“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
Winter 2014
Listening and Speaking:
Qualities for Creative Citizenship

An Introduction from Dan Frank

As I listen to Parker graduates around the country, I hear a compelling theme: Parker nurtured our creativity by respecting who we were as individuals; teaching us how to think and collaborate with others; giving us the confidence to persevere and advocate for what we believe is right; guiding us to blend our interests and passions with a citizen’s sense of social responsibility for all people; and helping us discover that learning, even when it’s difficult, brings fulfillment and joy throughout life.

At a recent alumni Morning Ex, Peter Jacobson ’83 underscored an aspect of a Parker education that unifies creativity with citizenship. Peter shared how his career as an actor has been shaped by these essential Parker values:

“I learned from a very early age here [at Parker] that it was not only okay to state your point of view, but that it was necessary to do so. ...But there is also the other essential part—the listening. At Parker, all that discussion and debate could not have happened; in fact, it would have crashed and burned if we weren’t also being taught to listen. To listen hard and listen well. ”

A Parker education gives students the confidence to speak out and the ability to be open to perspectives that can lead to improving communication in community life. Speaking and listening make it possible to think of new ways to promote understanding toward social justice. Together, they are powerful acts that link innovation with entrepreneurship and citizenship.

Parker’s democratic mission defines our identity. As we strive to uphold these truths every day, we know ours is not an easy path. It takes all of us to make Parker thrive. At the heart of our community lies a spirit of energy and enterprise, where all voices matter because of our commitment to listen and learn from one another. That’s citizenship. That’s creativity. That’s Parker.

Contents

Citizenship
Alejandro Rosenkranz ’13: Everything to Help, Nothing to Hinder.........4
Ayanna Pressley ’92: Daring To Be Myself..................................................6
Michael Posner ’68: Citizenship: Locally and Globally .........................9
Chicago Journalism Through the Lens of a Sophomore .....................11

Building Communities and Community ..................................................14

Student Inquiry Richly Rewarded..............................................................16

Parker’s Courtyard: A Bower in the City, A River for Our School ........19

A Community of Learners
Parents: Jeanette Sublett and Langdon Neal ..........................................23
Faculty/Staff: Eric Rosado........................................................................27
Alumni: Deborah Wexler ’91...............................................................29
Alum to Alum: Parker Grads Welcome Newest Members to Alumni Community ...........................................32
Alumni Reconnect....................................................................................34
Class Notes...............................................................................................36
In Memoriam ............................................................................................48
A Surprise Tribute to Principal Dan Frank...........................................51

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Alejandro Rosenkranz ’13: Everything to Help, Nothing to Hinder

Alejandro Rosenkranz, who is in his first semester at Stanford University, was president of Student Government during his senior year at Parker. He served as Student Government secretary in his sophomore year, and he was the director of cross grade communications during his junior year. He played tennis for Parker for three years and was a Racial Dialogues student organizer and leader during his last two years. He also was an active member of Model UN for his sophomore through senior years.

Citizenship

There is not a single drop of doubt in my mind that this year’s incoming Junior Kindergarten students (the class of 2027) will be the model citizens of the future. A lot can change in 14 years, but if certain integral traditions continue to exist, which I am sure they will, those students’ Parker experience will be similar to mine.

Parker’s myriad systems of mutual responsibility introduce students to model citizenship as they reflect real-life society: an ecosystem composed of different types of people.

During my sophomore year at Parker, I enrolled in Andy Kaplan’s elective Schools Across Borders: Schools Across Time. It was a last-minute decision, but a great one nonetheless. Throughout our first semester, Mr. Kaplan exposed us to the beliefs of Colonel Parker, giving us a crash course about the history of our beloved school. Among the many eye-opening lessons, the one that perhaps stuck with me the most was our exploration of “mutual responsibility.”

Colonel Parker understood that society functions best when each organism works symbiotically to create a sustainable ecosystem. He wanted his students to understand that being a model citizen required a strong sense of altruism. In my mind, a quintessential quote familiar to all Parker students best encapsulates the essence of mutual responsibility: “Everything to help, nothing to hinder.” I’d like to think Parker students are leaders in society because they are constantly asking themselves, “What can I do for society?” rather than “What can society do for me?” Regardless of age, as soon as we set foot in Circle Drive or on the corner of Webster and Clark, we, as Parker students, learn to use our privileged education to help improve society.

It took me a while to realize that this notion of mutual responsibility is constantly infused into our daily practices at Parker; students just might not make the connection. Parker’s buddy programs—2nd grade and JK reading buddies, 4th grade K-Walkers, freshman-senior buddies, Big Brothers and Sisters—allow us to practice, learn and experience mutual responsibility. I think Parker’s successful molding of concerned citizens rests in being a K–12 school. The school’s younger students respect and view their older peers as role models and hold them accountable for their actions. Likewise, big kids can also learn valuable lessons from little kids, who have strong opinions about topics such as climate change, tolerance,
inclusiveness and peace. Even the 4th graders’ obligation to clean up after everyone has left the cafeteria is an example of mutual responsibility. We rely on each other. As the entire school hears every fall at the Corinthians Morning Exercise, “For the body is not one member, but many.”

These myriad systems of mutual responsibility introduce students to model citizenship as they reflect real-life society: an ecosystem composed of different types of people. Students learn to relate to and be mindful of the needs and aspirations of all, not just of those similar to themselves.

Being a model citizen is about “learning by doing” and understanding that one’s actions can create positive ripples across society. Parker gives its students the luxury of having an active education rather than a passive one. With such a tool kit, students can take the wheel and experience the pleasures and difficulties that exist within society. What better way is there of being a responsible member of society than to pinpoint society’s greatest tribulations and brainstorm to find solutions?

For the past 13 years, I have comfortably and happily lived within the welcoming walls of Parker. Although it is daunting to think about what life is like in a completely different environment, I know the skills I have acquired, and the experiences that have deepened my empathy, will allow me to foster relationships with people well beyond 330 West Webster Avenue and hopefully cast me as an active promoter of social change.

While the world will be a different place in 14 years, I am confident this year’s JK class will, at that time, concur with my assessment and be well on their way to fulfilling the Colonel’s dream yet again, as courageous model citizens ready to improve the blueprint of our society.
Ayanna Pressley ’92: Daring To Be Myself

In 2009, Ayanna Pressley was elected the first woman of color to serve on the Boston City Council in its 101-year history. She was re-elected in 2011 and received the most votes overall. She formed and chairs the Committee on Women and Healthy Communities, which concentrates on such issues as domestic and sexual violence, child abuse and neglect, bullying, substance abuse, mentoring, hunger and homelessness. Boston Globe Magazine named her one of its 2011 Bostonians of the Year, and the Urban League honored her as a Woman of Power at its 2011 national conference.

Last May, Ayanna spoke to the Parker community at a Morning Ex. What follows are adapted highlights from her remarks.

Citizenship

I serve on the Boston City Council, a 13-member body. We have four City Councilors who represent the entire city of Boston, and I’m one of the four, representing 600,000 people, all 22 distinct neighborhoods. I am the first woman of color elected to that body in its history and currently the only woman serving on that 13-member body. I’m the first woman to top the ticket in 30 years and the first person of color to ever do it. I want to punctuate those achievements not because they are personal but because they are shared, collective victories.

The true value and strength of diversity is diversity of perspective, opinion and thought.

The African proverb says, “If you want to walk quickly, walk alone; if you want to walk far, walk with me.” Although I have not been at Parker for 20 years, I’ve been walking with each and every one of you. My victories are your victories and victories of our democracy because government is stronger and more effective when it reflects the citizenry it serves. Perhaps being in such a diverse and democratic community as Parker, you cannot appreciate what it means that the city of Boston, a bastion of progressive politics, never had a woman of color serving on that body. And the fact that I’m the only woman means we have much more progress to make in the name of gender equity in government. The true value and strength of diversity is diversity of perspective, opinion and thought. In government, if every solution is developed through a monolithic and homogenized prism, that is to the detriment of the people we serve.

After graduating from Boston University, I later worked for Congressman Joseph P. Kennedy II and Senator John Kerry, now our Secretary of State. But more than anything, I’m my mother’s child. My mother was a community organizer; she took me with her when she went to vote, which instilled in me my civic duty. Not only did I have a duty to participate, there is power in that civic engagement. I’m also a product of the Parker community. Everything I champion—diversity, mentoring,
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Because of Parker, I'm just audacious enough to dare to be myself. I'm strong in my convictions, fearless and willing to do things that are unpopular in the name of progress.

I've developed a reputation for making people uncomfortable. I work on issues that people consider not politically expedient, like comprehensive health and sex education in our public schools, pathways to graduation for pregnant and parenting teens, human trafficking and social justice issues related to inequities in wealth and employment. My focus on those issues is informed by the fact that I'm a survivor of childhood sexual abuse and assault as an adult. I was raised by a single parent, and my father struggled with drugs and was in and out of prison. My mother and I felt like it was us versus the world. Government did not represent us or advocate for us.

When I was at Parker I lived in the School Nurse's office, not because anything was physically wrong, but because I had so much dysfunction and trauma in life, Parker was a sanctuary, a soft place for me to land. My life could have gone on a very different trajectory. I could have been a statistic, but Parker took a chance on me.

One of my political influences, my “she-ro,” is Shirley Chisholm, the first black woman elected to the House of Representatives and to run for the U.S. Presidency. When asked how she wanted to be remembered, she said it wasn't for either of those things; she wanted to be remembered as a black woman who dared to be herself. Because of Parker, I'm just audacious enough to dare to be myself. I’m strong in my convictions, fearless and willing to do things that are unpopular in the name of progress.

