnant with Phillip ’16, Barber quit working and was looking for something to do. It was then that she began her new “career” as one of Parker’s most active and exemplary volunteers. She started by chairing the Evening Courses for two years, then served on several committees.

“The thing I love about volunteering is that you can find your strengths and do what you are good at doing,” she said.

Barber is the one of the few parents who has co-chaired both the Scholarship Auction (in 2012) and the Cooke & the Colonel Scholarship Dinners (in 2005). “My last job at AT&T was special events; organization and logistics are what I like to do. Again, volunteering let’s you go where your strengths are.”

She continued, “I like the opportunities at Parker for community service-based volunteering, like the Garage Sale and the Used Book Sale, as well as the community-building activities, like the Auction and Cooke & the Colonel Scholarship Dinners. Both bring people together and build school spirit. And in the case of the Auction and Cooke & the Colonel, raising money for scholarships is extremely important to our community.”

Barber’s three sons each went his own way at Parker. Jamie, now a sophomore studying technical theatre at Skidmore College, was “funky, into alternative music and loved building sets with Mr. Wade.” Owen, a freshman at the University of Denver, “loves sports and getting people together; he helped organize Parker’s German Club and got people to join it.” Phillip, a Parker freshman, “is still figuring out where he’s going to end up.” Despite their differences, all three are thriving.

“One of the things I love about Parker is that, from the beginning, the teachers recognized how different they are,” commented Barber. “From JK all the way to the College Counselor, they appreciated and nurtured the differences.”
One passion all three sons share is hockey. Barber has worked closely with parents from Latin, the University of Chicago Lab School and several CPS selective enrollment schools to run a high school hockey team, which competes in the Illinois High School Hockey League’s North Central Division. “I love sports, especially youth sports, and since I’m good at organizing people, it was a natural fit for me,” Barber said. The team made it to the quarter-finals at the state tournament this season. “My boys have made great friends, including kids they never would have met otherwise. This is a great story of public and private schools coming together to make this work.”

Another recent interest for Barber has been supporting the High Jump program (see The Live Creature Winter 2013 edition). “I was inspired by the kids who graduated with my two older boys,” she said. “I saw what they brought to the class: they are kids who want to learn and don’t take anything for granted. It doesn’t matter which school they’re attending, they’re getting an opportunity academically and socially. They learn that there’s more out there than what’s been in their frame of reference. They learn to consider different high schools and colleges and are prepared for those possibilities. It’s gratifying to do something for these kids who need help financially but also just want to change their lives.”

Barber encourages more parents to support High Jump. “You can make a difference in a young person’s life without it being overwhelming. You’re changing someone’s trajectory. There are things we as Parker families take for granted that High Jump families might not be aware of. By supporting High Jump, you’re giving them knowledge about the opportunities open to them.”
An Open Letter to the Parker Community: Reflection and Benediction

By Tom Rosenbluth, Intermediate and Middle School Head

Tom Rosenbluth has been associated with Parker in almost every way possible: his mother is an alumna; he and his siblings each attended Parker for 14 years; he taught 5th grade, 7th grade and Upper School History and English; all three of his sons are alumni; his administrative roles have included Director of Parker Summers, Director of Admissions and Financial Aid and Head of the Intermediate and Middle Schools; he was a Middle School and Upper School advisor, advised The Weekly and the Record, coached soccer and softball and led Middle School Community Service; and he was 9th Grade Head and organized County Fair. Below he reflects upon his time and relationships before departing to become Head of the Orchard School.

To my many teachers: Thank you for the inspiration, the intellectual challenge, the sparking of my curiosity and the feeling of being known and in the embrace of nurturing educational care. Looking back on 14 years of debates, performances, experiments, poems, leadership opportunities, team sports, creative invitations and provocative ideas that changed my perspective and broadened my thinking, I am grateful for the gifts of joyful inquiry and fondness for the learning process. I loved going to school. It was a fantastic education that has provided me with intellectual propulsion for all my days.

To my students: I hope to see many of you again along the trail. I enjoyed our explorations of writing, math, history, ghost stories, Adolescence in America, Fiction & Poetry and triumphs and travails through advisory. Watching you grow, learn and bravely take chances kept me young in outlook and hopeful in heart.

To the Intermediate and Middle School teachers: I cannot imagine a more talented, bright, dedicated group of educators. I always felt proud to work with you on behalf of our students and families under the flag of our progressive mission. The laughter, grace under pressure and mutual support is rare. On a more personal level, the pastoral care that goes with the division head role is something I have always taken very seriously, and I have been profoundly touched in the confidences shared, the willingness to work through matters both professional and private and the faith, perhaps naively placed, that I might be of help during difficult passages. In numerous, varied ways I have learned from you and take with me the overarching communal spirit of goodwill, optimism in young people and the potential to keep growing and learning.

In numerous, varied ways I have learned from you and take with me the overarching communal spirit of goodwill, optimism in young people and the potential to keep growing and learning.
To Parker parents: Sending your children to school each day is a leap of faith and an act of trust that we will exercise educational care and look out for them. Thank you for the faith and for the many conferences and discussions that forged our partnerships. As a fellow parent, I empathized with how intensely a parent feels a child’s struggles and celebrates her successes. This is a community deep in talent and strong in their support of the school.

To my fellow administrators: Leading can be lonely work. I witnessed how much you care, plan and work to help create drive and consensus toward important goals. Keep the courage up and belief in the vision strong. We represented stakeholders in the school who sometimes didn't have a direct voice, and we were at our best when we transformed silos of interest and concern into school-wide policies and decisions.

