Nurturing an educational environment where all forms of diversity flourish.

Diversity / Innovation / Citizenship

Winter 2013
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An Invitation from Dan Frank

“It seemed to me one of the most satisfying discoveries to myself of my life was when I felt that there was only one study in the world, and that was the study of life, and all studies center on that—the study of life.” — Colonel Francis Wayland Parker

We know what a school should be. A school should be full of life. And Francis W. Parker School is full of life.

A school should pulsate with the energies of fully dedicated adults and students who trust in one another and in the humanitarian ideals that inspired the school’s founding.

At Parker, we reach for intimacy and expansiveness at the same time. Our students find confidence through our approach to developing skills, honing crafts and engaging in deep, soulful and sometimes surprising conversations. Our desire to nurture growth through learning in a diverse community enlivens connections among students, teachers and parents, as well as alumni. Our spirit drives us to broaden our understanding through relationships with people, ideas and history. This is how we know ourselves and fully engage as citizens and leaders in society and the world. This is how we build meaningful lives.

It is not easy to create such a place. But there is a clue that can guide us.

This clue lies hidden in the words students and teachers see every time they enter our auditorium and behold the proscenium arch: *A school should be a model home, a complete community, an embryonic democracy.* Although I looked at this phrase for most of my life, one day I saw an encoded message within it. From a new vantage point, I found novelty in routine. I noticed the first 17 letters of that phrase speak to the true spirit of our school: “A school should be a m”. *A school should beam!* Yes, a school should beam. I still smile when I think of that moment.

Long ago, Colonel Parker told us: “Watch the child, watch his attitude of attention. Is it spontaneous? Is the light of pleasure in his eyes?” When we watch a child, do her eyes beam with confidence, curiosity and determination, even if she is frustrated? Do his eyes shine with delight, discovery and optimism as he encounters both the familiar and the unknown? Is there a glow emanating from within the school community—its faculty and staff, parents and alumni, classrooms and hallways?

We know a school is alive when the diversity of its own community, where no two sets of eyes are alike, stimulate creativity. We know a school beams when it is open to multiple perspectives within its walls, neighborhood, city, nation and planet.

A school should indeed be a live creature—a living entity of people and ideas—breathing, growing and moving with spirit and imagination, passionate and sensitive, bold and reflective and beaming. The eyes of the live creature are wide open with a sparkle of possibility, allowing the school to thrive in the present because it knows its past as it looks ahead to the future.

Parker is a live creature of a school, full of stories, wonderings, insights, perspectives, needs, desires and ideas. This new magazine continues our tradition of naming our main school publication *The Live Creature*, after the title of an essay written by John Dewey, the great American philosopher of education. Here, we offer you fresh content with an abiding vision of how a school can beam.

I hope you enjoy reading *The Live Creature* as I invite you to look into the eyes of Francis W. Parker School.

How do you form an opinion about a person you’ve never met, a place you’ve never been, an activity you’ve never experienced? It’s possible, but exposure, education and experience lead to more informed, enlightened perspectives.

Our individual experiences, histories, beliefs, practices, opinions, ideas, interests and identities shape the way we view the world. The opportunities for growth we experience by exploring a multitude of views are limitless and have the potential to create real and lasting connections with others.

During the past several years, Parker has intensified its focus on building a diverse school through its relationship with community partners as well as its curricular development. These efforts bring together students and teachers from different backgrounds and points of view, enriching the experience of all.

The school seeks opportunities to expand and strengthen the diversity of its community through a range of initiatives, including its century-long commitment to providing financial aid.
Parker actively engages in a range of initiatives to support diversity at the school. These efforts impact admissions, curriculum development, faculty and staff recruitment and professional development, as well as Parker’s century-long commitment to financial aid. Providing educators and students with communication skills and conceptual understandings about diversity are equally vital ways of educating one another. Parker’s mission, as articulated in its Diversity Statement (see page 10), guides the school community to take clear and meaningful action to promote diversity.

The administration deliberately coordinates the efforts of the faculty, students and parents, aided by the expertise of consultants, to think and act together to improve ways the community relates to each other. “Talking about our experience of diversity at Parker is essential for sustaining a school culture of inclusion, understanding and respect, all core values that inform educating students for life in our democracy and the wider world,” said Principal Frank.

To help in this effort, the school has established a team of Diversity Coordinators to organize and manage Parker’s commitment to diversity. This team of faculty and staff are helping Parker implement its diversity programs and initiatives within each division of the school.

This year, diversity programming is organized around the theme of multiple perspectives. Shared readings, guest speakers and consultants, Morning Exercises, classroom and advisory meetings are considering these essential questions: What perspectives do I/we hold, and why? How do we come to recognize and hear perspectives that are different from our own? Whose perspectives are missing from the conversation, and how do we include them?

“Parker has benefitted from our work with several diversity consultants,” observed Lower School Head Mary Ann Manley. “We’re trying to be even more deliberate about what we discuss and explore with children.”

Enid Lee, a consultant to schools across the continent and a Virtual Scholar at Teaching for Change, made several visits to Parker during the 2010–11 and 2011–12 school years. “When we asked what we should discuss about diversity with our youngest children, Enid’s response was: everything—just make it developmentally appropriate,” Manley explained. During the first year, Lee...
met with a pilot group of classroom and department teachers and visited classrooms to get a sense of what was currently taking place at the school. She also led a full-day workshop with teachers and met with several students, following up through Skype sessions and articles on specific topics throughout the year.

To begin with, Lee made some small suggestions. “One example was a poster in a classroom that showed languages around the world,” said Manley. “Enid pointed out that those languages are spoken in Chicago, so the teacher changed the poster and talked about how all these languages are here in our own world.

Providing educators and students with communication skills and conceptual understandings about diversity are equally vital ways of educating one another.

We’re also looking at enhancing materials in our library to make sure the people in them are more diverse. There have even been some subtle changes in the way we communicate—addressing our emails and letters as ‘Dear Family’ rather than ‘Dear Parent,’ or describing the place where one lives as a home, rather than a house, since not everyone lives in a house.

“These are small steps, but our whole approach has been how to fit...
this into our existing curriculum, not reinvent the curriculum. We want to enhance what we are doing and represent many voices.”

After Lee returned for a week during the past academic year, meeting with different teachers and visiting more classrooms, Manley charged all the Lower School teachers to come up with a goal around diversity. “We made sure this included our departmental classrooms as well—for example, making sure the artists displayed in our art classes are diverse.” Manley and Coordinator of Community Health Gary Childrey also facilitated several discussion groups with parents.

“Our goals have been to develop awareness and a comfort level to permit honest conversations—with children, parents and each other,” said Manley. “We are on the path to developing an environment that makes difference part of our everyday experience.”

Two other individuals have visited the school to address topics related to diversity. Diana Hess, Ph.D., associate professor of curriculum and instruction at the University of Wisconsin, came to help the Middle and Upper School History and Social Studies Department think about ways to frame conversations to allow for more open discussions about controversial issues.

“Diana helped the faculty consider how to give shape to teaching practices that will ultimately guide students toward the process of having healthy democratic dialogue and help them gain a greater awareness of the importance of understanding other positions,” described Assistant Principal Damian Jones.
Upper School Head Joe Ruggiero commented, “We train faculty and students to have more meaningful and productive conversations around race and political diversity. We sometimes have a directed focus on content and information but neglect the essential ways in which context, interpersonal dynamics and method of our communication impact the effectiveness of our efforts. Having opportunities to learn more about effective, authentic tools and techniques for fully engaging in difficult or controversial dialogue with students and colleagues has been invaluable, and these are skills we are committed to fostering and developing.”

Following a half-day workshop at the school in 2010–11, Hess returned to work with the History and Social Studies Department this past year. “She continued her exploration with the faculty on how to pose questions in ways that don’t beg a particular answer,” said Jones. “In history sometimes things are presented in binary ways, as good vs. bad. But our aim is to help our kids sort out how to see matters from multiple points of view, so the questions we ask them as educators have to be framed in a manner that enables them to arrive at a more fully informed and circumspect sense of matters.”

“To collaborate with a celebrated educational researcher of Diana’s caliber was fascinating for us,” said Upper School History and Social Studies Department Chair Jeanne Polk Barr. “She worked with each member of our department on advancing our curricula and skills related to facilitating controversial conversations.

Parker strives to create a safe and inclusive environment where students learn to have courageous conversations about differences in experiences, opinions, ideas, interests and identities that shape humanity.

We identified hot-button issues that come up in our courses in 6th through 12th grades, and we worked as a group to better understand how to broaden our toolkit as discussion facilitators to meet these students’ developmental needs. We examined different modes for discussion, from deliberative models to debate-style to town halls, then considered how the goals and norms of each can support kids’ learning as they move through the Middle and Upper Schools. All of us came away with a stronger sense of how well-supported controversial discussion—far from being something to avoid—can be the heart and soul of learning about a complex world.”

Devon Alexander, an English teacher at Oak Park and River Forest High School who facilitates “Courageous Conversations About Race,” came to the school to help students and teachers in the Upper School talk more sensitively and productively about race.
“How do we respond when something we perceive to be racially charged comes up? How do we engage in that discussion without implicating the other person in wrongdoing? These were some of the questions Devon addressed with our faculty and a cohort of Upper School students,” said Jones. “Devon has training in helping people have these discussions. During our time with him, we realized the Parker community is indeed fair-minded and committed to being inclusive, but many of us may not have the language to communicate effectively when we are confronted with matters of race. Devon has helped many of us learn how to talk about this challenging topic.”

Student Government President Alejandro Rosenkranz ’13 observed, “The Racial Dialogues training provides faculty and students with the architecture necessary to build a foundation of respect and open communication on the role of race in our society. It does so by allowing students to learn how to construct and guide both productive and meaningful conversations about a topic that is frequently difficult to navigate. With these newly acquired skill sets, students completing the Racial Dialogues training invariably have characterized this experience as a life-changing, worthwhile, eye-opening journey.”

Parents, too, have opportunities to participate in these important discussions. For example, twice a year, Parker’s administration sponsors a families of color luncheon that serves as a forum for informal conversation as well as larger group discussion about families’ experiences of diversity at Parker.

As the year progresses, this initiative will continue to grow and evolve. “We’ve heightened awareness and developed skills but there’s much more to do,” said Manley.

“Our whole approach has been how to fit this into our existing curriculum, not reinvent the curriculum. We want to enhance what we are doing and represent many voices.”

Parker has also broadened the reach for Upper School student conversations about diversity in a set of well-organized racial dialogues led by students with faculty guidance. To prepare for these small group discussions, students and teachers participated in diversity training led by Alexander. These conversations, along with the creation of affinity group meetings, have allowed students to talk with one another about their varied experiences and perspectives regarding diversity and race at Parker and in their lives.
Francis W. Parker School
Diversity Statement

Francis W. Parker School strives to uphold its mission to educate for character and citizenship by recognizing and respecting all members of the community in all areas of school life. Founded on the belief that diversity enriches learning and that a diverse community benefits everyone, the school is deliberately composed of a diverse group of people so we may learn how to honor the dignity and experience of every human being.

Parker strives to create a safe and inclusive environment where students learn to have courageous conversations about differences in experiences, opinions, ideas, interests and identities that shape humanity. Parker also aims to cultivate a school community that teaches with sensitivity about differences, including, but not limited to, race, sex, ethnicity, socioeconomic status, sexual orientation, political and social values, culture, gender identity, religion, physical ability and learning style.

Francis W. Parker School believes, as part of a global world, we must teach students about diversity to strengthen their capacity to relate to one another, so they may learn to treat others with respect and kindness and challenge behaviors that oppress, exclude or demean the humanity of others.

Parker’s commitment to diversity informs its approach to admissions and hiring; its support of financial assistance to families of varying socioeconomic means; and its belief in the importance of developing the school’s curriculum, community and culture in ways that connect our students’ experiences with our broader society and with the wider world.

In the past, only Parker 4th graders painted tiles, and the name on each one represented someone who had made a financial contribution to the school in honor or in memory of an individual or family. Now, in a far more egalitarian manner, the tile program invites all Parker students from 4th through 12th grades to paint tiles with their own names on them.
Parker, in collaboration with the Latin School of Chicago, founded High Jump in 1989. Since then, High Jump has educated hundreds of 7th and 8th graders—predominantly from public schools—providing those students with important educational enrichment. This extra work better prepares them to gain admission into, and excel at, selective public, parochial and independent college preparatory high schools and boarding schools.

Efforts in recent years to benefit more students through High Jump have led to establishing campuses at Parker, Latin and the University of Chicago Laboratory Schools. The goal is to educate 280 students, including 120 at Parker, all week during the summer and on Saturdays during the school year.

Expanding High Jump’s reach has long been a goal of Parker Trustee Langdon Neal, a past board chair of High Jump and currently on its Board of Trustees. “Providing more opportunities for more students to excel in their education and succeed in college and beyond lies at the very core of both High Jump’s and Parker’s commitment to supporting diversity, and I’m thrilled to see the expansion of High Jump at Parker. It’s a natural fit between two outstanding educational organizations committed to young people and their families,” said Neal.

“Parker has deepened its role with High Jump because it’s the right thing for us to do,” explained Assistant Principal Damian Jones. “Parker is morally committed to being civically engaged. We are committed to finding ways to connect our school community to neighborhoods, communities and kids outside the school, and we are able to demonstrate this through our support of High Jump.”

As a former executive director of High Jump, Jones reached out to the new executive director Lee Hart and learned there was a strong interest in serving more than the 160 kids participating in the program each year.

“We are very excited to expand the program by cementing the longstanding partnership between Parker and High Jump,” said Hart at a Parker Enrollment Committee meeting last spring. “Our target population consists of 15,000 Chicago students with limited financial resources in 6th, 7th and 8th grades in neighborhood schools across the city. While that’s a staggering number, we are thrilled to be able to serve more of these students by partnering more fully with Parker. Chicago’s three main independent schools have banded together to make a place for these students, even if they don’t later enroll at those schools. It’s mutually beneficial in that it opens Partnership in Opportunity: High Jump at Parker
up opportunities for a wider group of students as well as growing the racial, ethnic and socioeconomic diversity of the participating schools.”