Another she-ro is Madeleine Kunin, who was governor of Vermont. In this cultural climate, people are cynical about politics. Kunin offered these words that reinforced for me the power of meaningful government and the impact it can make on one's life: “At its best, when government gets it right, then justice can triumph, wrongs can be righted and pain can be alleviated with the right fix.” So I thank Parker for giving me the tools to do what I do every day—to try and find that right fix.
Michael Posner ’68:
Citizenship: Locally and Globally

Citizenship defines the relationship between each of us as individuals and our government. As U.S. citizens, we enjoy remarkable rights and freedoms spelled out by our Constitution and laws. But, as our founders wisely reminded us, the task of building and maintaining a democracy is hard work, and as citizens we have a never-ending obligation to help build “a more perfect union.”

I spent 13 wonderful years at Parker, where classroom learning was complemented by an examination of the relationship between our privileged existence and our obligations to the broader community around us. When the “new school” opened in fall 1962, we learned the decision to face Clark Street rather than the park reflected the school’s commitment to engage with our community. This commitment to community and “embryonic democracy” at Parker shaped my personal commitment to use my own privileged position to be a good citizen and give something back.

Since graduating from Parker, I have spent most of my professional life working to promote human rights in this country and around the world. For three decades I worked in the public interest world, mostly with Human Rights First, an advocacy organization. In 2009 I joined the Obama administration as Assistant Secretary of State for Democracy, Human Rights and Labor. I traveled the world, mostly to places Fodor’s Travel Guides have yet to discover, urging governments to respect the basic rights of their people. I was on the front lines in Burma, where an authoritarian military government that had denied its citizens the most basic freedoms for
As graduates of Parker, we have an excellent grounding in the elements of citizenship. Parker has helped provide us with the resources, skills and opportunities to make a difference in the world.

More than 50 years slowly recognized that, to be competitive in today’s world, political reform and respect for human rights is essential. I had a bird’s-eye view of historic changes in Egypt, Libya, Bahrain and Tunisia, as sclerotic societies took the first steps in their treacherous and non-linear paths to democracy. And I worked proudly with Secretary of State Hillary Clinton as she took a diplomatic lead globally in supporting Internet freedom and promoting LGBT rights as human rights and the rights of civil society to operate freely. Closer to home, I joined the State Department’s legal advisor Harold Koh in presenting the first-ever U.S. report to the United Nations on human rights in our own country under a new procedure called Universal Periodic Review. In preparing our report, we pressed our government to lead by example, reaching out to more than 1,000 activists around the country, who critiqued and made recommendations relating to U.S. policies on criminal justice, immigration, rights of racial and religious minorities, national security and a range of other topics.

My experience in government reinforced my deep commitment to doubling down on efforts to preserve human rights in this country. Traveling to so many places where human rights are routinely violated, I saw how much activists in those places look to the United States for leadership and how closely they follow what we say and do. When we fail to live up to our ideals, as we did, for example, in allowing U.S. interrogators to resort to torture and official cruelty in national security cases after 9/11, we do harm to our own democracy but also compromise our leadership abroad.

My experience also gave me great hope and encouragement in the power each of us has to make a difference. In those early days in Burma, I was part of a sustained effort to make the release of political prisoners a foreign policy priority of the United States. We succeeded, leading a global effort that has yielded the release of almost 1,000 political prisoners since 2011. Aiding our efforts were dozens of citizen activists in the U.S., many working for decades on human rights issues in Burma.

Earlier this year, I left the government and joined the faculty at NYU Stern School of Business. With a colleague from the State Department, I am building a new Center for Business and Human Rights, the first human rights center at a business school. Our aim is to expand the notion of citizenship to leaders of major companies, who are working in a rapidly expanding global economy, often in countries where local governance is weak and unresponsive. We are beginning to work with these companies to shape the rules of the road for global businesses in the 21st century—rules that reflect business realities but also advance the human rights of vulnerable populations in a tangible way.

As graduates of Parker, we have an excellent grounding in the elements of citizenship. Parker has helped provide us with the resources, skills and opportunities to make a difference in the world. And, more than ever, the world needs what we have to offer.
Chicago Journalism Through the Lens of a Sophomore

By Nikhil Dhingra ’16

Citizenship

How has Chicago changed since 1969? That was the year author and radio personality Studs Terkel embarked on a project later dubbed Division Street: America. This year students with Young Chicago Authors, inspired by Terkel’s project, scouted the length of Division Street to collect stories about what the street and Chicago are like today. One of those students was Parker sophomore Nikhil Dhingra.

I find the most ironic part of my adventure throughout the field of journalism is that Young Chicago Authors (YCA), the organization I now hold so close to me, heard about me first. After I finished the first manuscript of a science fiction novel I had been working on for about a year, my mom sent out a blast email inviting people to read it. One email followed another, and eventually YCA caught wind of my story and published an article about how I had molded myself as a writer in its publication Say What! Online Magazine. I was only 13 years old, and my dreams of being a writer were simply ideas bubbling through my actively engaged 8th grade mind. As others constantly worried about their grades and which social event they would get invited to next, I focused on my writing, and YCA continued to help me build my craft.
A few months after writing the article about me, YCA hired me to work on that very same online magazine. I wrote political-based stories for about six months, until the magazine program abruptly ended during the summer. While I could not participate in YCA’s paid summer internships, by the beginning of freshman year I realized how much YCA had done for me, and I wanted to participate somehow. I called up my old instructor, and that is when I first heard about Division Street 2013.

The idea of documenting the city of Chicago through its people seemed foreign and almost unfeasible to me. Growing up in Lincoln Park, I had been sheltered in the same community throughout my life. Yet when I thought of the program from another angle, I realized this was a chance to step out into the real Chicago, despite any fear I had from what I read in the media. I agreed to join the program without the promise of pay, recognition or even publication, solely for this reason. For the next year, I tirelessly worked on a variety of different stories, including gun violence and, my biggest story, school closings in Chicago. Now, as the project attracts publicity, I am starting to realize how much this experience has changed me.
I felt a true connection with my city during the protests against school closings in Daley Plaza last March. Seeing so many people from different backgrounds come together for a mutual concern about their children was inspiring and astonishing. In Lincoln Park, one hardly notices people coming together for the Farmers Market, much less a rally. But when I first arrived at the protests and feasted my eyes upon the waves and waves of people who filled Daley Plaza, like bees to a beehive, it took my breath away to see their dedication to their schools. Stories like these truly inspired me to continue with the project, and with my writing in general, to give a voice to these people when no one else would.

While I obviously wasn’t deluded by the belief that everyone was golden and perfect, I was genuinely curious to learn more about these people that we brand on a daily basis, like those who are homeless.

My education at Parker also greatly contributed to my storytelling abilities. In fact, if it hadn’t been for people like Assistant Principal Damian Jones, I would never have had a stable outlet for my writing, and thus would never have found Young Chicago Authors. The Parker community has genuinely grasped my interest in people outside my neighborhood. The welcoming and positive energy Parker has whenever you walk through its doors has stuck with me throughout these past few years and ingrained itself in my skin. Going out into the field, I honestly didn’t know what to expect in terms of who I would meet and what I would find. While I obviously wasn’t deluded by the belief that everyone was golden and perfect, I was genuinely curious to learn more about these people that we brand on a daily basis, like those who are homeless. Parker has undoubtedly influenced me, instilling in me the belief that everybody is worth talking to if you just give them a chance.

I have never felt more support from the Parker community than I have received with my writing. Teachers and students have constantly come up to me and either asked about the writing I have been working on or congratulated me on past achievements, and the feeling has been absolutely riveting. Parker’s Administration has put so much time into helping me advance myself, not only as a writer, but as a person as well. Seeing all my work finally getting published and recognized has been astounding, and having the Parker community’s support throughout this process has honestly made the experience that much more incredible.
Building Communities and Community
By Travis Chandler '93, Visual Arts Instructor

Parker teachers and students thrive on collaboration. When teachers discover a cross-divisional piece of curriculum that enhances learning, while allowing students an opportunity to demonstrate their new and emerging skills, everyone benefits.

When I considered how to organize a class about architecture for Parker, one of the first thoughts I had was, "How can I give the students the chance to work on a building that really flexes their imaginations?" It's been my experience that people learn tools and fundamentals exponentially faster when they are working on something they enjoy, and who doesn't like customizing their own dream home? Once we had the ability to create these structures, we could explore the concept of responsible citizenship by thinking about the role of each building in its community and making it more environmentally friendly. But first, I wanted to let my students' imaginations roam free in three dimensions. As it turns out, letting them use their creativity in the context of architecture worked out quite well, partially due to factors I couldn't possibly foresee.

The best tool for the job was Google SketchUp, a free and surprisingly easy to use 3D modeling program. I did a few tutorials with my Upper School architecture students, and in no time they were creating fantastic structures in a huge range of styles. Once our structures were in pretty good shape, we began modifying them to be more energy efficient, and we thought about spaces and how these structures might help bring people together.

Then we had a wonderful stroke of luck: Librarian Anne Duncan helped to set in motion an exciting collaboration. First grade teacher Bev “Greenie” Greenberg had asked Anne if the library had any resources to help her class explore the idea of floor plans. Anne pointed out that I was teaching an architecture class in the Upper School and perhaps I might have some ideas. Greenie and I chatted, and we quickly came upon an idea: if her 1st graders were generating floor plans, perhaps my Upper Schoolers could model them in 3D.