So what have I learned at Parker?

- It is important to foster a new age of wonder in each generation of learners so questions are as honored as answers.

- Complexity is not something to fear; the best questions are complex and resist reductionist thinking. Holding two seemingly opposed concepts in one’s head concurrently is a sign of a sophisticated thinker capable of critical comparative thought.
Creating a community requires continual work; it blossoms when students feel known and valued as distinct individuals; it flourishes when teachers build on relationships to design lessons responsive to those kids; it grows when teachers ask the right questions and respect students by allowing them time and space to answer; it expands when students connect with each other across divisions and throughout the school; it blooms when parents are truly treated as partners in the life of the school; and it reaches fruition when staff have forums that honor their thoughtfulness and perspectives about the art and craft of running and creating a great school.

Progressive schools embrace innovation and change while retaining immutable core values and ideals.

Parker must be a private school with a public agenda that models a commitment to diversity, equity, access and justice.

No school ever became great by thinking small.

If you ask your teachers to camp out, you have to sleep on a bed of acorns under the stars at Pretty Lake, too.

A good ghost story never really ends.

Hiring the right faculty and staff is among the most important things any administrator does. The rest is support and getting out of their way.

It is the people and the relationships that are most important.

A sense of humor is essential.

The poet C. P. Cavafy wrote one of my favorite poems of all time, “Ithaka.” In it he describes Odysseus’ long voyage home and lyrically reminds him to remember that the journey, if entered into with the right spirit, is more important
than the destination. My hope for Parker is that the school continues to strike the right balance between the joyful process and the final product, so when our graduates get to wherever they are going, they will have the wisdom, passion and preparation to recognize it, appreciate it and assume their place as productive, open-minded citizens working to fix the world.

**Ithaka**

*When you set out for Ithaka*

*ask that your way be long,*

*full of adventure, full of instruction.*

*The Laistrygonians and the Cyclops,*

*angry Poseidon - do not fear them:*

*such as these you will never find*

*as long as your thought is lofty, as long as a rare emotion touch your spirit and your body.*

*The Laistrygonians and the Cyclops,*

*angry Poseidon—you will not meet them*

*unless you carry them in your soul,*

*unless your soul raise them up before you.*

*Ask that your way be long.*

*At many a Summer dawn to enter*

*with what gratitude, what joy -*

*ports seen for the first time;*

*to stop at Phoenician trading centres,*

*and to buy good merchandise,*

*mother of pearl and coral, amber and ebony,*

*and sensuous perfumes of every kind,*

*sensuous perfumes as lavishly as you can;*

*to visit many Egyptian cities,*

*to gather stores of knowledge from the learned.*

*Have Ithaka always in your mind.*

*Your arrival there is what you are destined for.*

*But don't in the least hurry the journey.*

*Better it last for years,*

*so that when you reach the island you are old,*

*rich with all you have gained on the way,*

*not expecting Ithaka to give you wealth.*

*Ithaka gave you a splendid journey.*

*Without her you would not have set out.*

*She hasn't anything else to give you.*

*And if you find her poor, Ithaka hasn't deceived you.*

*So wise you have become, of such experience,*

*that already you'll have understood what these Ithakas mean.*

*Constantine P. Cavafy*

Farewell, my friends; the door will be open at the Orchard School.
David Farber ’74

David Farber received his Ph.D. in history from the University of Chicago in 1985. Following a year working on Capitol Hill as a Congressional Fellow, he has been a professor of history for the last 27 years. He writes about the history of democracy in the United States, political culture, social change movements and the role of business in American society. He is the author or editor of 14 books. His first book, published in 1988, told the story of the conflicts at the 1968 Democratic National Convention in Chicago; his most recent is a biography of the “organizing genius” of the early 20th century, the capitalist John Raskob. Currently teaching at Temple University in Philadelphia, he has also held positions at the University of Hawaii, University of Kansas, Barnard College, University of Jakarta and the University of New Mexico. He has lectured around the world, most frequently in Japan. In 1985, he married Beth Bailey, also a professor of history and director of the Center for the Study of Force and Diplomacy at Temple. Their son Max Bailey/Farber is 27 and works as the tribal liaison for Red Cross Emergency Management in New Mexico.

When did you first become interested in history?

My experiences at Parker had a lot to do with it. I remember my U.S. History course in 8th grade. I had a ridiculously combative relationship with the teacher; Middle School teachers should receive educational combat pay. We were assigned to write a long research paper on the civil rights struggle in the United States (which, in retrospect, was a cool thing to do in a history class in 1970). I believed, being a well-read 13-year-old, I had already mastered the story of the civil rights movement, and I saw no point in wasting my precious time following the teacher’s directions. I wrote, instead, about the struggle of Major League Baseball players to fight the reserve clause and so end their servitude to team owners and become free agents. I received a D for my paper—I believe I barely passed 8th grade history—but I got a huge kick out of rethinking the parameters of civil rights history, inventing my own topic and creating a research agenda to explore it. It was a long journey from 8th grade history to being a professor of history, but experiences at Parker, learning how to craft a research question and finding a way to answer it, put me on my intellectual path.
I've been a professor for a long time, but I still love getting up in front of a lecture hall and doing my thing. I think of lecturing as a "live act," trying out ideas on students to see what makes sense to me and what connects with them. I am partly thinking out loud about intellectual problems I am trying to better understand, like: How does democracy work in the United States? How did the U.S. become so economically successful and at what costs and benefits? What has equality really meant in the U.S.? I try not to give the same lecture over and over; it's boring for me and I think students can tell when a professor is excited by what he or she is trying to express. I am trying to model for students how to systemically explore a big, complex problem using evidence to support a claim. The content matters, but the analytic work is what’s probably most important for students. I also spend time working one-on-one with undergrad and grad students on their research projects, which I enjoy a lot. Mentoring is and should be a big part of teaching.