For more than two decades, High Jump has identified talented and motivated Chicago Public School students who are ready to work hard to improve their academic skills. Dedicated to helping students succeed in the face of what many call the “achievement gap” or “opportunity gap,” High Jump collaborates with independent schools to prepare students to accelerate their achievement during their middle school years.

This past summer, Parker welcomed 60 6th and 7th grade High Jump students for a Monday–Friday six-week program. Now that the school year is underway, the students come to Parker on Saturdays and will continue to do so throughout the academic year. In addition to writing and math, there are classes in art, drama and physical education—areas reduced or eliminated by many public schools. Other classes have included Leaders and Learners, which helps students develop leadership skills, and Issues and Ideas, which guides students in thinking about contemporary political and social issues within the context of their own experience.

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“When I was the executive director of High Jump, many kids were living in gentrifying neighborhoods,” said Jones, “so as part of a project, I had them each interview different members of their respective communities—they had to talk with one person who had lived in the community for a long time, another just a few years and a third who had just arrived—about how each felt about what was happening in the neighborhood. This project gave the students a perspective not only on gentrification but also on how change in their neighborhoods was perceived from different points of view, and it helped them to become more engaged in the changing world around them."

Current Parker students sometimes join High Jump students for their Saturday classes, and at times High Jump students participate in events at Parker.

High Jump provides students with a sense of what is possible in an educational setting. “They realize there’s more out there than what they were exposed to previously, and they develop a broader reference point for considering options,” Jones commented. “The program also helps their parents by providing them with access to school tours, a high school fair and information on scholarship organizations. High Jump helps parents consider questions to raise when interviewing schools so they become more critical in how they view institutions and what they offer.

“Both the kids and their parents recognize there are important things to consider beyond academic rigor when choosing a school. When I administered the program, I told the kids that schools will want them, but they had to decide if the schools were right for them. Developing this level of discernment pays off for High Jump students because they learn how to make informed choices when it comes time for college.”

For more than two decades, High Jump has identified talented and motivated Chicago Public School students who are ready to work hard to improve their academic skills.

Beyond the academic benefits, High Jump helps participants socially. Jones explained, “First, they learn how to handle the peripatetic nature of a high school experience. Many have been studying primarily in one classroom and have to learn how to manage their schedules and move from one class to another. Second, they are provided with the opportunity to work with people they otherwise might not come into contact with.”

And likewise, as High Jump graduates enroll at Parker, their presence benefits the rest of the student body and the faculty.
Providing access to the Parker campus is only a first step. Parker’s commitment to High Jump students must continue to be a long-term one. Parker must also provide the scholarship funding necessary to ensure that eligible High Jump alumni, along with other Chicago area students, have the financial aid necessary for matriculation into Parker. This year alone, Parker is providing more than $3 million in financial assistance to 17 percent of its student body. The school must actively work to maintain this level of support, as well as grow it.

In December 2011, Parker, in partnership with Diane and David B Heller, created an initiative to support financial assistance to new Parker families, the Diane and David B Heller Scholarship Fund: An Additive Fund, to challenge the Parker community to raise $4 million during the next three years. If Parker is able to meet this challenge, the Diane and David B Heller Charitable Foundation has pledged an additional $3 million, providing Parker with a total endowed additive scholarship fund of $7 million. The additive fund will allow Parker to increase the number of students receiving financial aid beyond its current budget and expand Parker’s ability to transform the lives of its students.

“Parker is the school it is today because of its commitment to supporting financial diversity at the school,” said John Levi, who serves on the Boards of Trustees at Parker and High Jump. “Parker was founded on this ideal and must be dedicated to this vision in the future. Providing access to great education through High Jump and then providing students with the financial aid to get a Parker education, thanks to the funds we must raise through the Heller challenge, is a powerful combination that can both transform a student’s life and enhance the life of our school.”

Last spring, David B Heller ’49, a Parker alumnus, former Board president, parent emeritus and grandparent, passed away after a long illness. He had a great vision for Parker, and his vision is part of the legacy he provided for the school. He wanted to contribute resources to grow the school’s scholarship program.
What is the impact of High Jump? Read what Gina Chen, from Parker's class of 2007, has to say.

How did you discover High Jump?

When I was in 6th grade, Mr. [Damian] Jones, who was High Jump's executive director at the time, came to my elementary school in Chinatown and made a presentation about the High Jump program. Because I didn't feel challenged by my school's curriculum and academic environment at the time, I was looking for enrichment programs that would help me better acclimate to advanced academic work and to help me improve my English skills. I emigrated from China two years prior and learned to understand Cantonese at my school in Chicago's Chinatown better than I understood English at the time, as the population of the school was about 99 percent Chinese, most of whom spoke the Cantonese dialect. I thought of High Jump as a perfect opportunity to be immersed in an academically challenging environment that is socially stimulating in its student body's diversity at the same time. After applying, I became part of High Jump's Cohort 13 class in the summer of 2001. At the time, all programming and classes took place at the Latin School.

What did you find most valuable about the program?

Most High Jump students would rave about our teachers and our challenging curriculum. Coming into High Jump was the first time I felt truly challenged in the classroom, whether that was from learning the fundamentals of quantum physics or reading social critiques and literature that were far more advanced than what we were exposed to back in our schools. High Jump unlocked a lot of potential in us. The teachers at High Jump expected a lot from us and were deeply invested in our academic success. They were not only our teachers, but mentors and cheerleaders. Their high expectations raised my own expectations of what I could achieve and gave me the motivation, empowerment and confidence to pursue excellence in whatever area I chose.

I loved the program's academically challenging environment coupled with peers who were eager, ready and passionate about learning. I am still very close to some of my High Jump friends, many of whom accompanied me to high school and college. I have known them for more than 10 years now, and I know we will be a large part of each other's lives for many years to come.
What attracted you to Parker? I was choosing between Parker and the Latin School and I remember how friendly everyone was to me when I first visited Parker. The teachers whose classes I visited took the time to speak to me afterward about my goals and aspirations; they seemed very similar to the teachers at High Jump—dedicated, approachable, caring and inspiring. I also remember walking down Parker’s carpeted hallways, passing by the couches and thinking what an incredibly cozy place the school seemed. After visiting Parker for a day, the students and teachers made me feel at home already, and right then I knew that I wanted to become a part of the Parker family.

What were some memorable or influential aspects of your time at Parker? My teachers at Parker have had unbelievable influences on my life. At first I had great difficulty adjusting to Parker’s social environment, especially coming from a school and neighborhood in Chinatown where the student body was 99 percent Asian. But my English teacher, Ms. Mary Dilg, actively reached out to me and suggested I read a few books by Asian-American writers. She kindly loaned me a stack of books by Amy Tan, Maxine Hong Kingston and Frank Chin. I hungrily devoured them all. These authors wrote about the immigrant experience, stories of assimilation, of feeling lost and isolated. I was able to see pieces and parts of myself, my experience and my identity in all these stories. I was able to see my struggles reflected in the memoirs and stories of countless Asian-American writers, and I didn’t feel I was alone anymore.

My history teacher, Mr. John Leary, and my advisor, Ms. Becky Rossof, encouraged me to stay connected and involved in my local community, to remain steadfast and take pride in my cultural heritage, and that was when I started to become very engaged in issues related to immigration and advocacy in immigrant communities throughout Chicago.

One of my favorite and most memorable classes at Parker was a seminar called Issues of Race, Class, Culture, and Gender co-taught by Ms. Dilg and Mr. Bob Merrick—and the ensuing journey I embarked upon was eye-opening and life-changing. We explored our identities, the history of race relations in the U.S., the immigration and cultural history of various ethnic groups in the U.S., gender relations, debates on affirmative action and academic tracking, ethnic enclaves, gang culture, etc. I didn’t know back then how amazingly well this class prepared me for my later studies at Yale and my interactions with peers from different backgrounds. The class also equipped me with various points of reference, knowledge and backgrounds to relate not only to my peers at Yale, but
also to various communities I worked with throughout my college career. I had the tools and knowledge not only to examine and understand my identity, but to have constructive and engaging dialogues on race, class and gender with people I met in college, at work and outside the U.S.

I remember being overwhelmed with emotion quite a few times during our discussions in class, and the class was truly a healing process for my struggles in coming to terms with my identity. Susan Weingartner in Parker’s College Counseling Office was incredibly supportive of my aspirations as well. I remember feeling stressed out by different scholarship applications, and Susan took me aside to patiently guide me through the process. She locked me inside her office after school one day in the fall of my senior year to work on my application for the Gates Millennium Scholarship, which required 10 writing samples, and I was instructed to leave only after I had finished the entire application, which was due that evening. I will never forget that night, nor how grateful I felt after receiving word of winning the Gates Millennium Scholarship the following spring. Teachers at Parker challenged me to see my potential, what I was capable of achieving, and helped me develop a fuller understanding of my identity.

After Parker, I enrolled at Yale University, majoring in political science. My experiences at Parker have helped me to gain a better understanding of myself in terms of my identity and the issues that I felt passionate about. In college, I took advantage of opportunities to become involved with community and public service work in New Haven, especially with immigrant communities. Throughout college, I worked with numerous community advocacy organizations in capacities related to grassroots organizing on behalf of immigrants in New York City, Washington D.C. and New Haven, as well as with progressive public policy institutes on issues involving urban and community development through different public service fellowships, such as the Yale President’s Public Service Fellowship and the Tina E. Yeh Community Service Fellowship. I have been incredibly privileged because of my education, and I believe in giving back to the community, so I try to find ways to stay involved in any capacity—through mentoring Asian-American students as well as counseling freshmen at Yale. After graduating from college, I went to China for a year to research the policy and effects of the post-quake community rebuilding process in Sichuan Province through a Fulbright

What have you done since graduating from Parker?

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scholarship. Now that I am back in Chicago, I continue to stay engaged and active in local immigrant communities through my work at the Chinatown Pro Bono Legal Clinic, serving many Chinese-speaking low-income residents who are unable to access the legal system due to language barriers. I eventually hope to go to law school to equip myself with the tools and skills to directly help solve the problems of those in need and to advocate for those who are marginalized, powerless and voiceless. My passion for social justice comes from my love for the community and my family.

High Jump was where everything started. I was challenged and pushed to see what I could achieve and to have the confidence to pursue excellence. I carried that mindset and belief in myself through high school and beyond. I think High Jump pushed us to see that we are capable of achieving anything, and that sense of possibility has accompanied me ever since.
“The only constant is change, continuing change, inevitable change, that is the dominant factor in society today. No sensible decision can be made any longer without taking into account not only the world as it is, but the world as it will be.” — Isaac Asimov

Educating students for 14 years is a lesson in change, as we watch them grow from Junior Kindergarteners discovering school to seniors preparing for college and beyond. At Parker we recognize the necessity of not only responding to change, but also anticipating it, so that we may provide our students with access to a world that is changing at an ever more rapid pace.

As a progressive school, we need to keep growing and trying new things. Some recent initiatives at the school speak to this goal.
Teaching Through Technology: iPads Enhance Middle School Learning

One of the most revolutionary changes of the past several decades has been the ways technology has connected people, places and things to each other near and far. The Internet has brought the world to our fingertips, and providing students with tools to access this seemingly infinite world beyond the classroom was a natural step in the evolution of Parker’s educational program.

Parker staff and faculty had been thinking about the educational applications of technology for several years and observing other schools experimenting with student access. Then, in fall 2011, Parker determined it was time to launch an iPad pilot program, providing each 7th grader with an iPad to use at school and at home. Through funding from the school’s Ellen Liebman Principal’s Opportunity Fund for Educational Enrichment and Innovation, there was no cost to any student.

“Though Parker certainly was not the first school to introduce one-to-one access, there were a number of reasons this was the right time to try this initiative,” said Middle School Head Tom Rosenbluth. “First, each classroom became, in effect, a computer lab, reducing the need for teachers to compete for technology resources. Second, using the iPad expanded options for learning partners: students might collaborate with a peer across the room, in another place in the school or in another city. Students might also learn from a scientist in the Arctic or a poet in Harlem. Third, the program addressed issues of equity and planning. All students had access to the same level of technology for their learning, and teachers could incorporate a specific application knowing it was available to the whole class. Finally, with technology already an essential feature in both the workplace and higher education, this helps us prepare our students with 21st century skills.”

And there were other considerations, according to Rosenbluth. “Our students are digital natives; they have never known a world without computers and the Internet. The potential to change teaching and learning to a more interactive experience is enormous. Students have 24/7 access to resources, communication with teachers and peers can improve, and there is a greater possibility of individualizing instruction and allowing kids to work at their own rate.

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“Teaching Through Technology: iPads Enhance Middle School Learning

The iPad lends itself to collaboration and often has been a useful tool to shift the focus of the learning from teacher as sage more to students finding their own voices.”

“Though Parker certainly was not the first school to introduce one-to-one access, there were a number of reasons this was the right time to try this initiative,” said Middle School Head Tom Rosenbluth. “First, each classroom became, in effect, a computer lab, reducing the need for teachers to compete for technology resources. Second, using the iPad expanded options for learning partners: students might collaborate with a peer across the room, in another place in the school or in another city. Students might also learn from a scientist in the Arctic or a poet in Harlem. Third, the program addressed issues of equity and planning. All students had access to the same level of technology for their learning, and teachers could incorporate a specific application knowing it was available to the whole class. Finally, with technology already an essential feature in both the workplace and higher education, this helps us prepare our students with 21st century skills.”

And there were other considerations, according to Rosenbluth. “Our students are digital natives; they have never known a world without computers and the Internet. The potential to change teaching and learning to a more interactive experience is enormous. Students have 24/7 access to resources, communication with teachers and peers can improve, and there is a greater possibility of individualizing instruction and allowing kids to work at their own rate.

“At the same time, we need to balance a vision that fully leverages the power of technology and strengthens our sense of community, our connection to people and place. It is not a matter of one or the other but rather how swiftly and thoughtfully we bring this inevitable new world into the classrooms.
of our schools in a manner that fits our mission.”

The 7th grade team met with students early in the 2011–12 school year to introduce the iPad and the apps installed on each device, as well as explain issues of security, care and appropriate and inappropriate usage. The team also discussed the iPad initiative with parents during the 7th grade Curriculum Night.