I raised the idea in my class. My students were excited and a bit concerned. The imagination of a 1st grader is a formidable force. What if they presented floor plans for buildings made of bunnies? I suggested we try to set reasonable expectations for the 1st graders and explain that our tools had some limits. I ran this past Greenie, and she thought that would do the trick.

We agreed on three consultations to give the 1st graders sufficient input and the Upper Schoolers enough time to work. The plan was for the 1st graders to journey up to the Upper School video lab on the 4th floor on three occasions
to check on the progress of their structures. The young designers would get the experience of seeing their work interpreted in 3D, and the architects would get the experience of working with very imaginative clients.

Sure enough, one 1st grader’s building was made of chocolate. Another was essentially a sideways ferris wheel packed with zoo animals. My architects did what they could to approximate these concepts, and the results were excellent—not a disappointed 1st grader in the house. And more importantly, the Upper Schoolers and 1st graders brought out the best in each other. My architects couldn’t have been better role models. Patient and kind, they adapted their structures over and over to meet the expectations of the young designers. And Greenie’s 1st graders were the model of good behavior, each listening and paying attention to the architect’s every suggestion on how to best implement the design concepts.

I had hoped to bring imagination and the concept of community into the architecture class, and, thanks to Greenie and her class and Anne Duncan’s suggestion that started it all, we were not only thinking about community but actually forging relationships between grades. Instead of just thinking about communities, we were helping to reinforce the community we were in, and it couldn’t have been more fun.

For more details and a slide show of images from this project, visit fwpark.org/BuildingCommunities
Student Inquiry Richly Rewarded

By David Fuder, 8th Grade English Teacher

It was late June, and Parker’s corridors were absent of activity. Students were long gone, seeking adventures and experiences far from the spaces inhabited for so long. Adults were scattered about, but the movement and rhythm of the school had shifted. I returned after some early summer travel to drop off a few things in my classroom before leaving again. On my way out, I grabbed what little mail was left for me and, after sifting through mostly junk, locked my eyes onto the return address of an unassuming envelope: Boston University.

“Do you think he still believes in God?”
“How could he persevere through so much suffering?”
“At what point is resistance futile?”
“Is he bitter about the past?”

My students were finishing Elie Wiesel’s Holocaust masterpiece Night and were moved and perplexed by the story. As a young teenager, Wiesel and his family found themselves unwilling participants in Nazi Germany’s plan for extermination of Europe’s Jews, having been transported from their home in Romania to various concentration camps. Wiesel recounts that brief yet horrific time in such vivid detail, one easily forgets the work is non-fiction. As a child, Wiesel passionately devoted his life to prayer and the study of God. When the growing crisis of war and talk of Jewish deportation became a reality, Wiesel’s account of survival amidst his personal struggle with faith and hope in humanity echoed many voices that were never heard.

My students’ courage to seek answers is due in part to their development as critical thinkers, but also to being part of a progressive school that instills in them from an early age the inquisitive nature that leads to growth.

A benchmark of 8th grade is the study of World War II and the Holocaust, culminating in our visit to the United States Holocaust Museum in Washington, D.C. As we neared our completion of Night, I shared Wiesel’s recently delivered keynote address at the 20th anniversary of the museum, giving them a glimpse of the living author.
As the questions mounted about his faith, family and views on humanity, war and peace, I realized I was no longer an adequate source of information. Truth be told, I had lingering questions of my own, not dissimilar to those of my students. Wishing to capitalize on this moment, I suggested they put their questions into writing and address them directly to Wiesel. The next day, I had 73 letters full of questions, good wishes and gratitude for his courage and conviction to remain a witness to history. Students shared excerpts of their letters with each other in class and gave them to me for further reading. I was beyond impressed. Their respect for Wiesel was apparent; the depth of their questions was evidence that his story had resonated deeply with them, and their hope for a response was heartwarming:

“What did you learn about resistance? Did you learn that it was beneficial or usually followed by punishment? I resist things and cheat the rules very often to benefit myself and others, but never to protect my own self like you had to do.”

“Night is more frightening to me than anything about monsters in the dark or wisps of evil that come in dreams could ever be. It’s probably the single most frightening thing I will ever read. And please don’t mistake my meaning, that’s a compliment to your writing and an insult to humanity.”

“You have lived a life few know how to put into words, and it would be a great pleasure to meet you one day.”

One student even arrived to class excited that he had found Wiesel's home address in New York City. While our beloved Internet has an answer for everything, I told him the address was most likely his publisher's. Thankfully, Wiesel's address was less elusive than I feared: he is the Andrew W. Mellon Professor in the Humanities at Boston University.

As soon as I saw the envelope that day in June, I knew we had received a response, but I couldn't quite believe it. When I sent a large envelope filled with my students' letters (and one from me thanking Wiesel for his time), I wasn't holding out much hope of response from the Nobel Prize recipient and world ambassador for justice. How could he have the time to respond? Surely, if anything, it would be a form letter from someone with the task of corresponding on Wiesel's behalf.

Instead, I received a letter that evoked deep chills. Not only did Wiesel take the time to answer specific questions, he made it clear that their letters deeply affected him. “You thank me for writing Night—I thank you for sharing with me the effect it has had on you. Young people like you give me hope.”

He admitted he still lacks answers for many questions that continue to haunt him, but being a witness continues to be his mission. “I believe that anyone who hears a witness becomes a witness,” he responded. “When I read your letters, I know that you will keep memory alive.”
The driving force behind my students' questions was honest and authentic inquiry into a topic that is difficult and dense. Their courage to seek answers is due in part to their development as critical thinkers, but also to being part of a progressive school that instills in them from an early age the inquisitive nature that leads to growth. Having someone as prominent as Elie Wiesel respond to our students in an equally honest and authentic way perhaps shouldn’t come as a total surprise. Learning is a human function, and what better way to demonstrate that than from a man who is arguably the greatest living humanitarian? His final words to my students sum up the whole of this experience: “The important thing is to keep learning, to keep asking questions.”
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Parker's Courtyard: A Bower in the City, A River for Our School

Parker’s courtyard is one of its treasures. Constructed in 1962, the courtyard has served as a lively gathering place for school-wide events and outdoor classroom activities, a playground for younger students, a place to eat lunch on a nice day, a pathway to the field and a tranquil view from many windows and more.

As with other school facilities—most recently, the athletic field—the courtyard needed improvement to accommodate the school’s growth. With the start of the 2013–14 academic year, the Parker community returned to a newly designed central space organized around the building of a river and its source. “If our new field is a testament to the wonders of science and engineering, our courtyard is a celebration of the way nature enhances community life,” said Principal Dan Frank.

“When you first see the newly designed courtyard, with its fountain and boulders, you may be struck by its dramatic vitality and its inviting serenity,” noted Frank. “Like many Parker traditions, the courtyard design is full of symbolism that affirms the school’s mission and values and will surely inspire creativity and learning among us.”

Guided by Parker’s philosophy and aesthetic of integrating much of what was there before with much that is new, the new courtyard has numerous elements that are welcoming and inspire contemplation (see photo on following spread).

Parker’s Board of Trustees and administration are grateful to the faculty, staff, students and parents for their enthusiastic response to the idea of building a river at Parker, as well as to the members of the Facilities Committee, especially parents Doug Hoerr and Chip von Weise, for their collaborative vision in designing these profound, new features of the courtyard.
1. A new fountain signifies the centrality of Parker’s philosophical source. The five water sources of this fountain represent the five senses of experience. In the center of the fountain is a plaque identifying the school’s exact latitude and longitude and compass coordinates, giving the Parker community a sense of its place in relation to the world.

2. Three huge Wisconsin boulders, made of metamorphic rock composed of gneiss and amphibolite, also known as Aqua Blue Boulders, surround the fountain, representing the school’s core values of model home, complete community and embryonic democracy.

3. At the foot of the fountain and running along the sides of the courtyard’s brick walls lies an integrated pattern of newly cut limestone rock and the original quarry stone that once served as the foundation.
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3. At the foot of the fountain and running along the sides of the courtyard’s brick walls lies an integrated pattern of newly cut limestone rock and the original quarry stone that once served as the foundation of Parker’s original wooden school house—unearthed and preserved last summer during the field renovation. The blending of the old and new stone symbolizes Parker’s commitment to weave tradition with innovation in its approach to education.

4. Native riverbed pebbles that compose the new concrete walkways represent the current of life and people who enrich the school community.

5. New plantings and stairway railings complement the beauty of the new courtyard.

6. The statues, formerly hidden by shrubs and plants, have been revealed and repositioned more prominently.
Principal Dan Frank wrote a poem to commemorate the newly refurbished courtyard.

Where Does This River Come From?

Where does this river come from?
Bubbling from some primeval earthly source?
Dripping from the heavens?
Or the melting of mountain snow?
No, this river flows from the plains of Parker possibility,
Carrying myriad magnetic drops of what-if dreams
Into a thousand trickling rills and seamless streams of rolling liquid light,
In steady currents of transitory tributaries and instant estuaries,
Gliding over boulders and pebbles,
Journeying like the gathering of tribes,
Or children and their teachers pouring into school from the city’s scattered directions,
Feeding and fed by the river’s creative source, 
And with free fluid force, folding diversity with unity,
Solitude with community,
Eternal and immediate,
Winding, washing,
Softening even the most stubborn of stones,
All coming together,
Coming home,
In a brief but deep cleansing breath like no other,
Passing me by on its way to becoming something else,
And like the river, my day calls me to move on
But not before I toss this twig.