A first book, maybe like any other big career first, is a powerful experience. My first book, researched and written when I was in my mid- to late 20s, was a chance to pull together all the things I had been thinking about since I was a teenager. I searched for a capacious subject that would be fun and intellectually exciting and allow me to see what I could do in terms of craft. Democratic practice in the '60s, as a historical subject, seemed to fit the bill. Once I had settled on democracy in the '60s, I cast around until I settled on Chicago '68. I figured knowing Chicago would give me an edge. I was only 11 when the tumultuous 1968 Democratic National Convention took place, but I had gone to Lincoln Park to see the “hippies” and police (parents back then thought nothing of letting their kids wander around the city), and part of me had always wanted to understand better what happened that week. I wrote the book fast (it began as my dissertation), but the publisher held it back for a couple of years until the 20th anniversary of 1968. At the time I was frustrated by the delay, but the publisher was right—the book got worldwide attention. I thought getting reviewed in France, Germany, Israel, the United Kingdom and all the major American newspapers was normal. Wrong. Very wrong.
My wife and I met on the first day of graduate school and have been collaborating ever since. Being married to someone in the exact same field is tricky, especially for academics trying to get two good jobs in the same place, something we vowed to do after spending half a year apart when our son was just over a year old. Overall it has been great. We read every draft of each other’s work; having a built-in critic is a real luxury. We wrote one book together, on Hawaii during World War II, which gave us a fund-able reason to spend long periods of time in Hawaii. This summer we’re starting another collaboration, beginning in northwestern North Carolina, where Beth’s father’s family settled in the late 18th century.

It’s probably a bad career move to admit that writing history is a lot like writing fiction; history is not out there in Platonic space just waiting to be found by the historian. We make up the story. The rules of the history business do state, however, that a good historian has to use the best available evidence to make up his or her account of the past, and we cannot make up that evidence. But putting the pieces together into a coherent and convincing narrative—that part we make up. So when I decided to write about the making of modern conservatism in the United States, I thought it would be intriguing to choose a limited number of figures to explain a complicated, decades-long process. It was a genre challenge as well as an intellectual challenge. As to whether or not the device works, I guess people can pick up the book (nicely discounted on Amazon) and decide for themselves.

In *The Rise and Fall of Modern American Conservatism*, why did you select Robert Taft, William F. Buckley Jr., Barry Goldwater, Phyllis Schlafly, Ronald Reagan and George W. Bush to profile?
Why have you lived in so many different places?

Ever since Paul Marvine ('74) and I rode our bikes solo around Lake Michigan the summer after 10th grade, I’ve loved to travel and explore. So part of the reason my wife and I have been all over the place is for the adventure. Starting when our son was a year old, we almost always spent a month or two every year in some faraway place, mostly in Asia. Usually, we’d work every day for several hours and then feel free to goof around. Being an academic has its advantages. We had a lot of family fun, though our son Max, often left to his own devices, picked up all sorts of fascinating parasites. Our moves from university to university have been partly based on itchy feet but it has also been a matter of practical economics and career opportunities: universities will occasionally try to lure professors away, so if the offer is right for both of us, off we go.

How did Parker inspire your choices since graduating?

I really enjoyed my six years at Parker. I had a lot of teachers who made a massive difference in my life. My 11th grade English teacher, Sharon Franco, was awesome. She was willing to laugh at my endless attempts to be funny but also demanded that I actually try to write with discipline. History teacher Bill Ray insisted that we look at the history of the United States critically but not as cynics. I think that’s difficult to convey to bright teenagers. Finally, Barr McCutcheon was a genius who made math light up the world. I still think about his units on leaky tubs and street grids. My classmates were a challenging bunch, and we kept each other on our toes, sometimes in unexpected ways. One of my most memorable peer experiences came in physics class. My lab partner was an undersized kid named Steve Gore ('74)—today a renowned professor of oncology at Johns Hopkins—and he inadvertently taught me a spectacularly important life lesson: there were people who were way smarter than I was. To make a good life, I was actually going to have to work hard, not just glide by on being clever.

In the 1970s, Parker was a place alive with passion and fun and creativity. I remember in my first year of college, after talking to lots of kids who’d gone to a variety of schools, how lucky I felt to have gone to Parker—and also how well I was prepared for college academics and college life. Thanks to a 44-year friendship with Dan Frank, I visit Parker regularly, and while I get lost wandering through the much-expanded campus, the school feels charged with the same energy and the sense of possibility I remember so well.
Alumni Reconnect

(L–R) Jamie Weiss '03, Jordan Frazes '03, Co-Chair Seth Ansbach '03, Mariana Kremers '04 and Matt Kremers at the New York Alumni Regional Gathering.

(L–R) Latin Co-Chair Sarah Cogswell ’99, Keith Rudman ’77, Parker Co-Chair Jon Landan ’95 and Alex Freund ’06 at the Parker/Latin Young Alumni Post-Thanksgiving Holiday Party.