The 7th grade faculty was excited by the prospect of piloting this program. “We have a great group of teachers open to all kinds of things, not set in their ways,” said English teacher Kate Tabor. “We are willing to reconsider who’s the learner and who’s the teacher and look at how kids interact with each other and with us. We are comfortable with a level of disruption, which exists when you bring a tool like this into the classroom.”

“All students had access to the same level of technology for their learning, and teachers could incorporate a specific application knowing it was available to the whole class.”

For example, Tabor noted that students are used to being taught by the person (teacher) standing in the front of the room, so when they confronted apps on their iPads they weren’t familiar with, they instinctively asked her how to use them. “I pointed out they teach themselves how to use games on their phones, so they should give themselves a few minutes to figure it out, or check with each other, it doesn’t always have to be me who explains it. Once they realized instructions about the equipment didn’t always have to come from me, it became more fluid in the room. They found uses and tools we as teachers didn’t anticipate.”
Tabor found numerous opportunities for adjusting her instructional techniques and plans: emailing feedback and editing direction for students’ written work, eliminating the need for paper; documenting blackboard work by photographing it on the iPad; and engaging in spontaneous research. “If we were interested in more information about something we were talking about in class, we didn’t have to wait until it was time for Computer Lab; we could look it up right in the moment,” she described.

In another example, 7th grade history teacher Anthony Shaker had the students compare images from the Sistine Chapel and the Blue Mosque. They then used Google Earth to pinpoint the locations of these icons, leading to discussion about why certain religions might have developed in specific locations. “Could he have pulled out a map and passed around pictures from a book?” said Rosenbluth. “Sure, but this is more engaging and the kids have more control. They could plot places on maps where important religious developments took place in a more interactive and dynamic way. The iPad is a powerful tool that allows them to interact with the material in a powerful way.”

At the conclusion of the pilot year, the 7th grade team had much to celebrate and contemplate. “When teachers have access to technology, they plan lessons and curriculum in a different way,” Rosenbluth described. “More classes are incorporating technology creatively to help students practice a skill or understand a concept than we ever had previously.

“The iPad lends itself to collaboration and often has been a useful tool to shift the focus of the learning from teacher as sage more to students finding their own voices. A few years ago, a history teacher might have delivered a lecture on the main points students needed to know about the Industrial Revolution and quiz the students on the information. Now students might use iPads and blog about the readings and what other students are writing, which leads to new and more interesting perspectives and commentary than a simple response on a quiz.

“Many students are writing more than they did before. The iPad also allows instant access to maps, Skyping with people from other places, graphs and spreadsheets in math and numerous apps that further curricular goals. We have also found the iPad has helped students get organized since all notes, lessons, handouts and readings can be contained in one device. Communication between student and teacher about assignments has also been improved.”

With this success, the 7th grade team made some discoveries

“With technology already an essential feature in both the workplace and higher education, this helps us prepare our students with 21st century skills.”
impacting the program in its second year, with a new batch of 7th graders exploring iPads and their predecessors having taken the devices with them into 8th grade.

“We realized we need to talk more to kids about responsible use of technology in their lives,” said Rosenbluth. “While we want our students to be active contributors in our connected world, we also want them to be safe, legal and responsible. In response, we established a new Responsible Use Policy for grades 4–8, which we revise every year, and we created some specific guidelines related to the iPad that speaks to the kids in a language they can relate to. We're trying to give them important advice, but in a tone they'll respond to.

“Now students might use iPads and blog about the readings and what other students are writing, which leads to new and more interesting perspectives and commentary than a simple response on a quiz.”

“As adults, we knew that kids are more adept at technology than we are because they play around with it more, so we allowed the 7th graders to play with appropriate games on their iPads during their free time. Some parents were concerned about whether this might affect kids socially by isolating them. But an interesting thing happened. In past years, when you watched 7th graders in the hallways, there were some kids who didn't have much to say—about sports or the latest TV show or music—so they were out of it. This past year everyone had a common thing to talk about, so they were interacting all the time about what they were doing together.

“But we listened to parents and decided, during this second year, to place limits on game-playing. We also rolled out the program a little more slowly and spent more time with parents to share strategies about using this tool in a helpful, productive way that doesn't take over their kids' lives. And we're holding a Parent Education Series about the role technology plays in the lives of our kids.”

The 7th grade team has been working with the 8th grade team to share what they've learned and keep the momentum going. “When these kids go on to high school, college and the workplace, I hope they can use this tool and many others to quantify, describe and measure their world,” shared Rosenbluth. “By connecting with people across the street or across the world, they come to understand different perspectives. That is essential as the Internet has transformed us into a global community.”
Technology Links Learning for Parker Students and Nigerian Peers

The iPad program is not the only way technology is becoming more commonplace in our classrooms. In fact, technology has brought 7th graders out of their classroom to work with their counterparts in Africa—at least virtually.

Middle School science teacher Maryanne Kalin-Miller, who retired at the end of the 2011–12 school year after more than 40 years at Parker, spearheaded a project connecting Parker faculty and 7th graders with students and teachers from two schools in Niamey, Niger, along with Lincoln Park Zoo educators and staff from the National Museum of Niger Boubou Hama. Both groups were learning how to collect data and conduct research on animals, communicating with each other via Skype. And, in partnership with staff at Lincoln Park Zoo, Kalin-Miller traveled to Niger to visit the partner schools.

To read an article in Lincoln Park Zoo’s magazine, visit the URL below and scroll to page 10: fwparker.org/lpzoo

To read more about the partnership, visit Chicago Parent’s website: fwparker.org/chiparent

Seventh grade students at the Lincoln Park Zoo record observational data on gorilla behavior on iPod Touch devices.
Math and Science Enrichment Programs Take Students Beyond the Classroom

Parker’s math and science enrichment programs engage the enthusiasm of students to apply their knowledge in new and exciting ways. The school day may be over but students are eager to stay after school to participate in a range of activities related to math and science. Like extracurricular activities in sports, theatre, music, journalism and world politics, Parker’s enrichment programs in math and science for Middle and Upper School students provide them with exciting opportunities to develop their passion for exploring and investigating the world around them.

“I think it makes sense for a school to try to provide an equitable balance of extracurricular opportunities for students,” said Middle School science and math instructor Adam Colestock ’01. “Just as athletics or art can provide valuable social experiences and a fun sense of creative expression or competition, participating as part of a team that prepares for an academic competition or builds projects after school can be a powerful learning experience for students.”

Colestock has been among those spearheading math and science enrichment programs at Parker. “It is exciting to see students learning, building, exploring and tinkering in a fun, laid-back environment where they can forge new friendships, travel to competitions together and learn to work as a team and support each other.”

Activities available to Middle School students include:

**Science Olympiad** This is a national program designed to “bring science to life, to show how science works, to emphasize problem solving aspects of science and the understanding of science concepts,” according to its website. Students work individually or in groups to prepare for one of several science-related events, ranging in topic from anatomy to engineering, that challenge them to demonstrate their understanding of scientific concepts in a specific area, engage in investigative scientific practices and/or construct their own engineering projects.

**LEGO Robotics** In the FIRST LEGO League’s (FLL) annual competition, student teams build and program an autonomous robot (using the LEGO Mindstorms robot set) to complete challenges and score points on a thematic table-top playing surface. They also develop an innovative solution to a problem they investigate as part of a research project. This year’s theme is Senior Solutions, so the table-top missions and the research project will focus on the problems that people face as
they age and how science and engineering can be used to help address these challenges. Students compete in tournaments with their robots and present their projects to a panel of judges.

**Math Olympiad** A national program consisting of monthly timed exams with five challenging math questions designed to test students’ problem-solving prowess.

**Rube Goldberg Machine Contest** Based on the work of cartoonist Rube Goldberg, these machines are unnecessarily complex and comical contraptions contrived to accomplish a simple operation. Participating students informally explore basic engineering principles as they plan, design and build a Rube Goldberg machine and submit a video of their creation to the international online video contest in the spring.

**Problems of the Week (POWs)** Each Middle School math classroom has a Problem of the Week bulletin board. These puzzles provide an extra level of challenge for a math topic students have learned already or introduce them to a new and interesting corner of mathematics they may not have come across yet in school.

“With each of the opportunities we provide, our goal is to help students develop into independent and self-motivated learners and also learn how to work together as part of a supportive and productive team,” said Colestock.
There are also a range of activities in the Upper School, including:

**Robotic Colonels** During the past several years, Upper School students have formed a team that has participated in the FIRST Robotics FRC and FTC competitions. At a typical regional FRC competition, more than 50 teams from all over the country, and sometimes from around the world, compete in this prestigious event, sponsored by NASA, Boeing and Motorola, as well as a score of other well-known companies and foundations. The Parker team has won numerous awards including the Rookie All Star Award at two regionals, the Engineering Notebook Award and second place in the Inspire Award contest. The Robotic Colonels also won a NASA grant to support their efforts.

**Science Olympiad** As in the Middle School, Upper School students compete individually or in small groups in events that require them to demonstrate their understanding of science in written exams, challenge them to use their scientific skills or require them to construct devices ahead of time to bring with them and demonstrate on the day of the competition. This past spring, Kristen Rockey ’13 and Tori Lewandowski ’13 earned second place in Remote Sensing, and Sammy Bensinger ’13 and Rachel Steindler ’13 earned third place in Write It Do It.

**Science Fair** Parker’s Middle and Upper Schools were well represented at the State Science Fair in Champaign this past spring. Eighth grader Ben Weiss received Gold in the Junior Project Session for his research investigating the oxygen production capacity in cyanobacteria. Kristen Rockey ’13 was awarded Silver in the Senior Project Session for her research investigating the effects of ultraviolet light
on the dermis of salmon, parrots and humans. Ben also received a special award from the Metropolitan Water Reclamation District of Greater Chicago and Kristen from the American Association of Zookeepers.

“These initiatives allow students to work on authentic challenges with open-ended solutions so they gain valuable experience engaging in a long-term project that requires them to identify problems and test various strategies,” said Upper School science teacher George Austin. “In many cases, students get to work directly with scientists and engineers in finding solutions together.”

Another opportunity that spans the Middle and Upper Schools is the Young Women in Math and Science Club, which aims to highlight the wide range of careers in which science and mathematics play an integral role, share stories of the ways women have developed an interest in science or mathematics into a successful career or meaningful hobby, and inspire excitement about learning. The club hosts guest speakers, views and discusses videos and participates in interesting math- and science-related activities.

Math Department Co-Chair and 6th grade math teacher Robin Masters noted, “This club has been a rewarding collaborative effort between Parker’s Science and Mathematics Departments. Its main objective is to encourage our girls (grades 6 through 12) to pursue careers in these fields of study. We invite guest speakers with related education and career choices. A meeting might also include team-oriented activities, which are math- or science-related investigations. There has been such interest and momentum that we are reconfiguring the club to be student-led, with a faculty advisor.”

“I think that it is important to stress that, even beyond successes at competitions, participating students have had very positive experiences and often eagerly await the beginning of the ‘season’ during the next school year,” said Colestock.

For recaps on last year’s competition, visit these links on Parker’s website:

Lego Robotics: fwparker.org/legorobotics2012

Science Olympiad: fwparker.org/sciolympiad2012

Science Fair: fwparker.org/scifair2012
Cultivating students to become good citizens is a hallmark of a Parker education, beginning with their roles as citizens of their classroom communities and growing ever larger to encompass the school community, their neighborhoods, the city of Chicago and the world. Community service helps them discover the relationship between the individual and society.

Parker students have a range of opportunities to learn about citizenship, from the youngest grades through the Upper School.
Local Citizenship: A Lifelong Lesson

Lower/Intermediate School:
4th Grade Community Service
Each year 4th grade students participate in three community service activities—K-Walking, School Store and Cafeteria Clean-up—each of which promotes responsibility and independence, important areas of growth. The three 4th grade classes rotate through the three service activities, doing each at least three times throughout the school year.

Every morning beginning in mid-September, 4th grade K-Walkers, who have trained with Peter Hofmann of the school’s administrative staff on the routes and behavioral expectations, meet Junior and Senior Kindergarten students at drop-off on Webster and escort them to their classrooms. This activity provides opportunities for powerful connections between the older and younger students and puts the 4th graders in a position to step up in terms of responsibility to the community as a whole.

Running the School Store allows 4th graders to work with a wider range of community members from the Lower, Intermediate, Middle and Upper Schools, as well as parents, faculty and staff. This responsibility involves choosing items, assigning prices and managing sales at the store. Students increasingly rely on mental math through the course of the year to add costs and make change.

During Cafeteria Clean-up, students clear tables, push in chairs and collect various items for the cafeteria staff. While not glamorous, this responsibility serves the needs of the Parker community, and the 4th graders undertake it with pride.

All three community service activities foster the burgeoning independence and autonomy of 4th
graders while fulfilling Parker’s credo, “Everything to help, nothing to hinder.”

Middle School: H2O Water Project
For the past four years, Middle School students and faculty have pooled their energies to raise awareness and money to help children in other communities gain access to fresh, clean water. Partnering with H2O School-to-School, the Middle School has raised several thousand dollars for schools in Burkina Faso, Haiti, Sudan, Guatemala and Uganda.

“This annual project is transformative because it has allowed the children in these countries to attend school instead of being sentenced to lives as water carriers,” said Middle School Head Tom Rosenbluth. “This is also an important project for Parker students, who have been studying the dwindling supplies of fresh water around the world and the types of problems this creates for many people.”

Here’s how the project has worked: students volunteer time and sweat equity in exchange for contributions from parents and other students. Parents then match this amount, if they choose to participate, during two days of activities. If a student raised $5 through their work, the hope was that parents would sponsor them for the same amount as they rotated through the Water Project activities.

Throughout the years, the activities have included a 5K walk/run, to simulate the distance many children must walk to get water, and then a group problem-solving challenge; a group water-carrying obstacle course hauling water from the beach at Fullerton back to Parker; a flash mob song/dance with a water theme; and the construction of a sailboat modeled after Plastiki, a real ocean-sailing vessel made from plastic bottles to draw attention to the floating plastic garbage patches in our oceans.

Said Rosenbluth, “Maybe the most profound lesson was that we could work together and make a difference in the world. In an era of difficult and sometimes overwhelming news, it is encouraging and optimistic to be able to say that we accomplished a goal, radically improved the lives of others and demonstrated that focus, energy and creativity can change the world. Many of us felt transformed for the good in the process.”