Jeanette Sublett and Langdon Neal

Last June, Jeanette Sublett and Langdon Neal watched their youngest child receive his diploma from Principal Dan Frank. But, before that day was over, Neal recalled, “We told Dan, ‘We’re not leaving!’ Our roots are strong at Parker. We needed to reassure ourselves that graduation wasn’t our last time in the building. “

All four of Neal and Sublett’s children—Tyler ’07, MacKinzie ’10, Savannah ’13 and Langdon ’13—attended Parker, but even though they are freshly minted parents emeriti, Neal and Sublett know this isn’t goodbye. “We’ll keep going to basketball games, “ Neal said. And Sublett chimed in, “I haven’t missed a ‘12 Days of Christmas’ in 20 years, and I will be there this year!”

Both parents are native to the Chicago area. Neal earned a B.A. from Cornell University and his J.D. from the University of Illinois Law School. He is a principal and owner of the law firm Neal & Leroy, LLC, concentrating on eminent domain litigation, real estate, zoning and land use, and he has been chairman of the Chicago Board of Election Commissioners since 1997.

After earning a B.A. from Western Illinois University and her J.D. from the University of Illinois, Sublett began her career in the Cook County State’s Attorney’s Office, eventually becoming deputy chief of its Civil Actions Bureau. She joined Neal & Leroy in 1994 and concentrates her practice in the areas of litigation and real estate transactional work.

They first learned about Parker from a fellow parent at Park West Nursery Co-op, Gloria Pruzan, mother of David Pick ’07 and Hannah Pick ’03. “She took me to visit Parker the day of the Big Brothers and Sisters Morning Ex, and I thought this was the coolest thing ever, “ said Sublett. “Then we went to her daughter’s 2nd grade classroom, and I was welcomed warmly. As I watched the dynamics of the students and the teacher, I realized this was an amazing school. “

The school had something for each of their children. Sublett described, “We have faculty who are devoted to the school and the students; the curriculum is diverse but also rigorous. Kids are prepared to be global citizens. There is richness to the curriculum: the way technology is incorporated, the way the courses, especially in the Upper School, interrelate. Langdon loved American History; then he took The Civil Rights Movement, which expanded upon his American History class. The diversity of offerings at Parker appealed to our kids—sports, arts, the core curriculum and connection to teachers. “

“It comes down to the idea of progressive education, “ Neal said. “Not just what they learned but the way they learned was critical to building their skills and abilities. The sense of community the school builds, their responsibility as global citizens—it’s not just talk, it’s ingrained in their souls. “
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Sublett and Neal understood the necessity of parent involvement in the school: he has served on Parker’s Board of Trustees since 2005, as well as several committees; she has chaired Cooke & the Colonel Scholarship Dinners and served as Grade Chair.

It was Sublett’s participation in Parker’s Diversity Support Council that led, in part, to their deepening partnership with High Jump, an organization dedicated to helping talented middle school students with limited economic means successfully enter the best high schools (see The Live Creature, Winter 2013). Neal had been a board member (and eventually chair) for High Jump for several years, and Sublett’s involvement with diversity issues at Parker helped him recognize the need to build that relationship.

“Jeanette and I have worked hardest on making the school understand that High Jump enriches the learning environment at Parker,” Neal explained. “It was a win-win situation: it wasn’t only about the four or five kids from High Jump who went to Parker or the 50 to 60 in the summer program; it was about enriching the educational experience of our existing students.”

“We wanted Parker to be a microcosm of Chicago so all students had exposure to different cultures, beliefs, ethnicities, which is so important for students’ growth and development,” said Sublett. “If we’re educating them to become global citizens, they have to be exposed to difference at an early age. They teach each other.

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“It took effort to bring High Jump to Parker—intellectually, financially. But what’s so wonderful about Parker is that once it was here, everyone embraced it. That’s when you know it’s the right thing to do. It enhances our reputation about the value of our education. The program expands exponentially as it helps the kids and their parents. They tell their friends, and people become more knowledgeable about the opportunities out there.”

Said Neal, “It all comes back to benefit us, even if the kids don’t go to Parker. They remember where they got their start. The key to High Jump is that it’s a foundation builder. After they finish High Jump, kids get scholarships to selective enrollment high schools, then they are sought by selective enrollment colleges and universities, and from there, they’re recruited for jobs. It’s three years, then you watch them get along in the world just fine.”
With 20 years of perspective on Parker, Sublett and Neal have marveled at what has changed—and what has not. “The school has grown and evolved into a world-class educational institution,” commented Sublett. “The physical expansion has been nothing short of miraculous. Having a wonderful physical plant and the curriculum to go along with it makes it world-class. How the school has integrated technology prepares students for life after Parker. They are well-positioned to handle whatever life brings them. The curriculum has evolved to be cognizant and receptive to what’s happening in the world around us, teaching invaluable skills of empathy and a sense of social justice.”

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“But still there are things that haven’t changed,” noted Neal. “Those core qualities of global citizenship, being connected to your community, developing wonderful interpersonal and social skills. Parker kids always manage to be able to advocate for themselves. That all begins at Morning Ex. From the earliest years, they know how to stand on the stage and talk to other kids, and that is a powerful skill. I can’t tell you how many people I meet who don’t know how to acquire that skill. But our kids have it.”
Eric Rosado: Upper School Science Teacher

As someone who loves chemistry, Eric Rosado is interested in what happens when you put different elements together. For him, a variety of elements have combined to make him an innovative, energetic science teacher at Parker.

Growing up in Chicago's Northcenter neighborhood, he attended Blaine Elementary School. He expected to enroll at Lane Technical High School because it was “the big school around the corner,” but in 6th grade, he learned about High Jump, a program that equalizes access to education for middle school students who have exhibited academic ambition and potential and who are of limited economic means (see The Live Creature, Winter 2013).

“High Jump wanted students who were academically strong to prepare them for selective enrollment and progressive high schools,” Rosado described. “It exposed me to many new academic challenges. We talked about things going on in the world in courses like Issues and Ideas. I learned algebra, which I had never studied. For those two years in High Jump, I felt like a high school student already!” After interviewing at a range of high schools, he found the idea of living on his own appealing and enrolled at Lake Forest Academy.

Rosado’s love of science started long before high school. “I was always interested in animals, so my Dad took me to the zoo a lot, and I loved those old TV shows with Jack Hanna and Jeff Corwin. In fact, one day I was watching Jeff Corwin, and he was introduced as a trained biologist. So I realized that’s what I wanted to do when I grew up.”

After graduating from Lake Forest Academy, Rosado attended DePaul University and earned a B.S. in biology. He then spent one year in graduate school at the University of Illinois at Chicago focusing on pharmacognosy—the study of medicines derived from natural resources—and pharmaceutical biotechnology, with a focus on antibiotics and bacterial resistance research.

“I enjoyed hands-on research,” Rosado said. “Every summer during undergrad I’d go to a university and do an internship through the Summer Research Opportunities Program. That’s the main reason I went to grad school.”

Rosado and his fellow grad students talked about their frustration with the structure of their educational experiences. “Everything was built on rote memorization. You’re sitting in a huge lecture hall, the teacher shows you a Powerpoint for two hours, then you go home and read the book. So we wondered: How can we do it better?” It was this frustration that sparked Rosado’s interest in teaching.

A friend introduced him to the In Search of Genius Foundation, which aims to provide children living in underserved areas with compelling opportunities to discover new life skills and explore the world of science. He volunteered and mentored students in 3rd through 5th grades and decided to explore a teaching career.
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Rosado returned to his alma mater, Lake Forest Academy, and taught chemistry for a year, then started researching other schools. “I knew about Parker through High Jump,” he said, “and it seemed like there was a real commitment to hands-on learning and engagement there.”

As an Upper School science teacher at Parker, Rosado has brought innovation to his students by “flipping the classroom,” a concept he discovered through TED, a nonprofit devoted to “ideas worth spreading” in the areas of technology, entertainment and design.

The main idea is that in class they can develop an understanding of the knowledge rather than me just telling it to them. They discover it—that’s the goal.

“I first heard about this through a TED Talk by educator Sal Khan,” said Rosado. “You take the lectures and turn them into videos that introduce topics with the main chunk of the lesson, then send students home with the videos. This frees up more class time for interactive, hands-on activities. And by watching the lecture on a video at home, students have more time for comprehension: rather than trying to absorb it as they hear it in class, with a video they can pause, rewind and take the time they need. The main idea is that in class they can develop an understanding of the knowledge rather than me just telling it to them. They discover it—that’s the goal.”

As a fan of TED, Rosado was excited to learn about TED-Ed from Marty Moran, Parker’s director of educational technology. TED-Ed expands on the TED concept of spreading ideas by supporting the creation of educational videos, pairing educators and animators—similar to the videos Rosado was already creating by “flipping the classroom.”

“I submitted a mini-introductory script of what I wanted to teach, which was the history of the Periodic Table,” Rosado explained. “TED-Ed connected me with Other Scientist Productions, animators in Australia. It was interesting collaborating with them given the time difference. We’d share our work through a Dropbox, then wait half a day for a response.” Rosado’s video, “Solving the Puzzle of the Periodic Table” (fwparker.org/RosadoTedEd), has had more than 66,000 views (as of printing deadline).