Among those at the 2013 Financial Symposium were (L–R) Principal Dan Frank ’74, parent and speaker Scott Sheridan, speaker Mara Baumgarten ’94, Co-Chair Dan Furhman ’87, parent and speaker Aleks Kins ’89 and parent and Co-Chair Jeremy Goldblatt ’92.
Ayanna Pressley ‘92 (C) returned to Chicago for the first time in 20 years to give a Morning Ex sharing her story of being elected the first woman of color to the Boston City Council. Surprising her that morning were classmates Jeremy Goldblatt and Chelsea Dolinar-Hikawa.

Adam Smoler ’97 related the history of Parker’s website fwparker.org and the impact of his Parker education on his career in the technology field, including his current position with Google.

Seth Berliner ’04 (R) and Mike Pomerantz ’04 (L), here with Principal Dan Frank ’74, shared their experiences working at City Hall and how they got there at a Morning Ex last January.
Class Notes

1944
Fran Heller reports that Helen Dreyfus Greenebaum has become a great-grandmother, "the first in our class (as far as we know)." Both the great-grandmother and the new baby are doing well.

1954
Dorothy Ramm writes, "I just returned to Chicago from two weeks in southern Mexico! My church helps support two congregations in San Cristobal de las Casas and Yochib, about one and a half hours away. A group of us stayed in San Cristobal de las Casas, visited both churches and met with their members. We also had time for sightseeing in San Cristobal. After our visit we hired a car, driver and guide and visited Maya ruins and rain forest sites near the Guatemala border."

1958
George Shropshear gets G25 Series Golf Clubs at PING Fitting Facility (Phoenix, Arizona), with photo-op, of the golf bags owned by Bubba Watson (2012 Masters Tournament Champion) and Michael Phelps (retired American swimmer and the most decorated Olympian of all time with 22 medals).

1961
Phillip Moll played a lunchtime concert with flutist Kaori Fujii in February at the Chicago Cultural Center. The concert was also broadcast on WFMT.

1965
David Mamet wrote and directed Phil Spector for HBO Films. The film explores the relationship between music producer Phil Spector (played by Al Pacino) and attorney Linda Kenney Baden (played by Helen Mirren) during his first trial for murder. The film premiered on HBO on March 24, 2013.

1977
The poetry of Elise Paschen was featured in an exhibit of the paintings of former Parker faculty member James McNeill Mesplé at the Jackson Junge Gallery in Chicago earlier this year. The exhibit “Icons, Myths and Poems” consisted of 33 paintings showcasing work in a variety of forms, including oils, aqueous and mixed media. The exhibition included poems by Paschen and Effie Mihopoulos.
1978

**Chris Bensinger** writes, “All good with the Bensinger family. Wife Kelbe is my joy and I am one lucky man to have her at my side. She keeps it all going for us along with being the costume designer of a children’s theatre that demands over 400 costume changes in two shows the past year. Daughter Ellie is graduating this year from Northwestern and will be going to NYC to pursue an acting profession. Son Jack is in his second year at Webster University in St. Louis and is a premier pitcher on the baseball team that is ranked fifth in the nation division 3. Currently he is recovering from Tommy John surgery and will be back on the mound this summer. Loved seeing the new field when I visited Parker in October. I miss Coach Haskins, who was with me at a fundraiser for the new field in October in Los Angeles. Sad to see him go. Had a lovely SoCal gathering of Parker alumni at my house in November. Great to see some members of the class of ’78: Gabby Foreman and **Eric Forsberg**. We had class members from the 1940s to 2012 (**Tony Weisman**’s boy Michael!) represented. I co-produced a Tony-nominated new musical on Broadway called *Nice Work If You Can Get It* starring Matthew Broderick and a new play called *Chinglish*, which first opened at the Goodman Theatre. I am working on a new musical called *Song of Paradise* with Andrew Chukerman ’79. We had a great week at the Chicago Shakespeare Theater working on the first act. Also working on a new musical from the movie *Real Women Have Curves*. I am in on a show called *The Book of Mormon*, which is in Chicago, you can contact me for good seats. At age 53 I won the singles club championship at my tennis club for the sixth time after winning my first one in 1999. Could be my proudest accomplishment of the year besides becoming a vegan. A big shout-out to all my class members. Hope to see all of you at our 35th!!

**Eric Forsberg** writes, “Newz: had two movies released as a writer in 2012, *Arachnoquake* on Syfy and *Age of the Hobbits* on screens in Europe and Asia and for rental and purchase in the U.S. *Age...* is about cavemen, not Middle Earth, but it has been renamed *Clash of the Empires* in the U.S. after Warner Bros. called the producers on the title. But the movie has received great reviews, especially the writing—so I’m quite happy. You can also find it as *War of the Elves* in some U.S. markets. I am set to direct an action epic based on Homer next spring and am looking forward to that. Also, Andy Chukerman ’79 and I are collaborating on a musical. I have not written the book for a musical in over 10 years so that is even more exciting to me than the movie. In other news, my wife Karen is still working as a private chef for a handful of wealthy clients, our daughter Lola is finishing up 8th grade and looking forward to high school, and I am taking courses at UCLA in a number of very cool subjects, like astronomy, to help me with my writing. It is a great experience to go back to school.” More recently, Eric writes, “Lola was accepted into the media arts program at Providence High School in Burbank. It is a small private school associated with Providence hospital and ABC/Disney Studios. Providence is noted for its excellent science/medical program and its media arts program—so we are very excited.”
Jeanine (Lisk) Friedman writes, “My kids graduated from New Trier last May. My daughter and son are freshmen at Amherst and Connecticut College, respectively. I cared for my mom for years before she passed in October 2011 and am still having crying fits. My husband and I are transitioning to the 'empty nest' stage. I started growing an estate planning practice a few years ago. It’s grounding and gratifying to help families devise their estate plans and work through all the issues involving life, death, illness, money and children.”

