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

John Dewey
Dan Frank Honored by American Psychoanalytic Association

Principal Dan Frank ’74, Ph.D., recently participated in the 2015 National Meeting for the American Psychoanalytic Association (APsAA) in New York City. The Association’s largest event of the year, it brings together more than 2,000 people from around the world and offers stimulating content for mental health professionals, educators, researchers and students who inform their practice and research with psychoanalytic thinking.

At the conference’s Presidential Reception, APsAA President Dr. Mark Smaller presented Frank with Honorary Membership in the American Psychoanalytic Association “in recognition of his significant contributions to a psychoanalytic understanding of education and school environments.”

Noted among Frank’s contributions to the field were his published writings and public talks about schools and education, his founding the international education journal *Schools: Studies in Education* and his volunteer service as the past executive director of the International Society for the Psychoanalytic Study of Organizations.

“Schools have the potential to educate the whole person and provide students with experiences that shape their skills, characters, confidence, attitudes and moral commitments,” Frank said at the event. “At Parker, we know that school life is shaped by the relationships students have with their teachers and classmates. These relationships express the school’s core values and have a powerful influence on students’ views of themselves and others, now and throughout their lives.

“When the psychological tone of school culture is informed with deep understandings about how emotions and relationships influence learning and development, students and adults thrive in their capacities to think and feel and collaborate. Parker’s progressive approach to education applies psychoanalytic and systems understandings about the complexity and diversity of human experience so that all can grow—as individuals and as members of groups—through creativity and empathy. Above all, because democracy needs emotionally attuned citizens, psychoanalytically informed approaches to education, human development and organizational systems can help schools flourish in their essential efforts to educate students for character and citizenship.”

In addition to receiving this honor, Frank also chaired a discussion at the meeting, “Educators and Analysts Working Together.”
New Currents for Enduring Values
An Introduction from Dan Frank

Philosophy guides action at Parker. And our actions, in turn, sharpen and refine our thinking.

Parker has two main streams of thought that guide the shape and methods we use to educate students. We educate for creativity, and we educate for citizenship. It’s been that way since our founding in 1901.

Teachers nurture creativity when they use imaginative curriculum, foster an open climate of respect for ideas and people and take a genuine interest in each student’s special qualities, interest and perspectives.

Citizenship becomes a core value and worldview when we ask students to find ways to apply their emerging ideas and growing talents to address issues of social justice—in the classroom, the school, the community and beyond—making the world a better place for all, not just a few.

Finding those ways begins with cultivating in students a sensibility to strive with true effort to gain empathic understanding for how people experience the world in which they live.

Applying the human capacity for curiosity and discovery with the citizen’s commitment to think and act with empathy, courage and clarity takes us to the essence of a Parker education.

Parker’s newest efforts to take these two deeply embedded values and apply them in contemporary educational life unites the concepts of technology, innovation, design thinking and entrepreneurship for society. We call this approach TIDES, and exploring TIDES is the central theme of this issue of The Live Creature.

TIDES expands learning for students and teachers alike. As a paradigm, TIDES guides teachers and students to use technology as a means, not an end, stimulating creativity through design thinking and collaborative work, tapping into Parker’s inherently entrepreneurial spirit, always aiming to solve problems and enhance the social good through the imaginative actions of good citizenship.

Teaching computer coding throughout the school, providing inspirational professional development in design thinking for teachers and offering new courses in computer science and social entrepreneurship are among the examples described in this volume, providing insight into the dynamic developments that are taking place throughout Parker’s curriculum and culture.

TIDES embodies the values of the school’s past with a vision for what we can accomplish now as we work together to create Parker’s future.
At Parker, we’ve focused our vision on five core points of emphasis: Technology, Innovation, Design thinking and Entrepreneurship for Society—TIDES.

TIDES: An Approach to 21st Century Progressive Education
By Martin Moran, Director of Educational Technology
Technology
In the context of TIDES, technology is a verb. It’s not about hardware or screen time, apps or software. It’s about making. TIDES focuses on leveraging technology to help students be more prolific in their creation, developing the skills to merge creativity with analytical and quantitative skills in the pursuit of making something new that has value. This, of course, looks very different for a four-year-old than it does for an 18-year-old, but whether the student is using tangible technology or circuitry merged with cardboard to create monsters or coding a new app using the Python language, the common theme in our use of technology across the divisions is the focus on creation. The world is full of technology consumers. Parker will be the school of technology creators.