When the TED-Ed community reached out looking for someone interested in the science and history of gunpowder, Rosado responded. He spent this past summer working with animators in Cyprus, and his second video, “The Deadly Irony of Gunpowder,” received more than 30,000 views in its initial week online.

Rosado has a hard time leaving his work at work: he met his wife Dana, “a science geek like me,” in a chemistry class at DePaul. She is working on her Ph.D. in neuropsychology.

But, ever the self-described perfectionist, Rosado is excited about the new school year and hopes to continue taking existing elements of teaching and combining them in new ways. “I want to keep improving and making each year better than the last.”
Deborah Wexler ’91

Deborah J. Wexler, M.D., M.P.H., is assistant professor of medicine at Harvard Medical School, co-clinical director of the Massachusetts General Hospital (MGH) Diabetes Center and associate program director for clinical research, Internal Medicine Residency Program at MGH, all in Boston. She received her medical degree from Yale University School of Medicine and completed her residency, internship and a fellowship in endocrinology at MGH. Her research interests focus on optimizing the care of people with type 2 diabetes. She is the MGH site principal investigator of the National Institutes of Health-sponsored Glycemia Reduction Approaches in Diabetes: A Comparative Effectiveness (GRADE) Trial. She also has an interest in quality of care in diabetes and behavioral approaches to improving diabetes self-management and has been an investigator and co-investigator in many trials in this area, in addition to conducting epidemiologic and health services research in the field. Dr. Wexler has authored many articles, reviews and editorials on these topics. She is on the editorial board of Diabetes Care and is a reviewer for multiple journals, including Diabetes Care, the Annals of Internal Medicine and the American Journal of Managed Care. She is a member of several professional organizations, including the American Diabetes Association and The Endocrine Society, and serves as a research mentor to junior faculty, fellows, residents and medical students. In addition to her research, she sees diabetes and general endocrinology patients at the MGH Diabetes Center. Her husband David Friedman is a nephrologist physician investigator, and they have a seven-year-old son and a five-year-old daughter.

When did you first develop an interest in medicine?

I always liked science—thanks in large part to my teachers at Parker, including Anne Marie Fries and continuing with Maryanne Kalin, Jo Birkmeyer and Becky Rossof—and wanted to do something meaningful, interesting and useful that involved lifelong learning. Medicine seemed to be a career that had all those features. That is not always the way it is, unfortunately, but it turned out to be the case most of the time.

What has prompted your specific focus on the treatment of diabetes?

I wanted to work in an area with broad public health impact. From early on in medical school, I loved the physiology of endocrinology and metabolism. Then, in training, I enjoyed having long-term relationships with patients and working with them to help them live well with a challenging health condition. I also have primary care patients who do not have diabetes and take care of patients with other endocrine disorders, but my research, teaching and policy work focuses on diabetes management.
Academic medicine offered the opportunity to teach, research and practice, and I always knew that I wanted to do all three.

Boston has changed a lot since I first arrived in 1991: it is much more cosmopolitan, with one out of every five people having been born in another country. Plus, in the last decade there has been a lot of energy around “the innovation economy.” It is a beautiful city and very convenient because it is actually pretty small; you can walk a lot of places and get to the airport in 20 minutes—although it is true the traffic here can take years off your life. I absolutely love Brookline, where I have lived since 2000. It is a civic-minded town that is surrounded on three sides by Boston. We ended up staying because my husband and I have been very happy professionally here and just sort of became rooted.
My Parker education is something I carry with me and use every day. I think all the time of things I learned there, from how to write to things I read to things we did. I just finished reading *Bring Up the Bodies*, the second part of Hilary Mantel’s trilogy about Thomas Cromwell, chief minister to Henry VIII. My imagined Tudor world is pulled from my 5th grade experience with Mrs. Cholden, who made the Middle Ages so vivid. I still use math tricks I learned from Mr. McCutcheon to do calculations in my head. I learned to write well from Mr. Duffy, Mr. Kaplan and Ms. Seebold, which has been enormously helpful in everything I have done. But the single thing I think Parker did the best was to get all students comfortable on stage in Morning Exes, plays and concerts from a very early age, whether or not they had any natural talent for acting or singing (which I did not). Most people are very afraid of public speaking, yet it is required for leadership in every field. I think Parker gives most people a level of confidence in this area.

There are so many! Now that my children are entering school, I find myself with very vivid memories of early childhood, from learning phonetics and hearing *Charlotte’s Web* in Mrs. Bailey’s 1st grade class to early memories of County Fair and Class Day. I also remember with amazement the dedication and engagement of teachers from every single year—I recall every year of Parker in specific detail and remember something important I learned from every single one.

I enjoy spending time with my husband, son and daughter. Summer is beautiful here, and we have been swimming and hiking a lot. My husband is from New Haven, Connecticut, and he has a lot of family in Boston and New Haven.

Hello to all long-lost friends! I always enjoy reconnecting so please look me up when you are in Boston.
Alum to Alum: Parker Grads Welcome Newest Members to Alumni Community

As anyone who attends Parker knows, graduation is not the end of a student’s connection to the school; the relationship shifts and evolves but remains constant.

Several years ago, Parker started conducting “exit interviews” with seniors on the brink of graduation as a way of guiding students to bring their Parker experiences to a sense of closure. During the 2012–13 academic year, the school invited several alumni to join this interview process.

“Alumni engagement is a top priority but it can be a challenge to get people back in the building,” said Assistant Principal Damian Jones. “But once they’re here, their memories come flooding back, which makes it more likely we can engage them going forward. Talking with graduating seniors is a great opportunity to bring alumni back.

“For the seniors, it’s a chance to talk to someone who’s been through it and see what one can do with one’s life. Alumni know what it’s like to transition from Parker to college and beyond and can share some of that with the seniors.”

Henry Bensinger
is congratulated by
Principal Dan Frank
and Assistant Principal
Damian Jones.
Two participants in last year’s “alum to alum” exchange were senior Henry Bensinger and alumnus Seth Berliner ’04. A 14-year Parker student, Bensinger was co-captain of the Crisis Team in Model UN and was a member of the robotics team. Outside school, he was an intern at Chicago Votes, a volunteer for President Obama’s reelection campaign and a student intern for Rahm Emanuel’s mayoral campaign. He is studying political science at The University of Chicago.

Berliner graduated from Columbia University with a B.A. in urban studies. He is manager of policy and external relations for digedu, an education technology company based in Chicago. He serves as the in-house expert on federal, state and local digital education standards and funding across the country, and he is building a community of supporters for digedu’s “hardware+software” solution for classroom learning and management. Previously, Berliner was project coordinator in the Mayor’s Office of Public Engagement, working on community-building and anti-violence projects.

During the interview, Bensinger said he found various aspects of his Parker academic experiences “rigorous” and “comprehensive,” and he appreciated having educational opportunities outside school through the Community Connections program. About the interview with an alumnus, he said, “I found it interesting and refreshing. It helped me look at and process what my time at Parker meant to me.”

Berliner commented, “Henry is the epitome of a great kid: smart, polite but funny and comfortable sharing his thoughts and opinions on an issue very close to his heart: Parker. It really was a lot of fun to sit down with Henry and talk about how Parker had affected each of us and how we thought it impacted our worlds. Also, the chance to live vicariously through someone experiencing the joy of senior year at Parker should not be passed up!”

Alumni who would like to participate in exit interviews with seniors graduating in 2014 should email alumni@fwparker.org.
Alumni Reconnect


(L–R) Tracy Drake ’83, Laura Maloney ’89 and Lisa Owen Metzler ’82 at the 2013 Parker Family Reunion.

(L–R) George Shropshear ’58, Jacqueline Morrissette Olivier ’78, Kathleen Koretz Abeles ’63, Annette Barnes-Grain ’79, Marcia Occomy ’78, Jeanine Lisk Friedman ’78 and Rick Abeles came to Parker for the 2013 Parker Family Reunion.

(L–R) Class of ’84 classmates who connected at the 2013 Parker Family Reunion included Chris Riff, Elizabeth Miranda, Jeff Michel, Adam Gross, Maggi Valdes Steib, Cynthia Gordon Sherry and William Loesch.

Actor Peter Jacobson ’83 gave an alumni Morning Ex this fall.

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Class Notes

1937

Nana “Norma” (Lesaar) Nelson is doing very well and enjoying her time living in the country. One of her daughters is living with her just outside a small town in North Carolina. She is hoping to connect with her classmates. She writes, “I had such good years at Parker and wondered if anyone else from my class has also been thinking of them.”

1942

Jack Long writes, “I found this picture (left) in an old scrapbook of my Dad’s; that’s Coach Karl Long ’13. My guess is the picture is the basketball team of 1938. Those were the days.”

1944

Bill Marshall is selling his house in Northbrook, Illinois. He has moved into The Presbyterian Homes in Evanston and is doing quite well.

Bill Van der Kloot and Chris Holabird attended their 65th class reunion at Harvard with their wives. Bill reports, “My grandson Bannus Van der Kloot graduated from Harvard College this year. Chris and I were there for our 65th reunion, and my younger son was there for his 25th. A great celebration.”

1952

Chuck Maryan introduced and led the Q&A for an event celebrating the publication of the Pulitzer Prize-winning play Mercy Street by Anne Sexton, which took place in October at the Drama Book Shop in New York City. Chuck wrote a preface for the published script and directed the premiere of the play. Last summer he directed OMNIA AD DEI GLORIAM-Les the Least Straightens the Lord for the New York Musical Theater Festival, which took place in July at the Signature Theatre. The composer/librettist was Academy Award nominee and two-time Emmy winner Gerald Fried.