Neil Giuntoli writes, “I as well, like my colleague Glenn (Karlov), am a ‘Badger,’ Wisconsin, through and through, enjoying retirement in a Cheney-esque ‘undisclosed location,’ where I have quickly assimilated and have enjoyed new friendships. Though I frequently pad about the manse, talking to the walls, myself and anybody who will listen, I do have one foot set in reality, as I look forward to spring, when a new friend and I will build sheep paddocks for a good-sized herd of both sheep and Scottish Highland cattle. My pen is also waking out of its slumber, and I tremble in expectation as to what you will pour from my sewer of a mind.”

Glenn Karlov writes, “Marta and I doing well (married for 28 years!), headed into our seventh year of living in Wisconsin. Our two kids, Rachel and Daniel, are studying at Macalester and UW Madison, respectively. Marta is involved in the forefront of Lean hospital management (Appleton is actually worldwide ground zero for that, believe it or not!). After serving my 20 as a corporate tool, I am now co-owner of 10 hair salons, which has been a nice business in the midst of the current economic state. We have been growing, looking to add more shops and/or a school. La vida es buena.”

Sari Mintz writes, “Gary and I are well and enjoying our lives in Evanston. During the past 12 months, Gary and I traveled to South America, sold and relocated our business to a larger newly built-out facility in Skokie, redesigned and are about to relaunch both our businesses websites, celebrated our youngest son’s graduation from college, lost both of our cats to old age and tried to relax and have some fun.”

Charles San Fratello writes, “No big news, just a big year in many respects for us. Nathalie (10 yrs.) is loving school as always. She is a consummate Parkerite and has the personality of a class pres’ in the making...unlike her parents! She even starts chomping at the bit during vacations as to when school starts up again—truly amazing!!”
1981

John Bergan writes, “The Bay sparkles and I offer groovy San Francisco vibes to all Parkerites. The world has spun and I have landed a new position with Sundog Productions of Fairfax, Virginia selling their Not Fade Away brand of officially licensed rock and roll merchandise. With the Grateful Dead as the backbone of our portfolio, I now offer Janis Joplin, Bob Dylan, Jerry Garcia, Pink Floyd and Woodstock shirts in addition to tie-dye everything. Technology fuels the venture as I work remotely from my apartment in San Francisco overlooking the Bay. Clearly a skybox up the hill, my apartment is an excellent viewing platform for the America’s Cup, which will be contested on the Bay from July to September. Whether for the high-tech sailboat racing, the food, the music, the fun, I am always glad for visitors and would love to share the beauty of this scene with you.”

David (Cohn) Curtis writes, “Hello all. It’s been a VERY long time! This is David Curtis. Oh yeah, used to be David Cohn, dropped that last name and my old middle name is now my last name...long story from a long time ago...1987. Some of you won’t know me since I left Chicago sophomore year. Hopefully most of you do remember me. Parker still runs through me. How can it not since, like most of you, I started in JK? Okay, so Cliff’s notes updates: I live in Plano, Texas, just north of Dallas; just turned the big 50 in December; was married for 17 years; I have a beautiful daughter, Erin, who’s a freshman at Oklahoma State; I work in Fleet Management/Crew Logistics for a division of Bombardier Aerospace; musician (my real job). That’s the basics. Music pretty much consumes my life. I do some session work for various artists out here, and I also play keys for the Dallas-based Journey tribute band Escape. We ‘tour’ a lot on the casino and House of Blues circuit and do lots of festivals. It’s too much fun, and I get paid for playing music! I would love to hear from you. I have a Facebook account, but it’s undergoing reconstruction. I’m not the skinny geek I used to be. I’m just a bigger geek now. HA!”

Valentine Drake-Snell writes, “One big change is that I left my job at WPP last year working for Sir Martin Sorrell, CEO of WPP, and moved recently to BlackRock in London, which is fantastic and I am very happy. I am also about to celebrate my 50th birthday, but suppose that goes for most of us this year! A bit of a milestone we can all share together! I shall celebrate on the slopes in Verbier (Switzerland) skiing, a sport I adore and can think of no better way to bring on the next decade! So it is a year of change and progress and self-growth... In between jobs I had three months off and enjoyed it so much and really found it hard to go back into the working world again! Carpe diem...”
Josh Glazier was elected president of Mid-North Association in Chicago. His new hobby is beer making, and “Ethan Kahn, Mark Kelly and Marc Becker think it's pretty good stuff.”

Laura (Pincus) Hartman’s work in Haiti was featured in an article in a recent edition of The Depaulia and on NBC5 News in Chicago.

Jane Saltzman, who is executive director of Earth Vision Trust, reported that the film *Chasing Ice* (see *The Live Creature* Winter 2013 Class Notes) made its debut in Chicago at the Music Box Theatre last November and was screened at Parker in April as the first film in the new Alumni Film Series.