Innovation
Innovation can be a vague concept; in some circles it has become cliché. Innovation within TIDES asks all our community members—teachers, administrators, staff and students—to challenge their own capacity each day and push themselves to find new ways to make an impact on their world. Innovation requires a certain disposition, one that considers the current state of the world and necessary adjustments that allow good ideas to become powerful and impactful, Design thinking offers a way, through an iterative process of ideation, prototyping and refining, to use empathy to create something new and unique for others.
shifting the landscape. Within TIDES, we ask our teachers to challenge themselves to reflect upon their own practice with the spirit of innovation and to design environments for our students in which they can examine their own environments with an eye toward not what is, but what might be.

**Design thinking**

Design thinking provides structure and momentum for creative ideas to grow and become innovations. As Tisha Johnson’s piece in this issue (page 14) explains, design thinking is a way to use empathy to understand and analyze a variety of solutions to solve both big and small problems. At Parker, we have always made empathy a priority—it’s right there in our mission statement. Design thinking offers a way, through an iterative process of ideation, prototyping and refining, to use that empathy to create something new and unique for others. Parker invites students to dive deep and develop empathy for others, then come up with ways to build innovative ideas that help society.

**Entrepreneurship**

Much like design thinking, entrepreneurship offers structure, momentum and benchmarks to the creative process. Parker encourages students to embody the spirit of entrepreneurship by pursuing opportunities beyond the resources they control. In the Upper School Social Entrepreneurship elective I teach with Principal Dan Frank, which debuted this past fall, students had to create a lean startup, develop a business plan and pitch their ideas to potential investors using only the resources available in the class—all in a short 17 weeks. However, this is only the most explicit example of entrepreneurialism at the school. Students must use quantitative reasoning skills to develop their own criteria for success and examine data to verify if they’ve met their own benchmarks. Parker students of all ages develop novel ideas and walk, step by step, through the process of bringing those ideas to life, as well as present them to an authentic audience.

**Society**

While all the points of emphasis within TIDES are essential, they’d all be for naught if we didn’t aim to improve society at large. At Parker, TIDES asks students to think about how they will incorporate the knowledge, creativity, skills and tools at their disposal to directly impact the world around them. Social justice has long been at the center of a Parker education, and TIDES is no different. In a world in which digital technology has all but eliminated the obstacles of space and time, students now have the power to do more good than ever. Within TIDES, we try not to think about what we might be preparing students for in the future, but what we’re empowering them to do in the world right now.

TIDES encompasses Parker’s approach to 21st century progressive education. Building on the core philosophies John Dewey and Colonel Parker espoused more than 100 years ago, TIDES contextualizes progressive education within a digital world. In the last 20 years, the world has undergone unprecedented growth in the capacity for people to connect, communicate and learn. At Parker, we are building on this empowering capacity to further promote the growth and development of the whole person on behalf of our democratic society and the wider world.
Technology: An Evolving Teaching Tool
By Dominic Saracino, Director of Communications

Organized education has experienced a steady evolution of materials for teaching and learning. Just as handheld slates paved the way for the widespread use of chalkboards in classrooms, the current pace of technological change provides teachers with a wealth of new options to consider with the onset of each academic year.

As master teachers, Parker’s faculty, through their research, observation and direct experience, balance the adoption of new tools with the long-held instructional goal of helping students creatively explore and communicate their ideas in myriad ways.

Many emergent tools are obvious examples of modern technology, like the one-to-one iPad program that provides devices to all 6th–10th graders. Other enhancements expose teachers to new ideas through readings, seminars and professional development opportunities that help them consider their project-based curriculum and classroom structures through new and different lenses.

Less apparent than classroom tools is the process teachers use to evaluate potential additions to each student’s strategic toolkit. Teachers make deliberate choices about developing specific abilities and fluencies to encourage students to become independent and resourceful learners. Emphasizing creation rather than consumption, teachers introduce technology in the context of classwork, enabling students to understand each tool’s value for potential use outside the classroom.