1954

Ann Lackritz Fuller writes, “I came to Chicago from Oberlin at the time of the reunion weekend, to attend a small 80th birthday for my San Francisco sister, Susan Lackritz Kaplan ’51. At the party were Parker alumni/ae of various vintages, some local and some from far-flung places: my sister, Mary Lackritz Gray ’47; Linda Horween Blumberg ’50 and Kathy Horween Burkman ’51 (from Columbus, Ohio); our cousin, Joan Kanter Elman ’49; Phillip Moll ’61 and wife
Yuko (from Berlin, Germany); and Nick Edes ’61, a cousin of Susan’s husband. The Horween sisters and Phillip Moll have been our friends since childhood. We reminisced about how Phillip’s father, a member of the Chicago Symphony, and Linda and Kathy’s father played string quartets weekly with my father at our house.”

John W. Loeb and Susan Guthmann’s (’55) daughter Lori passed away in June after a three-year battle with ovarian cancer. She is survived by her sisters, grandparents and six-year-old Guatemala-born daughter. On a happier note, John reports he and his wife Joan cruised from Italy to Istanbul, with stops in Israel, the Greek Islands, Cyprus, Egypt and Turkey. Their Egyptian guide, a 30-year-old schoolteacher, expressed hope for the future of that country.

Julianne Unger Mann’s granddaughter Hannah Levien is spending a semester of her junior year at the University of Havana, Cuba. She is on leave from Marist College in Poughkeepsie, New York, where she has a water polo and scholastic scholarship.

Dorothy Ramm traveled to Zurich, Milan and Venice in May on an opera tour sponsored by the Smithsonian Institution. In observance of the bicentennial of Verdi’s birth, the group attended performances of Falstaff and La Traviata in Zurich and his first opera Oberto at La Scala in Milan, and they visited several sites associated with him. The tour concluded with Mozart’s Cosi Fan Tutte at the restored La Fenice Theater in Venice.

Natalie Crohn Schmitt is publishing a book on Commedia dell’Arte with The University of Toronto Press. She first heard about the art form when Parker drama teacher John Holabird ’38 brought various objects into an acting class and suggested that students improvise with them in what he said was Commedia dell’Arte style.

George Stone presented a paper titled “Ethics of Climate Change Adaptation and Mitigation” at the 125th Annual Meeting of the Geological Society of America in Denver in October.
1960

Molly Donahue retired last spring after teaching at Parker for 35 years. Among her comments at a Morning Ex in May: “As a [Parker] student, I always enjoyed the things that I could do well, the things I could do intuitively. It was easy to impress people and be outstanding at those things. The big thing was that I never let my difficulties keep me from trying other things that interested me, as well as doing the things teachers told me I should try. With determination, humor and teacher encouragement, I kept doing the things I wasn't good at. As school went on I discovered that I couldn't really predict which endeavors I would end up loving. I learned to take chances and hope for the best—not because I was brave, but because I was determined and believed I had the right to try.

“As a teacher I learned that there was no way that I could teach a student what they would need to know, because their lives are going to be completely different from mine. I can only teach them to try new things, as well as pursue the things they already love. I can only try to teach them to be willing to take risks and work hard while they look for answers.

“I encourage you to always be willing to jump in the ring and try something new or something you failed at before. Throw yourself out there every day honestly, let them see your weaknesses; it just makes you more admirable. Don't worry about whether someone will join your parade; they aren't going where you are going anyway. A parade is not about the audience; it is about those who are willing to put on the costume and step out on their own.”

The full text is available at fwparker.org/MollyDonahueRemarks.

1961

Jeff Lyon writes, “I have had a short story accepted for publication in the literary journal Blue Lake Review. It is entitled 'An American Original' and will be published in November 2013.”

1963

Milton O’Quinn writes, “I have lived in Illinois, Minnesota, New Jersey, Texas and now Michigan. I have traveled to and/or worked in 46 of the United States. To name a few, my wife and I have traveled to London, England; Paris and Dijon, France; Hong Kong, China, Bahamas, St. Marteen, Mexico, Canada, Virgin Islands, Hawaii (scuba diving in Maui, Kauai, Oahu) and the Caribbean. We honeymooned in Toronto and Niagara Falls. We skied Aspen, Vail, Lake Tahoe and Iron Mountain. She is a native of Savannah, GA so Hilton Head and Charleston S.C. were yearly trips. We love museums, theatre, live entertainment and charitable/political events. How do you say fun!”
1965
Jim Genden had a delightful dinner with fellow alumni Phillip Moll ’61, who was in town from Germany, and Sunnie Hikawa ’67 and all their spouses.

(L–R) Yuko Takemichi with husband Philip Moll ’61, Jim Genden, his wife Alma Koppedraijer, Sunnie Hikawa ’67 and her husband Randy Tressler.

1972
Anthony Medici writes, “Greetings Parker alums! We have been crafting a documentary about one of the most far-out members of the FWP family, Ken Nordine, and we are announcing a casting call for an opportunity for some of you to join in on this fascinating film! If you are a fan of Ken and his world-renowned Word Jazz, we would like to invite you to recite a one-minute segment of your favorite Word Jazz piece. Make a smart phone movie, a video clip (.mov or Quick Time) or even reach out with Skype. Details on Skyping to come. Not everyone will make the cut, but don’t worry. We will compile everyone’s efforts on DVD, with a possible YouTube or Vimeo page to follow. Another way of contributing to our production is if you have something to share about Ken and his work in a brief interview. For more information on this or our Word Jazz casting call, please contact Tony Medici ’72 at ttuscan@att.net. Stay tuned to Facebook for more news on the movie!”

1974
Jonathan Jaffe “was granted US Patent 8,430,334 on April 30, 2013 for ‘A Railway Tie of Non-Homogeneous Cross Section Useful In Environments Deleterious To Timber’ containing significant enhancements to US 7,942,342 granted May 2011. It adds to his portfolio of more than half a dozen patents in diverse fields of information theory, indigenous authentication, financial equities investment selections and advanced designs for railway ties. Patents are pending for advanced embedded receivers and his latest: the ‘No Compromise Charge Card.’”

1976
John Ettelson has been named chairman of the Economic Club of Chicago. He was also recently named chairman of the board at Lincoln Park Zoo.
Pamela Chapperon Filice writes, “I wish the best to all of my fellow classmates and I hope that someday I will be able to visit at a reunion with all of you to catch up on time. …Let me know if you happen to take a trip to Italy. I would be delighted to pass some time with you. I hope that the weather doesn’t get us down. Thanks to those who are already in contact and sharing their lives peacefully with me from afar...Friday night dancing, movies, Mrs. Stone, Gym on the field, Morning Ex...what wonderful times we shared a while ago!”

Colette Holt reported on “a veritable FWP reunion” at the Pritzker Military Library. “Karen Pritzker sponsored the PML’s Oral History Project, and the room was dedicated to my father, Tuskegee Airman Coleman T. Holt. The painting for the room of the Airmen was done by Kay Smith, Artist Laureate of Illinois and the mother of Julia Smith. Classmates Jack Ablin, Jill Simon, Jill Meyerhoff Peters, Julia Smith, John Ettelson and Isabell Siegel were also there, as was Lucy Svoboda ’12.”

1977
Jill Chukerman Test was elected president of the Saint Sebastian Players theatre company in January. She has been a member of the company for nearly 30 years and has acted, directed, produced and handled PR/media relations, among other responsibilities. She appeared as M’Lynn in Steel Magnolias (pictured) in 2011.

1978
Tony Weisman was a finalist for Built in Chicago’s Moxie Award as CEO of the Year for his work with Digitas. Classmate Stuart Wolf shared that this past May was the 50th anniversary of the Wellington-Oakdale Old Glory Marching Society (WOOGMS) Memorial Day parade, founded by Tony’s father, legendary publicist Al Weisman, in 1963, which included Tony as one of the seven original marchers. Tony took over as Parade Marshall in 1974 when his father passed away. Assisting him now in leading the parade each year are his sons Adam ’08 and Michael ’12. The WOOGMS motto has always been “Everybody Marches, Nobody (just) Watches!”

(L–R) Michael Weisman ’12, Tony Weisman and Adam Weisman ’08 marching in the 50th Anniversary WOOGMS Parade.
1980

Len Goodman is the lead attorney on the appeal case for former Illinois Governor Rod Blagojevich.

Dana Segal ran into Ariel Kaufman ’15 on the streets of Paris, proving how tiny the Parker world is. According to Ariel’s mother, Andrea Kayne Kaufman, Ariel “was exploring with some Putney friends and they stopped to ask a woman where a shop was. The woman replied that she spoke English. She then asked the girls where they were from. When Ariel said she was from Chicago, she asked where she went to school. When Ariel said Parker, the woman’s face lit up.” Dana was in Paris to attend a party at the American Embassy hosted by Ambassador Charles Rivkin.

(L–R) Kitty Rosenbluth Rothschild, Dana Segal, Charlie Rivkin and Tamar Newberger ’81.

1982

Jennifer Beals plays the role of Major Jo Stone in the Web series Lauren available only on YouTube.