Upper School:
Community Connections
The Community Connections program at Parker guides students’ civic development by growing connections between people and between in-school and out-of-school learning. Community Connections differs from community service; it is not a base for charity work but instead focuses on learning about and taking part in social justice work through a diversity of experiences and ongoing reflection and dialogue. Rooted in partnerships that foster multicultural connections, the program is committed to increasing opportunities for democratic learning for students at Parker and at other schools.
Middle School students participate in activities related to the H2O Water Project.

**What are the opportunities and challenges of learning to be active participants in a democratic society?**

The program for freshmen, based in science and history classes, explores social and environmental responsibility at local and global levels. Through partnerships with local organizations, students learn about and practice sustainability and social responsibility. Students work with their groups to design and carry out social action projects. Partner organizations include Friends of Chicago River, North Park Village Nature Center, Climate Cycle, Little Village Environmental Justice Organization and City Farm.

**How can we learn to be allies for social justice who work together to strengthen people's courage and capacity to challenge behaviors that oppress, exclude or demean the humanity of others?**

Sophomores work in groups to learn social justice skills, explore community issues and develop social action projects in partnership with other Chicago schools. These projects and partnerships aim to grow the capacities of young people as leaders in their communities. This year's project is focused on oral histories and storytelling as a vehicle for social change. Partner schools include Vaughn Occupational High School, North Lawndale College Prep, Orr Academy and Islamic Foundation School.

**What does it mean to be a person of social conscience and social power?**

The juniors' program, based in U.S. History and American Literature classes, provides students with the opportunity to explore a single issue during the year through action, discussion and academic and personal reflection. Groups this year are focusing on homelessness, LGBT civil rights, disability rights, immigration, drug policy reform and veterans. The program builds up to the Junior Retreat, which combines creative and meaningful social action with reflection, discussion and celebration.

**What do we need to learn to become leaders in a democratic society and global community?**

In Colloquium, seniors design their own projects to expand their knowledge and experience in a community focus that they choose. Students complete at least 30 project hours, provide quarterly documentation and reflection and participate in scheduled Colloquium meetings facilitated by entrepreneurs, activists and artists experienced in civic outreach. At the end of the year, seniors present their Colloquium stories to each other, reflecting on their personal growth and questions they discovered during the project.
Connections to New Communities

Shanti Drake, campaign and major gifts coordinator in Parker’s Development Office, brought a personal interest and a professional connection to the Community Connections program and established a freshman project now in its second year.

“Before coming to Parker, I worked in the Education Department of the American Indian Center (AIC), one of the oldest urban Native American community centers in the nation,” she explained. “I am also an active member of the native community, being of Choctaw heritage.”

At Parker, the 3rd grade Woodland People Day caught her attention and inspired her to think about the ways Parker students were learning about indigenous cultures. “In the transition from Middle School Community Service to Upper School Community Connections, our students are learning to build bridges of understanding with the communities around us. Chicago has one of the largest Native American communities in the nation.”

During the first year of the project, students visited the AIC and participated in ecological projects, including working in a medicinal garden. Other activities involved migration stories, starting with the students learning about the relationships of certain plants to both people and land, leading them to consider their personal migration stories—how their families came to Chicago. “The activities guided the students into thinking about where they came from, how they came to be here, where they have lived and live now,” Drake described. “An essential part of citizenship is widening your perspective and thinking about your relationship to the world you’re a part of.”

The relationship with AIC continues this year, and Drake is pleased with its progress. “As we move into a more global world, it’s important to understand where we came from and honor that. We are an immensely diverse people, but within that diversity there needs to be unity and empathy and understanding for each of us to grow.”

Upper School history teacher Kevin Conlon has connected sophomores from Parker and the Islamic Foundation School (IFS), which he believes is an important learning experience for students and teachers from both schools.

“We had a great exchange last year,” he said. “Our students visited
IFS, then IFS kids came to Parker. We brought in 17 community activists, including Prexy Nesbitt ’62, former 3rd grade teacher Joan Bradbury and parent Arshia Hussain. The Parker sophomores and IFS students interviewed the guests on video, then edited the interviews into five-minute pieces on community activists/heroes. This project helped the kids get to know each other and explore their similarities and differences; it helped dispel previous notions of what people from other cultures are like.”

Conlon is thrilled with the value of this exchange. “This takes kids out of school for human-to-human contact with people they may not get to meet otherwise. It’s been a great opportunity for them to learn more about their city.”

Beyond the benefits of the project, Conlon noted ways the exchange made an impact on the students. “It was great hearing kids on the bus ride back from IFS, or in subsequent meetings, talk about their experience and realize the kids were just like them, despite going to a different kind of school. The girls wear headscarves but take them off when they get home and put on jeans and go on Facebook, just like our kids.

“It’s been a learning experience for me, too, to encounter the culture at a different school. In talking with my colleagues at IFS, I’ve found they are dealing with issues similar to those we’re dealing with at Parker.”

This year, Parker students visited IFS in the fall, IFS students will visit Parker twice, then a final get-together will take place somewhere between the two schools, where they’ll showcase the program’s final projects.
A Community of Learners: The Parker Connection

Francis W. Parker School is more than the students, faculty and staff currently engaging in daily activities on our campus. Our community also comprises alumni, parents, parents emeriti, grandparents, supporters and friends—anyone who has had a relationship with the school in the past and today.

Following are some closer looks at members of our community who help make Parker a unique place to learn and grow.
Martha Gardner, co-chair of the Parents’ Association and parent of 3rd, 5th and 7th graders at Parker, is a historian by training. After graduating from Williams College with a double major bachelor’s degree in history and political science magna cum laude and as a member of Phi Beta Kappa, she began her teaching career in a middle school science classroom in southern Louisiana. She then went on to earn an M.A. from the University of Chicago and a Ph.D. from Stanford University, both in history. She was an assistant professor in DePaul University’s History Department for five years, was nominated for an Excellence in Teaching Award and has written articles and scholarly papers on a variety of historical topics. Her book *The Qualities of a Citizen* (Princeton, 2005) is a study of the application of U.S. immigration and naturalization law to women, from the first federal immigration restrictions against Asian prostitutes in the 1870s to the immigration “reform” measures of the late 1960s.

Martha Gardner is also a people person. She enjoys the camaraderie of neighbors, friends and fellow parents, and she wants that for her children as well, which was part of the appeal of Parker.

After moving to Chicago from California, Gardner and her husband Joby were exploring school options when a neighbor in Lakeview (Parker alum Suzy Kahn Weinberg ’85) recommended Parker. “As a professor of education, Joby liked Parker’s attitude about faculty—faculty development, support of faculty initiatives, curriculum driven by faculty,” Gardner said. “Because he is invested in creating excellent faculty, for him it’s the keys to the kingdom. Parker faculty members focus on how someone learns, as opposed to implementing curriculum determined by other people. It’s an organic and satisfying process, which helps Parker retain faculty for a long time because the curriculum can grow and evolve.”

“I hadn’t grown up in the city, so the space and air that surrounded the campus was very appealing to me. Many other city schools seemed enclosed, and Parker seemed very open. I really liked that about it.”

Once her family joined the Parker community, Gardner found ways to get involved. “I grew up in Northfield, and my mom ran the cafeteria at
my school. I liked seeing her and knowing she was invested in what I was invested in. So it's nice to play a small role in what my kids do every day.”

She started as a grade chair for her middle daughter’s Senior Kindergarten class, then was elected to the Board of Trustees, first as a parent trustee, then secretary. Now she co-chairs the Parents’ Association with Lisa Hadesman.

“One project I worked on was the ‘Litterless Lunch,’” she described. “I worked with Upper School History Chair Jeanne Barr, the Upper School Environmental Club, 2nd grade gradehead Kathy Wild and several other moms to demonstrate to kids how much waste is created every day at lunch through packaging and excess food. We collected everything kids usually throw away and weighed it on a scale the kids helped devise. It was a real learning moment for all of us. For me it was also a small demonstration of the kind of interactive, question-driven, child-focused learning at the core of Parker’s curriculum.”

Gardner ran Parker’s annual Book Fair for four years, and two years ago she co-chaired the biannual Scholarship Auction with Halee Sage. “One of the benefits of working on the Book Fairs and the Auction was meeting many parents outside my kids’ grade levels. I got so much great advice about parenting from people whose kids were much further along than mine. I had a sense of joining my own family community at Parker, just like my kids.”
The Gardners have thrived at Parker. “All my kids love the core curriculum. The whole way the school creates networks of learning is so effective. Instead of discreet moments, they create links between what they know already and new information, a web of knowledge that makes it easier to place things, categorize things, orient yourself to what you’re learning instead of taking off one learning hat and putting on another.”

Beyond the classroom, Gardner appreciates the community Parker offers her children. “I love that my kids see each other all day. There’s something great about the multigenerational atmosphere. In Morning Ex, when the older kids share what they’re learning with younger kids, it’s really beautiful, it’s how schools are supposed to be: everyone is contributing and learning from each other, like a family. I’m grateful for that.”

Also, for her children, it’s the individual attention that makes a difference as well as participation in the community as a whole. “I’m one of four kids, and I was always compared to my siblings and cousins who went to the same school I did. And sometimes it was hard to be asked to live up to what had come before. All three of my kids are very different—different learners, different personalities—and every year they have a very different experience. Each year, it’s all about wherever that particular kid is as a person. The school celebrates that, and I treasure it.

“The process of each kid setting goals every year is very meaningful for me. Not only are they reading and learning math, but are they
doing those things with a passion for learning? Are they growing as individuals? I’ve been very impressed by that process. I also am impressed by the way my kids come to know the faculty in nuanced ways—whether it’s on retreats or in shows or just outside the classroom in relaxed ways, I’ve found that very empowering. I think each of my kids has had a teacher who has been profound for them, and I’ll never be able to pay back the debt I feel to those adults. I see adults all over the school taking an interest in kids.”

Gardner recognizes that parents are the third, equally important point (with students and teachers) in the triangle of learning that takes place at Parker. As co-chair of the Parents’ Association, she’s hoping to guide parents to greater levels of engagement in their children’s lives through opportunities to come together.

“This year the Parents’ Association is offering a Parent Education Series focused on technology and parenting, featuring presentations from people within and outside the school, occasional readings and large and small gatherings. Each session will give parents a forum to discuss the challenge of parenting in a new, technologically sophisticated world. Parker has a full parent calendar and a full kid calendar so we want to make sure whatever we do is respectful of family time. This Parent Education Series on technology will be an opportunity for parents to build relationships, hear from people who have thought a lot about the issue, share their own parenting stories and discuss issues of common concern. Sometimes you just need to be in a room with each other.”

Though she has no doubts about the impact Parker is having on her children, Gardner also values its effect on her life. “This is an incredibly vivid, funny, loving and invested parent body. I have found friends I truly cherish, and while our kids will have so much to share with each other and their Parker friends 20 years from now, so will I with the friends I’ve made here.”
Parker’s approach to educating the whole child has always included physical education and athletics as integral to the Parker experience. Parker’s new turf field is engaging students to play more often at recess, in PE class and on the school’s many soccer and field hockey teams. But great facilities must be matched by an expansive educational vision for Parker to uphold its essential mission.

Now in her second year, Dawn Wickstrum, Parker’s first full-time administrative athletics director, is developing a strong and inclusive approach to the school’s athletics program.

Wickstrum earned a B.A. in exercise science and sports studies, with a minor in coaching and sports facility management, from Lakeland College in Wisconsin and her master’s degree in sports administration from the University of Wisconsin-La Crosse. Wickstrum has held a variety of administrative, teaching and coaching positions at the middle school and college levels, most recently as assistant athletics director and physical education instructor at Lake Forest Country Day School.

Though she doesn’t describe herself as competitive, Wickstrum has always loved playing sports. She participated in track, softball, basketball and volleyball in high school, and it didn’t stop there. At Lakeland College, she played basketball and softball and wanted a work-study job in athletics, but there were no positions available right away, so she worked in maintenance. “Eventually I had the chance to work with Athletics Director Jane Bouche, who helped me learn everything: how to write a purchase order, pay coaches, manage officials.” She also received mentorship from her hometown basketball idol Amanda Braun, who was athletics director at University of Wisconsin-Green Bay. “I assisted her and did a three-year internship with her. I was very fortunate to have people who could help me learn.”

Wickstrum feels fortunate to have started playing organized sports after the passage of Title IX, which prohibits discrimination in any educational activity on the basis of gender. However, that didn’t eliminate every obstacle. “I played football on my twin brother’s team in 8th grade. I had to be approved by the state to be on the team, and fortunately I had a progressive guidance counselor, Terry Tinkle, who made it...
happen. I didn’t realize the implications of my being able to play what was essentially a single-gender sport, the accommodations that had to be made for me when we played away games, for example.”

The benefits of playing team sports, according to Wickstrum, go beyond the physical. “Team sports teach you important life skills, like how to work with other people. You don’t choose your teammates but you have to figure out how to work together, and it’s going to be different with each group of kids on a team—and it doesn’t matter if you’re athletic, it’s about the experience of doing your personal best, having fun and supporting your teammates.

“Winning is wonderful, but it is not the primary goal. It’s about how you play the game—with heart, passion, intelligence and sportsmanship. It’s about building character and playing with integrity. It’s about how you win and how you lose. It’s about grit and determination, focus and discipline, about playing hard and playing for fun. And if you lose, it’s about how you recover from losing, how you pick yourself up and keep going, and how you provide emotional support and instill confidence in your teammates and yourself.”

One of Wickstrum’s top priorities during her first year was finding ways to engage Parker’s youngest students. “We invited younger students to Homecoming. Our student athletes were there in uniform to talk to the younger kids. Big Brothers and Sisters who were student athletes...”

Wickstrum spoke at this year’s Homecoming Morning Ex. Led by a student initiative, all student athletes wore pink to raise school spirit and awareness to support funding to find a cure for breast cancer.
talked about the sports they played. And the kids walked out with the student athletes. That kind of interaction is what Parker is all about, and we wanted to make it part of the weekend.”