1982

Ricardo Miranda writes, “We have closed Cafe 28. It was a tough year on Irving Park Road. It was a struggle to continue. That said, I can say that we had a nice 17-year run! My new venture, along with my son Tony ’08, is working on a craft distillery in Chicago. We plan to make small batch rum and explore making other types of spirits.” Visit ravenscane.com

1984

Billy Zane has returned to Chicago to partner with Cinespace Studios as its new executive producer.

1988

John Notz is a partner and CFO at Hodo Soy Beanery.

1989

Cat Bentivegna Adami hosted a standing-room-only reading and performance of her work in February in Chicago’s Old Town. Danielle Klinenberg ’93, watercolor painter and owner of A Muse Arts, provided her home art studio for the event. Tony Award-winning composer David Singer ’87 introduced Adami. Concentrated TV executive producer (and closet actor) Jon Singer ’91 starred in a performance from one of her screenplays. Fourfried.com’s Marc Klutznick ’91 provided the photographs. Jennifer Piser Wright ’93 documented the evening for the media. Guests also included alumni and parents Sasha Earle, Shauna Block Peet, Kim Kamin, Laura Maloney and poet Regine Rousseau ’90. Parker Upper School English teacher Bonnie Seebold and a number of current Parker parents were also in attendance. Both Adami and Klinenberg said they were heavily inspired to become artists by their former American Literature teacher, the late Dr. Marie K. Stone. Adami utilizes techniques learned in Seebold’s Chamber
Theater class to transform her fiction into screenplays. Adami is the author of the upcoming novel *Elizabeth Street*. She also writes for television and film. Her next performance takes place in June in New York City, hosted by writer Jane Lerner and featuring more Parker alumni performers. More information is available at Catadami.com, DanielleKlinenberg.com and JaneLerner.com

Cullen Davis has been named the 2012 National Alliance on Mental Illness’s (NAMI) “Friend of NAMI” for the work by his firm, Daveri Development, in housing development for those suffering from mental illness.

1990

*Jacob Estes’s* new film *The Details* premiered this spring.

1991

*Brett Wolf* is working with veterans using the teachings and training of judo. Assisting him is Parker senior Max Bermont.

1995

*Erin Carr Vincent* and Kathryn Carr Heineman ’99 have started a new venture, Blue Willow Retreats, with their mother Ginger. Blue Willow Retreats offers people the opportunity to reduce stress and find peace in their lives through nature, meditation and art. Their first retreat, “Pause and Refresh,” A Mindfulness Retreat, was scheduled for May and June. For more info, email info@bluewillowretreats.com.

1999

*Sarah Levy* was one of five finalists, from nearly 1,000 applicants, in the running to be the next host of *Check, Please!*, the public television restaurant review program executive-produced by David Manilow ’77. She returned to Parker earlier this year to give a Morning Ex about how her Parker education prepared her for her career as a pastry chef.

*Catherine (Whelan-Wuest) Merritt* and her husband Ian welcomed their second son Archie last September. Archie is little brother to Teddy, who turned three in March. The family lives in Lincoln Square and they see lots of Parker friends on a regular basis. She is an account director with Olson, a marketing and PR agency, working within their emerging and social media department.
2000

Nicki (Wexner) Eisenstein recently joined BCR Events (bcrevents.com), a special event planning and consulting company in Chicago. She previously worked for Levy Restaurants, where she planned events at various venues such as Bistro 110, Jake Melnick's Corner Tap and Ravinia Music Festival. Most recently, she was the director of sales at Spiaggia, a Michelin-rated Italian restaurant. She now serves as the senior event planner at BCR Events, helping clients plan wedding receptions, bar and bat mitzvahs and other social and corporate events. If you are interested in speaking with Nicki to see how she can help you plan your next event, please email her at nicki@bcrevents.com.

2003

Nikki Lee Elayyadi manages Magnolia Bakery in Chicago and was featured in an ABC7 story around Valentine's Day. She married Youseff Elayyadi in April.

2004

Seth Berliner took a position in the Mayor's Office of Public Engagement, coordinating pieces of Mayor Emanuel's anti-violence and community engagement strategies. Previously, he was an aide to Deputy Mayors Steve Koch and Mark Angelson. In the spring, he was elected community representative on the Local School Council at Pulaski International School in Bucktown, garnering the second-most votes among 11 candidates.

2007

Natalie Bergman and her older brother Elliot have been receiving attention as the band Wild Belle, including an article in the New York Times about their video Backslider, filmed by Bennet Bergman ’11.

2009

Seth Bernstein has been named in to the inaugural class of the WildSide Wall of Fame for Northwestern University. Chicagosidesports.com and the Chicago Sun-Times did a feature on him and his legacy as one of Northwestern University’s most ardent fans. The feature also talks of Seth’s hopes of a career in sports broadcast journalism.
In Memoriam

Wayne E. Cliff ’51 was born in Arlington, Massachusetts in 1933. After graduating from Parker, according to The Barre Montpelier Times Argus, he was awarded a coveted Navy ROTC scholarship, affording him an Ivy League education at Dartmouth College (B.A., 1955), where he met Margot, the love of his life. They were married in June 1956, after Wayne earned his M.B.A. at Tuck School of Business. Wayne was commissioned in the United States Navy in 1956. Following Navy Supply Corps School in Athens, Georgia, he served aboard the USS Strickland and was later stationed at Pearl Harbor and the Naval Air Station in Alameda, California, rising to the rank of Lieutenant Commander. After completing active duty in the Navy, Wayne embarked upon a successful career in mortgage banking, starting with four years in the Investment Department at National Life Insurance Company in Montpelier, Vermont. He moved the family to San Rafael, California to work at E.S. Merriman & Sons for seven years before accepting a position as executive vice president of Bank of America’s Real Estate Investment Trust. In 1984, Wayne returned to the east coast as senior vice president in the Investment Department at Union Mutual Life Insurance Company (now Unum) in Portland, Maine, from which he retired. Wayne lived a full life, enjoying photography, sailing on the San Francisco Bay, traveling the world with Margot and spending time with friends and family. He was a devoted husband, father of three children, grandfather of six and great-grandfather of two.