Leo Quigley writes, “I recently returned from Boston to NYC to join New York State’s Hurricane Sandy Rebuilding team as a Senior Policy Advisor. My work involves ensuring that the billions of dollars of federal Sandy aid for housing, small business, transportation, energy, infrastructure, health and human services all align to build a New York better able to withstand the next disaster. I draw on my experience in local government, nonprofits, philanthropy and impact investing to look for opportunities to make smart choices about how to use resources, leverage private capital and build back better for the long term. While in Boston, I managed housing and community development grant-making and a portfolio of Program Related Investments for The Boston Foundation, and then joined Social Finance US to develop early applications of social impact bonds based on pay-for-success contracts.”

1986

Paul Tullis writes, “I’m a freelance journalist writing for the New York Times, Businessweek, Time, Slate and others. I live in Los Angeles with my wife, Ericka (née Shulman, of Port Washington, NY) and our daughters Vivian, 9, and Sabine, 5.”

1989

Cullen Davis has launched a new website, cjdprojects.com, sharing his work in the world of real estate development. He also was featured in an editorial about mental illness and the work he has done in Chicago’s Northwest suburbs with his firm Daveri Development Group.
1991
Stephen Feldman is a Democratic candidate for Judge of the Circuit Court of Cook County, Illinois. The primary election takes place March 18, 2014.

1992
Allison Amend just released her fiction book *A Nearly Perfect Copy*, cited in *People* magazine as a “book to read” and reviewed on NPR. She also reports her new novel, tentatively titled *Other Islands*, will be published sometime in 2016 by Nan A. Talese/Doubleday, which published *A Nearly Perfect Copy* in April. The new work is based on the true story of Americans who may have been spies in the Galapagos Islands in the years before World War II.

Jason Berland writes, “After serving as an Assistant District Attorney in the Manhattan District Attorney’s Office for eight years, I started my own firm in April of 2011. I chair the Criminal Defense group at Beys Stein Mobargha & Berland LLP, focusing my practice primarily on white collar criminal defense, criminal defense, government investigations and general commercial litigation. My white collar practice focuses on the defense of various executives, entrepreneurs and public officials in federal and state criminal and regulatory investigations involving allegations of fraud, larceny, embezzlement, money laundering and public corruption. I also represent clients in high-stakes litigation relating to complex business disputes as well as victims who have been defrauded out of millions of dollars in various types of investment schemes. I live in Westchester County with my wife and three children.”

Jon Morris’ agency Rise Interactive won Built in Chicago’s Moxie Award for Digital Agency of the Year.

1995
Jill Joss writes, “I am still living in San Francisco with my boyfriend Mike. After working in International Education for eight years, I left my job in August to be a full-time student at Hult International Business School in San Francisco. I plan to get my M.B.A. in fall 2014 and hope to be involved with corporate social responsibility or social impact endeavors.”

1996
Alok Appadurai and his partner (in life and business) Jade Beall have reached a milestone with their company Fed By Threads: more than 70,000 meals fed as of September 2013. He writes, “Fed By Threads set out to inspire change and get
back to the roots of what America stands for: generosity, community, feeding the hungry and making real goods for our national economy. The company sacrifices profits to feed hungry Americans, revitalize U.S. garment manufacturing to create jobs and use sustainable fabrics to protect the environment. That is why Fed By Threads is the first and only humanitarian, sustainable, U.S.-made clothing line and store in America that feeds 12 emergency meals to hungry Americans from each item sold. We have made financial commitments to the Community Food Bank of Southern Arizona and Feeding America, a nationwide network of 201 food banks, from each item sold, which covers the cost of providing 12 emergency meals. This allows Fed By Threads to have both a local and national impact. Our goal is to get people helping to feed America’s hungriest mouths, those that are barely getting by.” Alok also reports, “Amazing news: The U.S. State Department invited me to be a social entrepreneurship ambassador and travel to the U.S. Embassies in Latvia, Estonia and Lithuania to talk about Fed By Threads as an example of business as a vehicle for social and environmental good! What an honor!”

1997

Sarah Haskins’ new series *Trophy Wife*, which airs on ABC-TV, is being hailed as one of this season’s most promising pilots.

David Kaplan and his wife, Nicole, welcomed their second child, Jasper Will Kaplan, April 23.

1998

Marisa Rice writes, “I am just finishing my second week as Senior Director of Account Relationships at Imagination. Imagination is an award winning Chicago-based marketing agency located in the West Loop. If there are any marketing, digital marketing and/or social media marketing professionals out there who are looking to work with 2012’s Content Marketing Agency of the year, I would love to have a conversation!”

1999

Jordan Balagot created the music for the film *I Do*, which played May 31 on 20 screens across the country, as well as iTunes.

Jon Baskin is co-founder of *The Point*, a twice-yearly magazine of essays on contemporary life and culture. Published since 2009, *The Point* challenges its readers to question preconceived ideas about our most urgent cultural and personal decisions—what to eat, who to love, where to work, how to vote. It is available online at thepointmag.com and in print either via subscription or in independent bookstores across the country.
Jake Berlin writes, “I was hired in May by the New York Power Authority as a Project Specialist working on the Build Smart NY program. Governor Andrew Cuomo issued an Executive Order which requires state agencies to reduce their energy use by 20 percent by 2020, and I am part of the team setting the program parameters, gathering resources, measuring success and generally making sure that the state reaches its goal.”

Philipp Conrad has stepped in to help rent his family’s property in the Canary Islands, Villa Finca El Drago, by producing a website. Phil also recently started working at OgilvyOne in Frankfurt, where he helps create silly social media campaigns for companies like Nescafé.

Jeremy Hawn has been hired as the resident mixologist at Gotham Bar and Grill in New York.

Katie Nordine writes, “I have decided to leave my post as Alumni Relations Director at Parker to support my family at home. While pursuing these domestic responsibilities, I will also be exploring artistic aspirations, which I have not had the opportunity to explore while working full time. It has been a pleasure to serve my fellow alumni and my alma mater. I will stay on in a volunteer capacity leading up the efforts to recruit alumni to participate in the Senior Exit Interview Program. I look forward to the adventures ahead!”

The Barrelhouse Flat, owned by Ben Pritzker and Ben Lurie ’01, has been named one of Esquire magazine’s top bars in the U.S.

Andy Rosenstein is enjoying success with his band JC Brooks & the Uptown Sound.

David Samo and his wife Amy welcomed their twins Izek and Izel Samo on April 21.

2000

Sara (Rosenbaum) Berg writes, “On June 27, 2013 Alex and I welcomed our baby boy, Owen David Berg. He has brought us so much happiness and we are enjoying watching him grow and change every day. I am also very excited to share that I have recently joined Northwestern Memorial Physicians Group (NMPG) and have started my Internal Medicine practice in the Loop office at 111 West Washington. I am honored to be working with an outstanding
group of five other physicians and colleagues who have cared for patients in this location for a very long time in a practice formerly known as Loop Internal Medicine before joining NMPG. This merger has tremendous advantages for patient care and will ensure that the practice continues to thrive and to provide personalized and compassionate care for its patients. I hope that you will feel free to contact me if you are looking for an Internist, or know someone who needs a caring physician.”

Maggie Haskins has been promoted to manager at Principato-Young Entertainment.

Ari Levin married Lindsay Rubin on April 27.

Rachel Terp, with her work with the Berkeley Law Clinic, contributed to passage of a major consumer protection bill.

2001

Samantha Schiff Kramer married Steven Kramer (Latin ’98) at the Peninsula on August 31. Bridesmaids (pictured L–R) were Catie Gillespie, Mikhaila Grodzins Woodall and Lauren Cobey Long. Mikhaila writes, “Steve went to Latin so the event was a veritable ISL reunion weekend complete with the Parker Clap, ‘Throw Your Own Parties’ and, of course, the Hora.”

Josh Schonfeld, whose restaurant Grass Fed is very successful, is working with Caffe Olivia at Ohio Street Beach in Chicago to spice up its offerings for this year.

2003

Adriana DeGirolami is a working actress living in New York City and was recently in a live sketch on David Letterman.

Megan Carroll Kulick writes, “Megan Carroll and Aaron Kulick—married on May 4, 2013. We met on a very cold, February night about four years ago at Landmark Bar & Grill (now Balena). We had our wedding at Cafe Brauer and had the most incredible day. We went to St. Lucia followed by Paris for our honeymoon—amazing! Such a happy time. Now back to ‘normal’ happy life here in Chicago.”
Gwyneth Nordine is co-owner of Hoppin’ Hots The Hot Dog Hut, which held its Grand Opening on October 9 in Chicago’s Andersonville neighborhood. Brought to you by the owners of Over Easy Café, an upscale Ravenswood eatery that has been serving great brunch fare to a local following since 2006, Hoppin’ Hots The Hot Dog Hut will offer an elevated take on a perennial favorite—hot dogs! She writes, “The same way we do brunch [at Over Easy Café]—a little more refined, a little more elevated—we’re doing the same thing with hot dogs.”

Brittany Parrinello worked last summer with a month-long French language/arts program in Provence, open to students completing grades 8–12. The program has been run by the Barat family for 17 years and is based in their chateau in Rustrel. The program focuses on French language and art including workshops in photography, studio arts, theatre, music, video, film, dance, creative writing, French cuisine and fashion. In addition, the program offers up to 40 hours of community service to students interested in teaching English to French children. The Barats take a hands-on approach to learning, which includes exposure, experience and expression.

Jesse Rosenbluth is managing the gardens at Elawa Farm, a nonprofit in Lake Forest.

Taylor Stern was one of “tons of Parker peeps celebrating at Liz DeMar’s wedding.”