Wickstrum also established a basketball ball boy/ball girl program for 1st–3rd graders and a baseball bat boy/bat girl program for 4th and 5th graders. “The kids sat on the sidelines, brought water to the student athletes, handed out the game ball. They were very excited. And our student athletes were on their best behavior when the younger kids were there. They realized they used to be young themselves and wanted to set a good example.”

Another new development last year was the establishment of Colonel Crew to deepen and strengthen school spirit and sportsmanship. The sister and brother team of Evan ’13 and Garrison Fencik ’12 spearheaded the program and served as the first-ever student athlete representatives to Student Government. With guidance from Wickstrum, Evan and Garrison helped create a sportsmanship statement signed by everyone on the Colonel Crew. “This year every student, faculty and staff member received a Colonel Crew t-shirt the week of Homecoming. It was a way to invite members of our community to participate in a school-wide celebration of our athletes.”

In an important change to Parker’s athletics policy, Wickstrum, Athletics Council members, ISACS self-study committees and members of the staff/faculty and coaching staff determined that promotion to varsity would no longer be automatic for seniors. “There is a place for everyone in our sports program, but varsity is intended for the serious athlete—the student who is very committed to the schedule and other requirements—not the social athlete. Everyone gets to play but we need to have the right expectations for different levels of play. Ultimately the purpose is to be fair.”

This year, Wickstrum is excited about Parker’s new turf field. “I have coached on turf before, and it’s amazing. We’re not going to have to cancel games because the field is too wet, so kids will get to play more often. Turf is so much safer. And even beyond team sports, our kids are out there for recess, we can have physical education classes out there. Having a safer, 

“Winning is wonderful, but it is not the primary goal. It’s about how you play the game—with heart, passion, intelligence and sportsmanship.”
faster field provides the school with another accessible space so we can schedule more simultaneous activities.”

Wickstrum has found freedom at Parker she hasn’t experienced in other institutions. “My hands aren’t tied. I’ve been able to do more than I thought because of the support I get here. This school is unique; our kids come here with a purpose, and they’re very intentional about every single thing they’re doing. I’m more comfortable here than many other places I’ve worked because I can be myself. I feel comfortable enough to say what I think and try what I want to try, taking responsibility for what I do.”
Hattula Moholy-Nagy has focused much of her post-Parker life on archaeology and art. She graduated from the University of Michigan in 1955 with a B.A. in history, then earned an M.A. in anthropology from the University of Chicago in 1958. For many years thereafter she worked as an archaeologist associated with the University of Pennsylvania Museum, spending considerable time in Guatemala. In 1994 she received a Ph.D. in anthropology from the University of Michigan. For the past 40-plus years, she has devoted much time, energy and passion to researching the life and work of her late father, the esteemed artist László Moholy-Nagy (1895–1946). She had two sons, Andreas Laszlo and Daniel Claude Hug, while married to Swiss architect Hans-Ruedi Hug. She has been married to Roger Schneggenburger for 25 years and lives in Ann Arbor, Michigan.

I didn't actually graduate from Parker. In 1949 we moved to San Francisco, and I finished high school at James Russell Lowell High School. Lowell was an excellent school, but I attended for only a year and a half. My attachment to Parker has always been much stronger, undoubtedly due to the eight years I spent there, and I enjoy the contacts I still have with my former Parker classmates.

Like most Lowell graduates, I started college at the University of California in Berkeley in January 1951. But that summer my mother moved to New York City, so after a year at Fordham University's lower Manhattan School of Education, I finished my undergraduate studies at the University of Michigan in Ann Arbor.

After receiving my M.A., I was able to make a career as an archaeologist, and I have been indeed fortunate to be able to earn a living doing work I love. I first worked and lived for a year in northern Mexico at the site of Casas Grandes, Chihuahua, where I was in charge of the field laboratory. Then I joined the Tikal Project of the University of Pennsylvania Museum (now the Penn Museum), which was excavating the ancient Maya site of Tikal, Guatemala. I was in charge of the field lab, where excavated materials were brought for cleaning, repair, examination, cataloguing and photography. I worked at Tikal for five field seasons, until 1964. It was a wonderful job because I got to see everything. I have published three reports with the Penn Museum on my work at Tikal, as well as numerous articles in professional journals. I am still affiliated with the
Penn Museum as a research associate. When I was not in the field, I lived in Philadelphia and worked in the museum’s American Section.

In 1965, I married Hans-Ruedi Hug, whom I had met at Tikal. We moved to Zurich, Switzerland, where we had our sons. I was mainly at home with the kids, but again I was fortunate in obtaining a part-time position teaching archaeology at the University of Zurich. Hans-Ruedi and I were divorced in 1979, and I returned to the U.S. with the boys to finish my Ph.D. at the University of Michigan.

My father was an artist and photographer, as well as an educator, who founded and directed The School of Design in Chicago, later the Institute of Design, which became part of the Illinois Institute of Technology after his death. He was an admirer of John Dewey and progressive education. My father arranged for my sister Claudia (1936–71) and me to attend Parker on scholarships. Education was a great value in our family. I think that was his main influence on my life, even though I was just 13 when he died and do not have many clear memories of him.

In 1971, both my mother Sibyl and my sister Claudia passed away, which left only me to tend the flame. During the past four decades, I have worked hard to educate myself about my father’s life and work so I can be a reliable source of information. I get inquiries about my father almost daily—from art historians, museum curators, art dealers, graduate
students and so on. To facilitate information flow, my sons and I established the Moholy-Nagy Foundation in 2003. Besides being a source for information about my father, we are also planning a catalogue-raisonné of all his work. Because few people I need to see come to Ann Arbor, I have to travel to see them. So research on my father has taken me to many parts of the U.S. and Europe that I otherwise would not have seen. I have also been in touch with some wonderful helpful people who knew him as adults and understood his work better than I did.

I had excellent teachers at Parker. I think all were influential to some extent, but among the most important were Miss Greenebaum, Mr. Meyer and Mr. Ellison, who encouraged my nascent interests and inclinations in science, history and anthropology. Another important Parker influence was an awareness of social diversity. I think, in its efforts to be inclusive, Parker was far ahead of its time.

My appreciation of Parker and the education I received there has grown over the years, as I have been able to make comparisons with other schools, particularly those my children attended in the U.S. and in Switzerland.

I loved the Parker traditions: County Fair, the Irish bagpiper, Morning Exercises, the Maypole dance, singing the *Messiah* at Christmas. I liked the old building with its nooks, crannies and add-ons and the comforting fact that the school was small enough that the faculty and staff knew who you were and looked out for you.

My hope is to finish my reporting obligations to the Tikal Project, on the one hand, and organize my father’s estate to the point where I can hand it over to my sons, on the other.

How did Parker influence your life choices and perspective?

What are some of your favorite Parker memories?

What’s next for you?
This August, I took my family on a two-hour drive north of Paris to complete a journey I had not realized I started as a Parker freshman in 1980. We pulled off the highway into the beautiful and quaint town of Amiens, just east of Normandy, and immediately faced an impressive view of the cathedral Notre Dame d'Amiens rising high above all other structures. Eight hundred years ago, this cathedral was one of the world's most popular pilgrimage destinations. I had felt my own draw to this site ever since I opted to use the cathedral as the basis for my college thesis, and I pledged to see it in person one day.

While Notre Dame d'Amiens has no shortage of symbols, to me it symbolizes the lesson I did not realize I was learning at Parker—the beauty of art fusing with science.

As Parker 8th graders, we received warnings from the class ahead of us to beware of the marquee class for Upper School freshmen at the time, Richard the Third. They showed us the massive notebooks they lugged around and told us to be afraid, be very afraid. At Parker, Richard the Third was more than just the English king who came after Richard the Second. Richard the Third was the freshman course that separated the strong from the weak. Inspired by one of Shakespeare's finest works (“my kingdom for a horse…”), and the Parker faculty's creativity, the course was a multidisciplinary experience one would be hard pressed to find in any mere preparatory curriculum. The course, which bridged art with history and literature, was co-taught by an English teacher, a music teacher and a history teacher. At the time, the music teacher's involvement seemed a tad out of place.

With the benefit of maturity and hindsight, I can now better appreciate the uniqueness of these teachers coming together through shared passions for the beauty of a period in time. And nothing captured the impressive nature of this period more than the High Gothic cathedrals the Parker faculty attempted to enlighten us about. I still remember, all these years later, the lectures on how cathedral designers symbolically formed their structures into crosses—with a nave, a transept and a choir. I also learned my music teacher had a quixotic dream of someday traveling to Europe to see these fabulous cathedrals firsthand.

Little did I know I would someday share this dream and comprehend why these cathedrals inspired so much passion. I would also come to appreciate the way the added perspective of art can enhance the study of science.

Seven years after surviving Richard the Third, I entered my senior year at Haverford College. I had clearly picked this college because of its remarkably close resemblance to Parker: small, liberal arts, creative academic environment, progressive, entrusting in the responsibility of its
students, preparation for life instead of preparation for anything practical, etc. I had elected to become a physics major with no intention of ever pursuing a career in physics. But after being truly inspired in mathematics by Parker’s Barr McCutcheon for seven years, college math turned out to be highly devoid of interesting real-world applications or challenges. Barr used math to make the world a fascinating puzzle. In college, I found physics to be the next best thing.

Due to Haverford’s unparalleled academic freedom (no one can quite do progressive like the Quakers can), I could select a thesis topic on pretty much any concept I could think of as long as I convinced my advisor of its academic rigor and relevance to my physics major. This is when life chose to remind me about those High Gothic cathedrals the Parker faculty loved with a passion, and I began to form a personal relationship with the highest of the Gothic cathedrals in France, Notre Dame d’Amiens.

Bishops built cathedrals in the 1200s to impress. And nothing was quite as impressive back then as a high vaulted ceiling that created the illusion of reaching up to the heavens. I came up with the idea to analyze how this magnificently beautiful structure remained standing for 800 years and dissect the success of its design. The premise seemed like a perfect marriage of liberal arts disciplines—mixing science, art and history.

Notre Dame d’Amiens distinguishes itself as the tallest cathedral in France. Another cathedral in nearby Beauvais attempted to reach higher, but it collapsed. This left people at the time with the impression that, with Amiens, they had reached as
close to God as He would allow. The Bishop of Amiens desired to build this cathedral because he was not happy with his current church. He had wealth, and he wanted to impress. His builders broke ground on Amiens in 1220 AD and took about 50 years to build the cathedral's primary structural components. The completed cathedral, which he did not live to see, boasts twice as much interior volume as its more famous rival, Notre Dame de Paris.

The Haverford faculty could not provide direct support to me, though, since my analysis relied more on engineering disciplines any self-respecting liberal arts institution would deem “too practical.” I needed to seek out an additional advisor from the Engineering Department of our chief rival college, Swarthmore (think Latin!), for the go ahead. I had to learn several structural engineering analysis methodologies, find a software package that could perform the analysis and learn how to use it. Fortunately, in a move that surprised me, the Haverford Physics Department had no issue with paying for the software licenses I needed to perform the analysis and gave me special privileges within the computer lab to use their newest, souped-up computer—a brand I had never heard of before: Dell. Memory capacity was pretty tame in 1989, and the program continually crashed on me. Computer printing was pretty rudimentary, too. I had to use a plotter that moved a colored marker around a piece of paper when I wanted to convert my on-screen results to paper. To change colors, I would pause the plotter and swap markers. I also took screen shots with a borrowed camera to create slides I...
could present with a slide projector. I had the advantage of looking at the cathedral’s design with the hindsight of sophisticated analytic tools that did not exist at the time of its construction. The objective of my thesis was to see how a cross-section of the church managed the stresses and strains of “dead” loads, such as its own weight, and “live loads,” such as wind, snow and people. Through my analysis, I was able to pinpoint the locations of high stress within the cathedral’s walls and calculate whether the limestone material could handle that load level. I discovered isolated areas at important archways that looked unstable because of high tension.

My thesis concluded with a public presentation that attracted Haverford’s chair of the Art Department. He had the same passion for High Gothic cathedrals as the Parker faculty, and he had recently toured the notable French cathedrals—including Amiens. In a forum dominated by physics professors and majors, his perspective stood out. He had walked through my cathedral. For him, my analysis was not just a math exercise. He understood and appreciated the beauty in how Notre Dame d’Amiens brought form and function under one roof. He asked the best questions, including whether I had considered “divine intervention” as part of the reason the roof had not collapsed. As a firsthand witness to the structure’s grandeur, he served as a reminder that the cathedral was more than an academic exercise. It was a personification of beauty and human achievement. He also verified that, when he toured the cathedral, he found evidence of reinforcements and repairs in the areas I noted as areas of concern.

In preparation for my trip to Amiens, I started to teach my children the same lessons about the basics of cathedral design that I received during the course on Richard the Third, only to learn that nothing can amuse a 10-year-old boy more than the words “flying buttress”! My visit this summer occurred more than 23 years after I presented my thesis and 30 years after surviving my Upper School freshman year. Fresh off an overnight flight from the States, my family and I arrived in Amiens where the remarkable sight of Notre Dame d’Amiens’ steeple piercing the skyline welcomed us. After our GPS system took us on a few maddening circles, we finally found a place to park and ambled our way over to the cathedral’s front façade.

The cathedral did not disappoint. I could clearly see why pilgrims for hundreds of years would have been attracted to the edifice’s boldness and reported mystical healing powers. The intricate artwork of its façade is breathtaking. While Notre Dame d’Amiens has no shortage of symbols, to me it symbolizes the lesson I did not realize I was learning at Parker—the beauty of art fusing with science.

To read Ralph’s complete thesis, published by the Bryn Mawr-Haverford library, go to triceratops.brynmawr.edu/dspace/handle/10066/8439
One of my earliest memories, certainly of my Parker days, is of playing during recess on and around the delightful stone elephant that stood just outside the Little School. Exactly the right size for an entering student, that little creature exuded a lasting charm all its own, fondly recalled by me and my classmates many years later.

Exactly the right size for an entering student, that little creature exuded a lasting charm all its own, fondly recalled by me and my classmates many years later.

With the limestone creature now of Medicare age (along with many of its most ardent admirers), it’s understandably been in need of some rehab. So those of us in the class of 1963 who were at Parker by 2nd grade—call us the Little School Class of 1953—decided to do something about that. Our group, which includes Parker graduates as well as others who left along the way, contacted the skilled craftsmen at the Chicago Conservation Center. The marvelous results are evident in this article.