His son Scott shared, “Dad always spoke fondly of his time at Francis W. Parker School. The education he received there and the supportive environment prepared him wonderfully for both academic excellence at an Ivy League college and a lifetime of achievement. As one of the beneficiaries of his success, please accept my personal thanks for the good work done so many years ago by your school.”

Lynn Reinwald ’52, according to classmate Chuck Maryan, “was a very sweet, kind and funny (if you listened) young woman. I had hoped to see her at the last reunion as she was always such a positive spirit.” Classmate Pat Sawyier Eldredge remembers Lynn as “an enthusiastic member of the chorus” for the senior play, Rodgers and Hammerstein’s Allegro.
James Gerard ’53 was the son of American neurophysiologist and behavioral scientist Ralph W. Gerard, M.D. and noted psychiatrist Margaret W. Gerard, M.D. According to *The Desert Sun*, he attended the University of Vermont and served briefly in the military before receiving an honorable discharge. “Gerard held several positions before co-founding the firm of UNIPUB, which was later sold to the XEROX Corporation. With his life partner, Richard B. Slappey, he co-founded the North American branch of Ashgate Publishing. Gerard served as an active executive for Ashgate until his transition into a consultant and then full retirement. After leaving Ashgate, he spent his time traveling and in his homes in New York City, Brookfield and Palm Springs. Gerard was dedicated to helping others and was a regular supporter of the Democratic Party, human rights and many worthy endeavors in Brookfield and other communities. He extended his commitment to public service by being on the board of directors of the Gifford Medical Center, the Brookfield Historical Society, the Vermont Public Interest Research Group, T.W. Wood Gallery, the Friends of the Palm Springs Public Library and the Renouf Publishing Co. Ltd. Gerard was predeceased by his partner (and later husband) of 33 years, Richard B. Slappey. Together, they founded companies, traveled the world, built and remodeled wonderful homes and established treasured friendships throughout the United States and Europe. He is survived by his sister-in-law, Jane Slappey Kelly of Albany, Georgia, and his brother-in-law, Edwin Slappey, M.D., of Atlanta, Georgia. Those who wish to honor his memory are asked to contribute to Brookfield Public Library, Brookfield, Vermont.”

Lois Robin Meyers ’54 attended Mills College in Oakland, California, according to the *Chicago Sun-Times*. She married Ronald Meyers in 1963, and they had one daughter, Carla. “Lois was an active volunteer at Francis Parker, the WITS (Working In The Schools) Program and the adult literacy program at Fourth Presbyterian Church. In 1997 Lois and Ron moved to Scottsdale, Arizona. Lois became an active volunteer at the Scottsdale Museum of Contemporary Art with their docent program.” Classmate Dorothy Ramm notes that Lois attended reunions regularly and chaired the 50th in 2004. “At our 2009 reunion she mentioned her volunteer work with Alzheimer’s patients—I believe art therapy was involved…” Classmate Phoebe Telser writes, “Lois was always attractive and popular. She was friendly to everyone and knew how to have fun. I enjoyed seeing her at reunions and when she and Ron visited us in San Diego a few years ago. I will miss her sunny presence.” John Loeb comments, “Only Parker people can make friends for a lifetime despite never even dating. Lois was just such a friend maintained throughout the 64 years of knowing each other. The memories are lengthy and private but suffice it to say I will never forget her.”
Mariett McCall Reichard ’55 is remembered by classmate Martha Gronenberg Gutmann: “I attended Francis W. Parker from kindergarten through 8th grade. Marriet was in my class and her parents were friends of my parents. I have lived away from Chicago for so long and went to North Park Academy for high school, but fondly recall the McCall family, their dogs; am very sorry to hear of her passing.”

David Lindberg ’57 was the chairman of the Political Science Department at Elmhurst College, served on the Elmhurst District 205 School Board for 16 years, was a member of Bethel United Church of Christ for 35 years and was a Little League Manager for 16 years. Classmate Fern Fischer writes, “David was well liked by everyone who knew him at Parker. He knew when to offer a kind word, engage a classmate in conversation or lend a helping hand with homework or a troubling concept studied in class. As a new student to Parker in grade 11, I was able to transition more easily to Parker because of David’s friendship and wise counsel. I remember David as a voracious reader, never seen without a book in his hand. If asked, he could readily come up with lots of reading recommendations. His special interests were history and political science. Favorite classes were Ms. Heller’s American History class and Dr. Ellison’s Anthropology class. I can remember a senior English writing assignment to compose a satire that could be adapted as a play. David wrote a standout political satire, which was performed at a Morning Ex. The cast would be members of our class including David, the playwright. The performance received loud applause and laughter. Along with books, David savored sports and was part of the Parker football team and the basketball team. One last memory: if David Lindberg and Jimmy Simmons had not been my lab partners in Doc’s Chemistry class, I might not have passed the course. My job was to read the directions for every experiment; their job was to carry out the experiment. They were always successful, which made Doc Richards very happy. One other impression of David: he was always a positive person, never gave up and was always hopeful.”