2004

Zach Schor planned to compete in The Mountainman Ultra 2013, a 80.3-kilometer (50-mile) ultramarathon in the Swiss Alps last August. Prior to the event, he wrote, “While I have done a number of marathons and a couple ultras, this race will be my first 50-miler. And on top of being almost twice the length of a conventional marathon, this race is one of the most technical and challenging 50-milers in Europe due to its mountainous terrain.”

2005

Billy Warden received the Harriet Ball Excellence in Teaching Award for his work at KIPP Ascend Charter School in Chicago.
2008

Jordan Casty and Matt Carrol toured the Northeast as the band the Eleven Dollar Bills last spring and performed in Chicago.

Dominique Rogers and Harrison Freund took a weekend trip to Las Vegas for Dominique’s 23rd birthday and Richie Kurtzman’s (Latin ’07) 24th birthday. “We had an amazing time and felt the trip brought our group of friends even closer together, despite the fact that we have all been friends for over eight years!”

(L–R) Ross Frieder (who attended the University of Arizona with James Power and Charlie DeMar), Dominique Rogers, Richie Kurtzman (Latin ’07), Max Scodro, Harrison Freund, Jon Widell (Whitney Young ’07), James Power and Joey Wolf.

Ben Stout writes, “I have been here on Maui for the past eight months. I live on the west side in Honokowai (North of Lahaina town), and I work up in Kapalua (north shore of the west side). I am a field engineer for a general contracting firm called Nan, Inc. Currently this is our only project on Maui. We are really big on Oahu and the big island doing military contracts and state/government projects. I was blessed to get a job in my field of study (civil engineering) after graduating from Syracuse, let alone to get one in such an amazing place! The project I am on is a 51-lot residential subdivision.”

Christina Torres writes, “I am currently getting my certification to teach yoga and need people who are willing to be my students and teachers! I say both because while I would be sharing my knowledge, I also seek feedback, patience and a playful curiosity from those I teach in order to help me become further in tune with the art of teaching. If anyone is interested, they can contact me at trrs.christina@gmail.com.”

2009

Sarah Berman and TC Eley attended the wedding of Lauren Regenbogen and Craig Martin on July 27 at the Chicago Illuminating Company. There they met Mark Kelly ’81, who works with the bride as a special ed teacher for the Chicago Public Schools.

(L–R) Mark Kelly ’81, Sarah Berman and TC Eley.
In Memoriam

Andrew Brainerd ’38 grew up in Lincoln Park, the son of Winfield Scott and Helen Peacock Brainerd and brother to Mary Helen Brainerd, according to an obituary in the Chicago Tribune. He attended “Cornell University and Northwestern Law School after serving in the U.S. Army during World War II. He was a founding partner of the law firm of Baker, McKenzie, Hightower and Brainerd (now Baker & McKenzie) and had a distinguished career as an attorney working in the area of international taxation, mostly in private practice. His many legal publications and knowledge of foreign languages brought him to many parts of the world, working for such firms as Hughes Aircraft, Starkist, ITT, the Mormon Group and NIBCO. A member of the Illinois and California bar, he practiced and lived in Los Angeles, Chicago and Winnetka. Apart from his legal work, he was actively involved in the collection of fine arts and was a published author in the field of art history and authentication. He leaves behind his three sons Scott, Stuart and Kent, three grandchildren Alexandra, Stephen and Georgina, as well as his former wife, Jean Brainerd.” His son Stuart’s wife is Elise Paschen ’77; their children Alexandra ’17 and Stephen ’20 attend Parker.

Wayne E. Cliff ’51 was born in Arlington, Massachusetts, then his family moved to Chicago, according to an obituary in the Portland Press Herald. He “was awarded a coveted Navy ROTC scholarship, affording him an Ivy League education at Dartmouth College (B.S., 1955), where he met Margot, the love of his life. Wayne and Margot were married in June of 1956, after Wayne earned his Master's in Business Administration at Tuck School of Business. Wayne was commissioned in the United States Navy in 1956. Following Navy Supply Corps School in Athens, Ga., he served aboard the USS Strickland and was later stationed at Pearl Harbor, Hawaii, and the Naval Air Station in Alameda, Calif., 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, Montpelier, Vt. He moved the family to San Rafael, Calif., 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 Sr. Vice President in the Investment Department at Union Mutual Life Insurance Company (now Unum) in Portland, 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 and grandfather. He is survived by his wife, Margot; three children; six grandchildren and two great-grandchildren.”

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.”
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 an obituary in the Desert Sun. After attending the University of Vermont, “Gerard 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.”

Elroy “Sandy” Sandquist ’70 was the son of the late Elroy and Sally Sandquist and brother of Deirdre ’68, Peter ’75 and Ellen ’79. He was married to Colleen Sandquist, nee Molohon, and father to daughters Kylen and Kara Sandquist. According to an obituary in the Chicago Tribune, “Sandy was a proud graduate of Francis W. Parker School, Brown University, and Northwestern University School of Law. In addition to his law practice, Sandy graced the stage as a musician, songwriter, actor, and most recently the founder of the Fremont Street Theater Company, a 501(C) 3 organization. He was an active member of Holy Family Parish in Inverness where his beautiful, rich voice brought inspiration to all.”

Another Tribune article shared that Sandy “took classes at Chicago’s Second City as a young man and then, around 2000, again became involved in theater when his daughters began performing with the Wood Street Theater Company in Palatine. …Mr. Sandquist worked in the restaurant business in the 1980s and early 1990s, spending some of that time with Mike Ditka’s Restaurants. In 1992 he joined a small law firm founded by his father-in-law, Patrick Molohan. From 1992 to 1996 he was a prosecutor and hearing officer with the Illinois secretary of state’s Department of Administrative Hearings. That experience brought him into a specialty of guiding drivers to do what was necessary to regain revoked driving privileges. He also did real estate, probate and small criminal defense work… Mr. Sandquist also loved performing and singing and long had been active in the music ministry at his church, Holy Family Parish in Inverness, including
participating in the prison ministry in a music group called Broken In. In 2008 he released a CD of contemporary Christian music titled ‘Redemption,’ on which he sang lead vocals and played acoustic and electric guitar. Mr. Sandquist also wrote four of the 10 songs.”

Zack Wicks ’09 recently received an associates degree as a pharmacist technician and was working towards a degree in pharmacy from Roosevelt University. Grace Wicks, Zack’s mother, accepts with sincere appreciation the kind expressions of love, support and sympathy: “Parker, you were there with me all the way and for that, I will forever be grateful and thank you!”

Former Faculty

Neva Krohn, according to an obituary submitted by her daughter Toni Marie Krohn Johnson ’63, “was active until her death at 102 years of life. Born in Iowa, she came to Chicago to get her Master’s in Education and Psychology at Northwestern University. She was very involved in Chicago’s cultural organizations, including the International Visitor Center, Arts Club, Art Institute, Smart Museum of Art at the University of Chicago, Chazen Museum of Art in Madison Wisconsin, as well as her Streeterville neighborhood and the Fourth Presbyterian Church of Chicago. Mrs. Krohn will be long remembered by the many lives she touched in her years spent in Chicago and Wisconsin as a creative, vibrant and caring mother, teacher, mentor and friend.” According to Toni, “She had a very rich life for 102 years, and Parker was a large part of that.”

Neva Krohn in 1964 with her 1st grade class.

Bob Wulkowicz was Parker’s business manager from 1975 to 1979. He was previously married to Susan Hunt-Wulkowicz ’61 and was the father of Eric ’81, Jason ’82 and Korin ’88. If any alumni would like to reach out to the Wulkowicz family, please email family@wulk.com.
A Surprise Tribute to Principal Dan Frank

Last June, during Class Day festivities, Board of Trustees President Jonathan Marks ’82 interrupted the proceedings with a presentation, excerpted below:

Fifty years ago, Parker’s original school building was demolished and the new building had opened; John F. Kennedy was in the White House; Chubby Checker’s The Twist topped the Billboard charts; and six-year-old Daniel B. Frank arrived at Parker for his first day of 1st grade.

This year represents the 50th anniversary of Principal Dan Frank’s affiliation with Parker. It has clearly had a significant effect on his life: he is still here.

More importantly, these 50 years of connection to our school have had profound, lasting and immeasurable consequences for this institution, its community and many who have passed through its doors. On countless occasions, Dan has stood before this community, recognizing others and thanking them for their contributions. It is thus appropriate, as we celebrate the achievements of another school year, that we honor our principal, who has done so much for so long.

After starting in Neva Krohn’s 1st grade class, Dan graduated in 1974, having been class president and soccer team captain. He earned an undergraduate degree from Amherst and a doctoral degree from the University of Chicago. But Parker was ingrained in his soul and drew him back quickly. He returned to teach English, then began his administrative career as Upper School head in 1988, becoming associate principal in 1997 and principal in 2003.

Dan’s leadership has been characterized by his tireless commitment to the school’s mission, philosophy and principles. Not only does he believe deeply in our institution’s core values, he eloquently and persuasively articulates them and ensures they are executed, translating ideals to reality in profound ways.

His dedication to innovative, inspired and progressive learning infuses the culture of our classrooms. His fundamental appreciation of the importance of responsible citizenship shapes our community, the interaction of its members and how it sees and thinks about itself. He is a leader with vision, deeply attuned to the significance of our past, attentive to the needs of our present and mindful of what we can be, what we should be and what is possible in the years ahead.