The sculpture is the work of Parker parent Sylvia Shaw Judson, who completed it for the opening of the Little School in 1942. At the time, Sylvia’s husband Clay Judson was serving not only as president of the Board of Trustees but also as co-chairman of the building fund for the Little School. Further, the Judsons’ good friends and longtime neighbors were John Holabird Sr. and his wife Dorothy. The two women were friends from childhood, while their husbands worked closely together for many years on the Board of Trustees. So it was only natural, when it came time to select an architect for the Little School, the Board turned to Holabird & Root. It’s not hard to imagine that at some point in the planning process, someone suggested that Sylvia had a contribution to make to the building project, one from her own hand that could in turn be touched—and loved—by every child in the Little School.

During a long and eventful presidency, Clay Judson proved to be a critical, even pivotal, figure in the school’s history who brought Parker out of the age of Anita McCormick Blaine—when one person directed, and financed, practically everything—into a modern era of shared governance and support. An idealist, Clay also knew how to turn those ideals into reality. Under his leadership, for example, and that of Principal Herbert Smith, African Americans joined Parker’s faculty, student body and Board of Trustees.

In an interview, Sylvia Judson described the piece simply as “a stone elephant in the primary school playground of the Francis Parker School.” But generations of Parker students have needed no introduction to this endearing work of art, its convenient trunk and ears inviting to climb, to hold, to hug. We hope future Lower School students experience the same delights from it that we did.
Franz Schulze is Hollender Professor of Art, Emeritus at Lake Forest College. He is a noted historian of art and architecture and a longtime critic and commentator. When Sylvia Shaw Judson put together a collection of photos of her work for a book in 1967, she asked Schulze to write the Foreword.

In 1952, when I joined the faculty of Lake Forest College, the town had long owned a reputation as Chicago’s most politically and socially conservative suburb. Nevertheless, World War II had been over for seven years, and fading from the daily news was the right wing habit of steering clear of the international world. Indeed, one of the Lake Forest community’s wealthier citizens, Adlai Stevenson, was running for president on the Democratic ticket.

A parallel development could be observed in the Chicago art world. In 1954 the College sponsored an exhibition, “Modern Art in Lake Forest,” that would have been hard to imagine in the 1930s and 1940s. Organizers included a group of Lake Forest women who surveyed their town and persuaded owners of non-representational art to lend their possessions to the show. Several of the women were artists in their own right. Suzette Zurcher, heiress of the Morton Salt fortune, was a graphic designer who owned her own publishing press. And Sylvia Shaw Judson, the wife of a highly respected Chicago lawyer, was a nationally recognized sculptor. It is to Sylvia Judson that my recollections pertain here.
My lasting impression of Sylvia was identical with that of everyone who knew her. She was pretty, friendly and gentle, but she had the unmistakable quality of someone with a professional mission. However, my opinion of her as a person did not correspond with my judgment of her work. At the time, that is. I felt it did not belong in the “modernist” classification I had learned as a student at the School of the Art Institute of Chicago, a point of view that favored abstraction and/or bold simplification of recognizable form. I was uneasy when I was asked to write the foreword to a book about her sculpture, *For Gardens and Other Places*. Too conservative. It reminded me of the sculpted figures that often appeared on the facades of Federal post offices built during the 1930s: realistic bodies slightly simplified but still too close to nature for my taste. Then I began paging through the images prepared for Sylvia’s book and my mind changed. Many of these pieces were NOT all that realistic. She had taken subtle liberties with them that increased their expressiveness. It was an art that was gentle but firm—just like her. It proved easy to write that foreword and to make it appropriately laudatory.

And then there was her father, the architect Howard Van Doren Shaw, whose masterpiece is Market Square (1916) of Lake Forest, a group of elegant shops and offices that constitute the first American shopping
center designed with automobile parking in mind. At the time the Square opened, Sylvia was a nineteen-year-old art student in the classes of Albin Polasek at the School of the Art Institute of Chicago. The elder Shaw gave Sylvia a curious present. He left one niche empty on the north elevation of the Square, directing her to fill it with one of her works. She did so, but she took her sweet time about it. One day in conversation she told me that she was among the patrons of a dancing school for Chicago boys—in one of the city’s more impoverished neighborhoods. She had sculpted a figure of a boy and had it installed in the aforementioned niche. This was in 1976—sixty years after her father had commissioned it. If patience and determination were required—posthumously—of Shaw, those virtues were inherited by Sylvia. Evidence: I recall—again 1976—leading a tour of French Romanesque churches. One day after exploring the ground floor of the cathedral at Autun, we found ourselves missing Sylvia. I finally found her in the triforium, some fifty feet above the floor, where she was sketching, very deliberately, some of the columnar sculptures.

My latest encounter with Sylvia’s work took place in 2011 at Francis W. Parker School in Chicago, where I was shown the stone elephant that she did for the opening of the Little School in 1942. It is perfect Sylvia Shaw Judson: she took a monumental creature—true “king of the jungle” (not the lion)—and turned it into an amiable object, a winning combination of animal and plaything. The photos I’ve seen of kids riding or sitting on it indicate that they have responded to the sculpture exactly as Sylvia would have wished.
The Field of Your Eyes
By Dan Frank

We have a city-field.

We play between the alley dumpster and the skyscraper’s rooftop garden.

We are neighbors to streets and lake and zoo and we are home to our new high-tech meadow of plastic grass.

We are children of carpool traffic and street bus travel.

We hear sirens and motors and the echoes of cheers a century old.

We play in our heads and we play on our field, waving to crowds, gliding through breeze, rolling giant snowballs during recess—snow angels, us all, looking to the sky, wondering, wondering, as we jump and tumble for fun, racing against the clock and the sun.

We have a city-field.

We watch you play between alley dumpster and the skyscraper’s rooftop garden.
We, too, are neighbors to streets and lake and zoo and are home to our beautiful high-tech meadow of plastic grass.

For we are the lion’s roar, the splash of our saltless sea, the smiles of the women and men who live in this neighborhood and we applaud you all for the urban beauty and human joy you breathe into Chicago’s city air.

And we are the spirit of Parker graduates everywhere chanting, then and now, “FWP, a little louder, FWP, a little louder!”

We are the K-Walkers, Big Brothers and Sisters, friends and classmates.

We are the security guards, the maintenance men, the kitchen crew, the administrative staff; we are all standing here with you, under clouds and sun, on our treasured city-field, hearing the crazy piercing sirens and constant roaring motors and your sometimes telling whispers of pride and doubt.

For we are your teachers with our sights set on the horizon of your lives.

And we are your parents searching the field of your eyes for the biggest prize: the sweet, twinkling radiance of your lovin’ of the game.

On Tuesday, September 25, the school welcomed students, teachers, staff, trustees, parents, alumni, parents emeriti, grandparents and friends to a special Morning Exercise to celebrate—complete with bagpipes playing—the official opening of Parker’s new synthetic turf field. Those who came participated in an all-school photograph to mark this historic moment, standing in formation to create the letters “F-W-P” on the new field (see following page). The people below are waving to the photographer, who was on the roof of the Webster House building across the street.
Alumni Reconnect

(L–R) Presenter and Parker parent Joe Mansueto, founder and CEO of Morningstar, Inc.; event chair Jeremy Goldblatt ’92; presenter and parent Ray Cahnman, founder and chairman of Transmarket Group; event chair Dan Furhman ’87; and presenter and parent emeritus Steven Koch, recently vice chairman and co-chairman of Credit Suisse’s Mergers and Acquisitions Group, now serving as Deputy Mayor of the City of Chicago, at Parker’s Financial Symposium.

Ralph Shayne ’85 (L) and Harrison Freund ’08 at the Alumni Soccer Match during Homecoming/Reunion Weekend 2012.

(L–R) Presenters Justin Hall ’93, director of culture and communications at ngmoco), a subsidiary of Japanese mobile gaming company DeNA; Fletcher Rothkopf ’01, manager and project lead in the Product Design group at Apple, Inc.; and Adam Smoler ’97, head of Platform Ad Formats at Google, with moderator Dan Furhman ’87, CFP and senior vice president-investment officer with Wells Fargo Advisers, at Parker’s Bay Area Technology Symposium.

(L–R) Parker parents Rosalyn Watson ’82, Hubie Greenwald ’85 and Geoff Gist ’79 with Michael Zoller ’88 at Parker’s Real Estate Symposium.
Class Notes

1940
Haskell Wexler appeared during the 2011 Chicago International Film Festival as part of its “Chicago Connections” series featuring notable Chicagoans who have left a mark on the film industry. He was shooting in Chicago for Occupy NATO. He was asked to speak at classmate Barney Rosset’s memorial in New York.

1944
Chris Holabird and wife Rhoda visited from California to see their granddaughter Olivia (14), also from California, perform in a dance recital as the culmination of an internship with Chicago’s Joffrey Ballet.

1946
Bob Cahen celebrated 50 seasons of photographing at San Francisco Opera and was featured in its September 2011 magazine. His interest in theatrical photography began in 1959 at Lyric Opera of Chicago, and he has since captured many of the world’s greatest operatic performances on film, including more than 1,000 productions as well as stage portraits of the most renowned singers of our time. His work has appeared in numerous publications and on more than 70 albums and recordings, as well as multiple book jacket portraits for Luciano Pavarotti and Placido Domingo.

1952
George Malko has a website, georgemalko.com, that highlights the many facets of his extensive literary career. Whether it is TV, novels, theatre or non-fiction, visitors are able to get an inside view into his various works.

1954
John Loeb had rotator cuff surgery in early April. On a happier note, he reports he and his wife Joan took a trip to Banff and Lake Louise in Canada in July and spent a week in Kennebunkport, Maine for a wedding in October.

Julie Unger Mann reports that her oldest granddaughter has completed her first year at Marist College in New York, where she is on the water polo team. Her other granddaughter Hailey (sophomore in high school) is a member of the local Madrigals, which will perform in St. Petersburg and Italy next summer.
Dorothy Ramm traveled to San Cristobal de las Casas, Mexico in February with a group from her church, visiting two local churches and sightseeing. She took a Smithsonian tour to Iceland and Greenland in early August. A geologist from the Smithsonian accompanied the group, giving lectures and providing information on Iceland's volcanic and glacial formations. She writes, “I was reminded of studying geology with Miss Greenebaum in 8th grade, as some of the terms our lecturer used were familiar to me from that time.”

George Stone, although recently retired from the faculty of the Wisconsin Institute for Torah Study, continues teaching full time at the Milwaukee Area Technical College and remains active in his profession of geology. He presented a paper at the 34th International Geological Congress in Brisbane (“Climate Change Mitigation: International Imperative and Geoscience Responsibility”) in between field trips to Papua New Guinea and South Island, New Zealand. He also presented a paper at the Geological Society of America Annual Meeting in Charlotte and co-chaired a Technical Session, “Rapid Sea-Level Rise: Past, Present and Future.”

1960

Patti Guthman Silver has entered the shoe hall of fame, joining Christian Louboutin, Manolo Blahnik and Miuccia Prada. For 40 years, she had a “magical eye,” introducing the fashion icons of the shoe world through the boutique she owned, Fred Segal Feet. She was known for taking risks and selling the newest, craziest and most imaginative shoes and handbags worldwide. There was not an entertainer in movies and the music world who did not shop with her. When she moved from Chicago to Los Angeles, she canvassed LA for a location, and as she wandered into Fred Segal, all four Beatles were shopping there, so she knew that was the place to set up shop. Patti is now retired, concentrating on the numerous charities she is involved with, sculpting and traveling. Her favorite place is Africa, where she has been seven times and even went gorilla trekking. Last October she discovered orangutans at Camp Leakey. She and her husband Stanley have three children and eight grandchildren.

1961

Larry Levin and wife Hara love playing with their three adorable grandchildren: Noa Belle Levin (4) and twins Ivy Elisabeth Levin and Asher Blake Levin (2).

Phillip Moll writes, “Last December, Guy Guilbert and I visited our classmate Linda Ruck Cowan in Los Angeles, whom neither of us had seen in 60 years. She left Parker after 3rd grade, much to our dismay at the time. Parker friendships being what they are, the hiatus did not pose any problems to our resuming the conversation where we had left off in 1952, but for the future, we are planning to reduce the intervals between visits. It was delightful—even awe-inspiring—being together again.”

1964

Jane Rath Dickie retired from Hope College in Holland, Michigan after 40 years of college professing in psychology and women’s studies. She writes, “It has been a wonderful career for me, carrying on the learning approach of our ‘embryonic democracy.’ I never lost the ideals of students taking responsibility for their own learning and of an institution that listened seriously to what they had to say. I did find that many times it was an uphill struggle. But as others have said, you do not have a democracy if you do not continually struggle for it. Currently I’m devoting my time to getting progressives elected both locally and nationally, working on boards for agencies that seek inclusiveness for lesbian, gay, bisexual, transgendered, queer folks in the Reformed Church of America (also a bit of a struggle); also on our local sexual assault and domestic violence agency board, the Center for Women in Transition. When not seeking justice, I am enjoying traveling with my life partner Larry and especially visiting our children and grandchildren. Peace and love to all of you with whom I shared my growing years.”

The work of Jean Holabird was featured in an art show last fall commemorating the 10th anniversary of 9/11. The show was curated by Kristin Jefferson and took place at LaGuardia Community College, where Kristin (“Cookie”) is a professor. Jean’s work also appeared in two other shows last fall related to 9/11.
Allison (Cooley) Scott is director of communications for The Broadmoor resort in Colorado Springs, a position she has held for more than 12 years. Prior to that, she spent nearly 30 years in Aspen, Colorado, serving in numerous PR positions, most notably for the Aspen Skiing Company and Snowmass Village Resort Association. She has been married for 24 years to Allen Scott, director of guest services for the Wyndham Grand Hotel in downtown Colorado Springs. They relocated to Colorado Springs in 2000 so son Jeremy Abbott could pursue his competitive figure skating career. Now living and training in Bloomfield Hills, Michigan, Jeremy is three-time U.S. National Champion and represented the U.S. in the 2010 Olympics in Vancouver, Canada. He is currently training to try and secure a berth on the 2014 Olympic Team. Allison's daughter Gwen Abbott Asmussen, a former X Games competitor, is married and living in Estes Park, Colorado, where she is a personal trainer and an inn keeper at Taharra Lodge. Allison's stepson Aaron is a general manager of Marriott Courtyard in Houston. He is married and has a daughter, Sophie, who just turned two. Allison's mother Sydney Gordon moved from Chicago to the Springs six years ago but continues to be an active member of the Columbia College Chicago board of trustees.