Classmate Michael Rockoff writes, “I attended only my last two years of high school at Parker having moved from Connecticut in 1955. Although I do not recall a lot of personal interaction with David I do remember that he was an integral part of our championship football team in 1955 (yes we played football in those days). He again starred on our team in 1956 when we were asked to play a much tougher schedule as a result of the fact that we were so dominant during the 1955 season. David played the tackle position and was known to be amongst the ‘toughest hitters’ on our team. I can still remember one hit he made in our victory over Luther North. It was a play that was worthy of making the highlights on ESPN if it had existed in those days.” Steve von Bonin ’56 recalls, “I knew David as he lived in the apartment below me at 2618 Lakeview. David was a quiet creature and we didn’t have much in common but we did walk to school together from time to time.”
Bruce Krieger '72 was father of Angela '96 and April '97. Classmate Josh Miller describes him as having “great energy (to use LA language). He was enthusiastic about life and other people. I didn’t know him well, but he seemed to be authentic and a truy nice person.” Classmate Robert Druzinsky writes, “Two things I remember about life at FWP with Bruce: Bruce was very strong and athletic, and I was not. For some reason that I will never understand, Coach (Mike) McBride would pair me against Bruce for wrestling in PE classes. As one would expect, Bruce pinned me almost immediately on these occasions. Bruce was a very funny guy. One day in Chorus with Chauncey Griffith, I was sitting next to Bruce. Bruce did something funny and I could not stop laughing. He and I were both tossed out of the class. It was, as far as I can remember, the only time I was ever thrown out of a class. But I still laugh about it. I will miss Bruce.” Classmate Melody Oates writes, “I remember Bruce, never will forget him. Large smile, funny, weird sense of humor sometimes. Big hearted, nice guy!!! Bruce was well BRUCE, once you met him, you would never forget him!!!”

Former Faculty
Pauline “Z” Zanetakos was the sister of longtime Parker counselor Alice Ducas and aunt of Parker graduates Lisa Zane ’79, Billy Zane ’84, Pericles Ducas ’91 and Ariadne Ducas-Gallagher ’94. As Principal Dan Frank wrote, “Z taught drama and directed plays and musicals at Parker with great spirit, drive and humor during the 1960s and 1970s—Guys and Dolls, Brigadoon, Peter Pan, 1776, Seven Dwarfs, Carousel, Wizard of Oz, to name a few—and directed parent-faculty-staff casts in musicals for fundraising events at Parker during the 1980s and early 1990s that included Damn Yankees and My Fair Lady. Z was also an invaluable faculty advisor to me—and to my brother and to so many others—when we were in high school. Z was a powerful teacher, creative director and dedicated advisor who had a vision and energy to engage students that allowed us to thrive in new and unexpected ways. She will be greatly missed.”

A committee of Lower School teachers and staff members worked with art teacher Mark Mattson, who designed this stained glass plaque as a lasting reminder of Ann Breed Hills’ dedication to and impact on the school. The piece was created locally by Frederick Redinger of Frederick Stained Glass and installed in Parker’s Little School in May 2012. The piece contains the following inscription:

Parker Celebrates 10th Anniversary of Schools

By Andy Kaplan, Schools editor and former Upper School English teacher

Parker is celebrating the 10th anniversary of our biannual JK–university international education journal, Schools: Studies in Education. Schools publishes well-written narratives and thoughtful commentaries by teachers, parents, students and professionals interested in how people experience school life in public and private educational institutions around the world.

The inspiration for Schools came from two conferences organized by Dan Frank, one in 1995 and the other in 2000. Dan called the conferences The School Romance, signifying a convergence of two venerable traditions then nearly 100 years old: psychoanalysis and progressive education. The conferences brought together practitioners in both fields to contemplate the rhythms and resonances of teaching and learning.

After the second conference in 2000, Dan and I talked about creating a journal that would expand the work of the conferences into an ongoing conversation. We both felt that the public conversation about schools in our country cried out for the voice of the classroom teacher. The first issue of the journal consisted of selected works from the two conferences, and the response was so encouraging that we have been able to sustain and enlarge the scope and meaning of “the subjective experience of school life” for 10 years now.

After four years of in-house publication, the University of Chicago Press acquired Schools in 2007. The Press gives Parker School full editorial discretion in developing the content of each issue. With an outstanding board of consulting editors, we have expanded both our readers and our contributors, who now include educators in China, Ghana and Croatia. Our presence on the Internet has made us an important presence both nationally and internationally.

Teaching and learning are activities so various, so unique and so valuable that those who care about schools have to learn how to raise our voices more effectively. Stories of teaching and learning give shape and dimension to the work of schools in such vital and compelling ways that we should take more advantage of the interest of these stories. We have much to celebrate in the actual work of so many schools, so many teachers, so many students. Telling the story of how actual learning occurs uplifts the work of schools and restores education to its rightful place in democratic society: educating our children is a fundamental expression of faith in the democratic way of life.

Subscribe to Schools by emailing subscriptions@press.uchicago.edu.
Submit written work to Andy Kaplan at akaplan@fwparker.org or Dan Frank at danfrank@fwparker.org.
“A Celebration of Morning Ex” (40"x60", acrylic painting on wood panel) by Chana Zelig, which hangs outside the entrance to Heller Auditorium, was commissioned by the Lansing family in 2013 to honor the rich and varied experiences the school community shares three times each week.