Jim Perlman and some of his Parker friends held a mini-reunion at Wrigley Field. Since the alumni are not in a perfect formation, imagine a clock. In the center of the clock, where the hands would be, and with the checkerboard shirt: Clifford Bass. At seven o'clock, in front with Cubs hat: Skip Herman ’71. Continuing clockwise: Sandy Sandquist, Julian Kerbis, James Marienthal ’71, David Marienthal ’69, Randy Server ’69 and Jim Perlman.
Debby Blank’s first collection of poems, The Explosion of Binary Stars, has been published by Shearsman Books, available on Amazon. The thread running through this collection is her brother Andy ’75, who died in 2010 from cancer. These poems are a true love story and a powerful part of Debby’s life. Other poems offer an intimate look at issues of illness, informed by her work as a primary care physician. Some of these poems have won prizes and were published in various literary and medical journals.

Melissa Shiflett graduated from the American Conservatory of Music with degrees in performance piano and music composition. Her teacher, composer William Ferris, urged her to put her songwriting skills and experimental theatre background (after years of being resident composer to the Dream Theater in Chicago) to another use: writing operas. Her operas and songs have been performed numerous times by such diverse organizations as New York City Opera on its first Annual Showcasing American Composer Series, La MaMa, E.T.C., the 92nd Street Y, the American Chamber Opera Company, New Dramatists and The Construction Company, all in New York City. The Peabody Chamber Opera Institute at Johns Hopkins University staged a full production of her opera Dora. She is grateful to Parker for its Morning Exercise tradition as it gave her unlimited access to performing whenever she felt like it, which was often. She lives in New York City with her husband Yuri Kalina. Their daughter Rachel is attending Johns Hopkins University.

1971
Skip Herman met up with some Parker friends to take in one of the last Chicago Cubs games of the 2011 season. (L–R, back row) Sandy Sandquist ’70, Julian Kerbis ’70, Nick Bogert ’70, Jim Perlman ’70, (front row) Skip Herman, Gardy Stern and Henry Davis.
Christian B. David (aka Chris Brown) (second from R) splits his time between film editing, acting, singing and providing financial services. He writes, “When I was 11 years old and living in Cabrini Green, I sang and played piano in an NBC pilot called Save My Place (it later became Bubblegum Digest, kind of a local Mickey Mouse Club). Producers Bob Kaiser and Joyce Rubin explained technical aspects of the production as we recorded the pilot, and I became hooked on the technical side of TV. That’s the year I came to Parker (1974) and subsequently took an elective course in 8mm filmmaking taught by Richard Handschuh. Since then, I’ve been selectively weaving through various forms of artistic production. Two years ago I had a stroke, which altered the nerves in my fingers and my mouth. Somehow I rationalized that a good comeback would include opening my mouth wider than ever so I wouldn’t lose flexibility. So I auditioned for the ensemble tenor part in Harry Chapin’s musical Cotton Patch Gospel at Provision Theater in Chicago and got the part. There were 30 performances, 20 passionate songs each night, and it got great reviews. I loved every moment of it. Last winter I sang in The Christmas Miracle of Jonathan Toomey at Provision Theater for many sold-out performances. By then, the visible effects of my stroke were gone. I do realize that each day is a gift and I focus on the creative part I’ll be required to play day by day.”

1979

Andy Chukerman (R) caught up with fellow Parker alumni (L–R) Michael Weisman ’12, Adam Weisman ’08 and Devin Law ’08 in Los Angeles.
1981

Laura Pincus Hartman was one of 60 “extraordinary women” featured in *Fast Company* magazine in June. She organized a benefit for L’Ecole de Choix/School of Choice in Haiti, held at Parker in October, which raised more than $115,000.

Jane Saltzman was named executive director of Earth Vision Trust, “which invites you to explore the world of the Extreme Ice Survey. Be on the lookout for a new documentary, *Chasing Ice*. Discover the extraordinary efforts of James Balog and the EIS team to capture the disappearing glaciers through time-lapse photography. Look for installations in airports around the world, educational materials in the schools and more. Learn more at earthvisiontrust.org.”

1982

Leo Quigley is a director at Social Finance in Boston, working to mobilize private capital to solve social problems. Social Finance UK developed the world’s first Social Impact Bond, aimed at reducing recidivism among prisoners exiting the Peterborough Prison outside of London. Socially motivated investors put up the capital to fund an integrated program to help stabilize ex-offenders in the community and earn a financial return if, and only if, the program measurably reduces recidivism compared to a control group. Similar efforts are now underway in Massachusetts, New York City and New York State, with growing interest around the country. Leo is working on projects to expand the use of this tool in the U.S., raising investment in prevention programs that save taxpayers money and create better social outcomes in areas such as disconnected youth, ex-offender reentry, child health, early education and aging in place. Leo left the Boston Foundation in April 2012 to pursue the opportunity to grow this exciting field.

1984

Billy Zane (L, holding daughter Ava) visited Parker and ran into classmate Chris Riff, who teaches Upper School mathematics, as well as their former teacher Michelle Hirsch.
1986

Christopher Breu was named a Fulbright Scholar by the 2011–12 Fulbright Scholars Canada Program. He spent last fall as a research chair in globalization and cultural studies at the Institute on Globalization and the Human Condition at McMaster University in Hamilton, Ontario.

1989

Brian Buchanan was inducted into the College of Wooster, Ohio, Athletic Hall of Fame. He was an outstanding basketball player and his coach, Steve Moore, credits Brian as having been the most versatile defensive player he's ever had and one of the two or three best overall on the defensive end of the court. Brian is president of Lucia Bay, Inc. (luciabay.com), which specializes in high-end men's grooming products.

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


Ron Lieber is working on a book called The Opposite of Spoiled, which will make the case that money is one of the best teaching tools parents have for turning out kids that are generous, modest, gritty, independent, thrifty, worldly—all the things that add up to the opposite of spoiled. He is sharing what he's learning about building family conversations and rituals around money throughout the reporting process at facebook.com/ronlieberauthor and ronlieber.com, and he would love input from the Parker community. Harper Collins will publish the book in the second half of 2014. Ron still lives in Brooklyn, where he's been since 1994, with his wife Jodi and six-year-old daughter Talia. He remains at the New York Times, where he writes the “Your Money” column most Saturdays.
LaVenia Jean LaVelle, after 16 years in private sector PR/communications around the country, moved to DC to serve as the only African American female senior outreach communications director for Majority Leader Harry Reid and national radio/TV booking director for the Senate Democratic Caucus. In 2011, she moved to Charlotte, North Carolina to serve as director of press operations and pre-convention logistics for the 2012 Democratic National Convention (DNC) Committee. She is a graduate student at University of Southern California (USC) working on a master’s in communication management, which she expects to complete in May 2013.

1990

Amy Kohn married her Italian love Claudio Galdiolo in Padova, Italy last September, with Courtney Doyle and Rebecca Waugh by her side, and the couple just welcomed their son Giordano into the world. When Amy is not singing “Heigh Ho, Come to the Fair” to Giordano, she’s finishing her new album, with many songs inspired by her new life in “The Boot.” Find out more at amymusic.com.

Regan Schnoell and husband Thomas, Consul General of Austria in Chicago, were married in September 2011.

1995

Nicole Diamond Austin is alive and well and living in Culver City, California. After three years as a marketing manager at Warner Bros., she transitioned to a position as the merchandising manager for the Sony Reader Store, where she combined her love of entertainment and book publishing while merchandising Sony’s e-commerce site for electronic books. In October 2011, she and her husband Reggie became newly minted homeowners, and on December 11, 2011, they welcomed their second daughter Maya Abigail Austin, joining big sister Adina Rose.
Jessica Gaines-Lehman lives in Switzerland—a country she could not find on a map while at Parker (geography is hard)—still can’t drive (hits parked cars), but has become an adept skier and a soccer fan. She has yet to produce offspring, but when she does, she vows to give them strange European names, like Søren, Henrik or Mads.

Sarie Winner Keller continues to practice local government law and engage in the competitive daily sport of trying to find parking near Parker to drop off and pick up her son Max, who is in 2nd grade. Max’s sister Sascha celebrated her third birthday with Colonels past and present, including Aaron Rice and family, Jeremy Goldblatt and family, and Erica Simmons. Erica is one of Max and Sascha’s favorite visitors and has already informed the kids that Madison is only two and a half hours away, so there are no excuses not to visit.

Jon Landan and Andrew Landan appeared on the cover of Time Out Chicago in July.

Dakota Prosch is head teacher of a 9–12 classroom at Near North Montessori in Chicago. She continues to travel with the Windy City All Star roller derby team, which is fourth in the nation and fighting for the national title. She was between houses with her husband Fernando and three-year-old son Gabriel, but was hoping to buy in Old Irving Park this fall.

Aaron N. Rice and his wife Dana announce the birth of a healthy baby boy, Jacob Marcus Rice, born December 27, 2011. Baker & McKenzie elected Aaron a partner in the firm’s Corporate and Securities Practice in Chicago. He routinely advises public companies on a wide range of corporate and securities transactions and securities regulatory and compliance matters. He has experience in public and private securities offerings, mergers and acquisitions, joint ventures, corporate governance and other general corporate matters. Aaron received his J.D. cum laude from the University of Illinois College of Law and his B.A. from Emory University.
Erica Simmons, after seven years of research and travel to many exotic locales, including Bolivia during a near civil war and Mexico during the swine flu outbreak, has graduated from the University of Chicago with a Ph.D. in political science. Given her love of the Midwest and snowy climes, she decided to join the faculty of the University of Wisconsin-Madison as an assistant professor of political science. In addition to teaching curious undergrads about the intricacies of revolutions and riots in Latin America, she plans to use the opportunity to learn how to ice fish.

1996
Alok Appadurai was featured recently in Social Innovator of the Week, which “honors and highlights individuals with innovative business ideas and solutions that support a wider community of people both on and offline.” Alok received this attention for co-founding Fed By Threads, which creates inspiring shirt designs that feed people at the same time. For every shirt that Alok and his partner in crime Jade Beall sell, they will provide 12 meals to food-insecure Americans. Some of their core beliefs: “fashion that feeds” and “fighting hunger in our own back yard.”

Scott Vold wanted to pass along some exciting news about Fibroblast, which he co-founded with Dr. Andrew Albert (Rachel Levin Albert’s husband): the health care software company was accepted into the 2012 class of Excelerate Labs, a Chicago-based startup accelerator and seed fund, recently ranked by Forbes as the Top 3 startup incubator in the U.S. Several hundred companies applied, but only the top two and a half percent were accepted, and Scott and the company feel privileged and honored to be included in that group.

1997
Sarah Haskins received word that ABC has ordered a pilot of Trophy Wife, a half-hour television comedy she wrote and executive produced with Emily Halpern and also executive produced by Bad Teacher writers Lee Eisenberg and Gene Stupnitsky (NBC’s The Office). Trophy Wife centers on reformed party girl Kate, who finds herself with an insta-family when she falls in love with a man with three manipulative kids and two judgmental ex-wives. Sarah and Emily wrote the feature script Book Smart, which was optioned by Fox, as well as the Universal script Lunch Lady and New Line’s Work Wife. Sarah wrote and starred in Current TV’s SuperNews and Infomania.
1998

Eric Holobow had a show of his photography entitled “In Decay – Stitching America’s Ruins” at Michigan Avenue Galleries.

1999

Katie Nordine moved back to Chicago with her husband Dave Heltibrand and their son Nils. She is thrilled to head up alumni relations efforts for all her fellow Colonels!

2000

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

2002

Zack Rosen had a piece in the Huffington Post about the passing of Frank Kameny, one of the pioneers of the movement for equality and a treasured member of Washinton DC’s LGBTQ community.

Jacqueline Shaprow’s daughter Arianna Shaprow Crain turned a year old in May.

2004

Julie Raskin writes, “After four years at a wonderful job in New York City government with the NYC Parks Department, I am taking some time off to travel this summer before starting a full-time M.B.A. program at the NYU Stern School of Business this fall. I look forward to visiting Chicago in August to catch up with family and Parker friends. A highlight will certainly be kayaking in the Chicago River with Urban Kayaks (a new thriving business venture launched by Aaron Gershenzon and James Morro). Working in NYC government has been a fantastic experience
and I have been fortunate to collaborate on a couple projects with fellow Parker alumni, including Shelby Kohn ’96 (currently at the NYC Dept. of Finance) and Brian Levin ’07 (currently at NYC Digital in the Mayor’s Office). I am looking forward to starting graduate school this fall, especially after receiving guidance on class registration and professors from Jake Berlin ’99, who recently completed an M.B.A. at NYU Stern.”


2005
Emily Reeves writes, “I graduated from Duke in 2009 with a B.S. in chemistry and began working at the Hospital for Special Surgery in New York as a research coordinator on an observational clinical study examining the possible causes of pregnancy complications in women with lupus. Just before I left, we submitted an abstract (of which I’m an author) to the American College of Rheumatology that was presented at their annual conference in Chicago in November 2011. This past August, I started my second year at Temple University School of Medicine and am absolutely loving it still.”

Bob Willis represented the U.S. in windsurfing at the 2012 Olympic Games in London, finishing 22nd out of 38 but reaching seventh place during competition.
2006

Jillian Williams-Dimas is working as a gallery assistant and VIP client liaison at the Jackson Jung Gallery, which recently presented a show of former faculty member James Mesple.

2007

Timeica Bethel has returned to her Chicago roots with Teach for America and is teaching in a school on the South Side.

Natalie Bergman and her brother Elliot, who are the singing duo Wild Belle, made quite a splash at the SXSW festival in Austin.

Gina Chen writes, “I came back from China in July; I was there thanks to a Fulbright research grant for 2011–2012. My research focused on the grassroots cultural and community rebuilding after the 2008 Sichuan earthquakes, in the context of Southwest China’s rapid urbanization. The research built on raw data provided by the Chinese State Council and the Sichuan Academy of Social Sciences by comparing and contrasting community and religious cultural life before and after the earthquake through extensive fieldwork and ethnographic interviews with local residents, earthquake survivors and tourists. The research shed much light on inadequate residents’ rights protection and the existence of widespread inequity after the earthquake in areas such as housing, the distribution of resources, employment and land settlement. I assisted the Beichuan County, one of the two major epicenters of the earthquake and the only autonomously governing Qiang ethnic county in China, in applying for relief and aid to the U.S. Ambassador Fund for Cultural Protection in the restoration and preservation of many indigenous artifacts, many of which were badly damaged in the earthquake, as well as documenting the Qiang people’s religious ceremonial rituals, songs and folk stories. At the end of my research, I presented my findings to both Chinese and American audiences at the U.S. Consulate in Chengdu and presented (in Chinese) to scholars at the Sichuan Academy of Social Sciences and Sichuan University. I hope my research findings can encourage more people to stay engaged in the long-term recovery and community-rebuilding process after popular media channels have stopped their coverage, and to tell the stories of relocated survivors who are still struggling to make ends meet but have put their hearts into the long battle ahead in rebuilding religious and cultural lives centered on key sites, most of which have been badly damaged and remain unfunded to this day.”
Brian Levin was featured as one of 36 “Reader Memories of Steve Jobs” published by the New York Times after the death of the innovative, iconic figure.

Mike Whitford finished in 11th place at the ICSA Co-Ed Dinghy National Semifinals in Annapolis, Maryland.

2008

Max Scodro was unanimously chosen by the Big East collegiate league’s 12 head coaches as the 2012 BIG EAST Men’s Golf Player of the Year, after leading the Irish to their second straight title. This is the second year in a row Scodro has earned the honor after claiming the individual title at the BIG EAST Championship.
2009
Elizabeth Epstein received Yale University’s Lisa Rosenblum Award as the most valuable player on the tennis team.

2010
Logan Roth performed at Spertus Institute in a concert in which young Chicago musicians went “toe-to-toe with the masters,” part of the Jazz Institute of Chicago’s Jazz Links program.

2011
Nikki Zakheim and Andres Ramirez participated in a film project during their senior year at Parker that was featured at a special event at Columbia College Chicago. The film Your Social Life tackles the issues around bullying in the age of social networking.
In Memoriam

Marie “Cyrilla” Dorn Langeais ’30

Bob Schmitz ’31 was chairman of the Department of Surgery for Mercy Hospital & Medical Center. A retired Lieutenant in the U.S. Navy Reserve, he saw active duty during World War II. He graduated from the University of Chicago and its Medical School and received his surgical training at the Mayo Clinic. He was married to Mary Jane (English) Schmitz, and he was father of five, grandfather of eight and great-grandfather of five. Bob was passionate about his Parker experience. His family encourages all who knew him to make memorial donations to Parker in his honor.

Celeste Holm ’35 was an “actress who made an indelible Broadway impression as an amorous country girl in Rodgers and Hammerstein’s Oklahoma!, earned an Academy Award as the knowing voice of tolerance in Gentleman’s Agreement and went on to a six-decade screen and stage career,” according to an obituary in the New York Times. She also was nominated for Academy Awards for her roles in Come to the Stable and All About Eve, and she appeared in eight Broadway shows during the 1950s and ’60s, including The King and I, Mame and Anna Christie. Profiled in the Winter ’99 issue of Parker Magazine, Holm remembered being “very happy at Parker. …[Principal Flora J.] Cooke was a marvelous lady. …She knew I wanted to be an actress, and the motto of the school was ‘everything to help and nothing to hinder,’ so she suggested…I take a class in the classics at Chicago University. …I was absolutely the most cooperative citizen from then on. I never broke the rules because I had been treated with respect.” Parker’s drama teacher John Merrill supported Holm in her mission to become an actress. “My mission was to do plays that would give the audience a wonderful present, something to cherish—plays that had a point, that had meaning, as all good writing has.” She leaves husband Frank Basile and two sons from earlier marriages.

Barney Rosset ’40 was responsible for the fact that numerous generations of Parker students can go to the school library and find such literary works as D.H. Lawrence’s Lady Chatterley’s Lover, Henry Miller’s Tropic of Cancer and William S. Burroughs’ Naked Lunch. As owner of Grove Press, a small, defunct publishing house he took over in 1951, Barney fought protracted legal battles against censorship to secure the right to publish. He introduced Americans to such playwrights as Samuel Beckett, Jean Genet,
Eugene Ionesco, Tom Stoppard, Harold Pinter, Edward Albee and Parker’s own Edward Gorey ’42 and David Mamet ’65, as well as Beat Generation authors William S. Burroughs, Allen Ginsberg, Jack Kerouac and more through his magazine *Evergreen Review*. He later took up his cause in the film world, most notably purchasing the American distribution rights for the Swedish film *I Am Curious (Yellow)*. During WWII, Barney had made films in China for the Army, and after the war he continued film-making, including producing *Strange Victory*, a film about racial discrimination in the U.S. In the 1960s, he published *The Autobiography of Malcolm X*, which Doubleday had planned to publish until the civil rights leader’s assassination, at which point they declined to do so for fear of reprisal.

He enrolled at Parker in 7th grade, where he and classmate Haskell Wexler (the Academy Award-winning cinematographer) became best friends and remained close more than 70 years later. Barney’s Parker senior yearbook described him as “one of those unusual personalities who is outstanding in many fields. …The two Trivia which will ever call him to our minds are flashy automobiles and a hilarious laugh.”

In 1949, Barney married Parker alumna Joan Mitchell ’42, who forged her own career as one of the world’s leading abstract expressionist painters; they divorced in 1952. In 1988, the PEN American Center presented Barney with its Publisher Citation for “distinctive and continuous service to international letters, to the freedom and dignity of writers, and to the free transmission of the printed word across the barriers of poverty, ignorance, censorship and repression.” He was awarded Commandeur de L’Ordre des Arts et des Lettres by the French Ministry of Culture in 1999.

Barney leaves his wife, Astrid Myers, managing editor of the online archival edition of *Evergreen Review*. They lived in New York City.

**Robert Pritzker ’44** was a member of Parker’s Board of Trustees and parent to Jim ’68, Linda ’71, Karen ’76, Matthew and Liesel. Several years ago his family established the Robert A. Pritzker Visiting Scientist•Inventor•Engineer in Residence program at Parker to honor his love of science and learning. Bob “was known for building The Marmon Group, once a small Ohio-based manufacturing business, into a massive industrial conglomerate,” according to the *Chicago Tribune*. “Its products include railroad tank cars, supermarket shopping carts, construction crane services, wire and brass products and Wells Lamont work gloves,” reported the *Chicago Sun-Times*. He served on many civic and cultural boards,
including the Chicago Symphony Orchestra, Lincoln Park Zoo, the Field Museum and Rush University Medical Center, and he was a longtime supporter of the Illinois Institute of Technology, where he earned a degree in industrial engineering at age 19. He has 10 grandchildren and two great-grandchildren.

Susan Healey Peters ’45 was an educator, social worker and librarian. She had four children, a grandchild and three great-grandchildren. Classmate Gail Coningsby Barazani writes, “Susan Healey and I were friends from 4th grade at Ravenswood School in Chicago and attended Sunday School at 4th Presbyterian Church through high school. By mysterious sources we ended up with scholarships in our sophomore year of high school. Parker was a wonderful experience for both of us during WWII years 1942–1945 when we went on to colleges—she to University of Wisconsin and I to Carleton College and University of Chicago. She had three children with her first husband and later Manuel with her second husband, studied anthropology in Arizona and worked in a folk art museum, previously at the University of Chicago Lab School. She and I remained friends by phone and mail all those years and went to our reunion a few years ago and were delighted to see the ’kids’ from our class much the same as they had been as adolescents. She was lucky enough to drop dead instantly with a smile on her face, so I did not grieve for her.”

David B Heller ’49 was a former president of Parker’s Board of Trustees and Life Trustee, parent emeritus and grandparent. According to Principal Dan Frank, “David had a great vision for Parker, and his vision is part of the legacy he provided for us. David said he was happy that he and his wife Diane could help Parker build our new auditorium. But far more important to him was his commitment to providing Parker with the funds to support financial aid. Always grateful that he and his sister, Racky Newman ’45, received financial aid that allowed them to attend Parker, David wanted, above all else, to give the gift of education to more students by increasing the school’s Scholarship Fund to enroll more financial aid students at the school. This is why he and Diane established The Diane and David B Heller Scholarship Fund: An Additive Fund to provide Parker with the means to increase financial diversity at the school.” David was the president and founder of Advisory Research Inc. and past governor of the Midwest Stock Exchange and Chicago Board of Options. He has two children, two stepchildren and six grandchildren.
Lynn Reinwald ’52 “was always very proud of her school,” according to her daughter-in-law Janet LeRoy.

Judy Beasley Gates ’54 is remembered by classmate Lois Meyers for “her beautiful voice and her kindness.”

Margie Cotner Potts ’77 lived in Oakland, California with her husband Jim and daughter Nora. Classmate Rebecca Lieb shared the following: “Margie was always highly artistic and drawn to art and design (I remember the two of us were the elected co-heads of Art Week at FWP). She was a landscape designer; she got an advanced degree later in life. Margie and I bonded in studio art classes at FWP. We shared art books and newly discovered artists with one another, and we often spent our free time touring Chicago museums and galleries together; we both loved art history as much as making our own art in Jim Mesplé’s classes. Margie was so beautiful, with such an exquisite porcelain doll face. She looked so sweetly innocent, but her looks betrayed what was often a slightly wicked sense of humor and a mildly rebellious streak. I still treasure our class graduation photo; Margie and I are the only two girls who are not wearing white.” Margie’s brother John ’75 lives in Sumter, South Carolina, and sister Patty lives in the Chicago suburbs. Please make donations in Margie’s name to East Bay Agency for Children’s Circle of Care (ebac.org/programs/circle/).

Debby Winsberg ’78 lived in Belmont Heights in California, taught tai chi through Long Beach Parks and Rec for 17 years, was an avid swimmer and loved to sing and play guitar, according to an obituary in the Belmont Shore-Naples Patch. She worked as an actress and voiceover artist, and she had other freelance jobs. A friend said, “She’s a musician, she sings, she plays guitar, she writes music, she acted, she’s so fun and playful. She was vibrant, and cherished her friends. You felt her love. That’s the Debby she always was, and that’s the Debby we’re going to remember.”

in about 9th grade. He tended to keep a bit quiet then, particularly in large groups, but I learned quickly how intelligent Rich was, and also how funny and eccentric he was.

“In 9th grade, Rich, Philip Shayne and Maya Weisman’s brother Jordan ’79 taught me how to write software—literally one command at a time. We would hang out in the computer lab, usually after school. We had very simple computers at the time—Commodore PETs. …If memory serves, we had two of these Commodore PETs, and usually Rich, Jordan, Philip or I were using both of them, and there were a few other kids working on them occasionally, so we had to share a lot. And sharing made it a lot easier for newbies like me to learn more quickly. …Weeks of after school programming passed. Then months. And we all got pretty good at programming. …Rich was way over my head whenever he talked about the relative merits of different microprocessor architectures. All I learned from those conversations was that Rich was brilliant.

“…Rich and I continued our friendship throughout high school. It tended to be focused around computers, but that was just fine with us. I remember when he told me he’d be going to Rensselaer Polytechnic Institute (RPI) in Troy, New York (‘an armpit of the universe,’ he quickly offered). It made sense. He’d be able to reach new heights of computer engineering prowess. I never did visit Rich at RPI, but when we graduated from college, we were back in Chicago, and so was Jordan, who at this point was running his own company. Periodically, Jordan would put me and Rich to work on the same project, and it was great fun—like the old days.

“It was around this time I realized Rich had trouble finishing software projects. He so wanted every piece of code to be perfect, that he would agonize over each line of code—even the names of the variables had to be elegant. And boy could he come up with some elegant solutions.

“…Although I had completely lost touch with Rich after about 1988, I’ll never forget him.”

Brett Miller ’82 lived in West River, Maryland.
Former Faculty

Mary Hannaford, parent to Kitty ’75 and Blake ’73, taught English at Parker from 1951 to 1953. According to an obituary in the Chicago Tribune, she was born in Geneva, Illinois and was educated at the Avery Coonley School, the Chicago Latin School, Putney School in Vermont and at Vassar College, where she graduated Phi Beta Kappa in 1946. She received a master's in English literature from the University of Chicago. In 1953, she married R. Ogden Hannaford with whom she had Blake and Kitty. After teaching at Parker, she taught at Wright Junior College and the University of Illinois at Chicago in the 1960s. She had two grandchildren and numerous nephews and nieces. A talented musician and poet, Mary played the cello for many years. She was a passionate defender of progressive causes including the anti-Vietnam War movement, Amnesty International, Pax Christi, the Catholic Worker Movement and the movement to close the School of the Americas. Her family requested donations to Parker in her memory.
Ellen Soren recalls the genesis of Parker’s Beastie. “When my two children were at Parker, their father died. Ron had been in the toy business, and I wanted to do something in his memory. I’m from Milwaukee, and I knew the artist Dennis Pearson, who also was from Wisconsin. So I had the Beasties made and installed on the playground in the ’80s. When they renovated the playground they had to destroy them, so I decided to have a new one made. Dennis lives in New Zealand now, so it was a challenge getting it made per the design. But my kids’ friends said they missed the Beasties so it was something I wanted to do.”

An inscription on the “tush” of the new Beastie reads, “To all the children of Francis Parker School, this is just the beginning, not the end! Love Grandma Nita and GrandE”
Parker Students and Alumni:
Tell Us What You Think!

You give life and shape to our mission. We want to know your thoughts and reflections on experiences that demonstrate the true value of a Parker education, moments at the school that continue to give meaning and value to your life.

Please share your favorite salient memories so that we may share them with others.

Please email fwpmemories@fwparker.org by March 31, 2013. We’ll publish some of the responses in the Spring 2013 issue of The Live Creature.
Education means bringing the inside out and the outside in.