As has been the case since the school’s founding in 1901, the focus is on deep engagement in the processes of creative expression, intellectual discovery and critical thinking.

Science Department Co-Chair James Audrain hopes teachers and students use new technological tools as modern variants of traditional school supplies like pens, paste and crayons. “In the Lower School,” he shared, “we want to help students explore their understanding of things and be free and able to work closely with tools and materials as a way of learning more about the world, with the goal being enabling them to communicate their understanding to others. None of this is new to Parker. It’s our time-honored idea of learning by doing, but for the digital citizen.”

At a recent faculty workshop, Upper School Science teacher George Austin defined technology as “anything that makes it possible to do...
what used to be too tedious, mundane or inefficient and frees up time for students and teachers to work together toward more cognitively complex and challenging ends.” In Austin’s Physics class, the emergence of automated digital graphing has allowed the class to focus more time on discovering what the data might reveal than simply crunching numbers.

The school community has consistently embraced new and innovative ways of teaching and learning. The wide range of options available today paired with what will be tomorrow is certain to provide Parker teachers with ample opportunity to artfully make connections between existing and developing curriculum and emerging educational tools, with the goal of helping students become responsible, empathetic citizens in a digital world.

What follows are examples of classroom activities during the 2014–15 academic year that demonstrate how Parker has been exploring the integration of new tools and technology.

Audrain has always seen value in having his Lower School students learn new concepts and then teach them to others. “By demonstrating their understanding, students help engage their peers and hopefully open new eyes and minds to the task at hand.” Open science periods provide a time and space before the school day begins for interested Lower School students to work with new tools, increasing their familiarity, making connections and building confidence and proficiency while solving problems together. In the fall, Audrain introduced Little Bits kits to provide students with an intuitive way to build and learn with circuits and explore electronic engineering concepts. Starting with kinetic dioramas celebrating Halloween and Thanksgiving, which were displayed for the community, student projects have increased in complexity with repeated exposure to these open-ended kits, fostering the emergence of the students’ innate abilities and realization of more collaborative solutions.

Audrain and Lower, Intermediate and Middle School STEM teacher Adam Colestock ’97 have been working together to incorporate coding into 2nd and 3rd grade Science curriculum. Students learned the basics of the Scratch Jr. programming language during the fall semester and have additional opportunities to create games and interactive displays with this language later in the year. Second graders are developing games that demonstrate what plants need to grow successfully, then build upon these foundations by incorporating this knowledge into their own Pop-Up-Parks—a design project that involves the creation of movable hardscapes including living plants on portable carts to display throughout campus. Third grade students are using Scratch Jr. to develop interactive programs to share this year’s learning about the life cycles of trout with their peers in the school community.

Lower and Intermediate School Science teacher Heather Horton uses Edmodo, a leading K–12 social learning network, as an excellent vehicle for student communication beyond class time for such projects as the 4th grade moon journals, 5th grade environmental design projects and LEGO robotics design work. Edmodo provides Horton with a platform for nurturing
additional layers of discussion and dialogue related to ideas she introduces during class. She has also expanded programming involving LEGO Robotics, which has proven to be an excellent medium to teach fundamental science process skills and critical thinking and an exciting way to introduce forces and simple machines.

Colestock had the 6th grade work in the graphical programming language Scratch as a culminating project in their study of rocks and minerals. Students developed an interactive tool to embody their newfound knowledge about using the properties and characteristics of rocks to classify them. Through this project, they made connections between the “if-then” conditional reasoning that plays a pivotal role in computational thinking and the decision trees underlying scientific classification schemas. They also made design decisions related to navigation, interactivity and user feedback that app designers must grapple with in their work.

By learning to program with languages such as Scratch, students are developing a new skill they can use in the future for communicating and exploring their ideas. For example, shortly after the rocks project, teachers Duane Freeman, Anthony Shaker and Peg Zerega asked a group of Middle School students to develop a presentation communicating nutritional information about the food they assemble at the Feed My Starving Children community service site in Schaumburg throughout the year. Parker students work with adults to hand-pack “ManaPack” meals for malnourished children in 70 countries around the world. Some students chose Scratch for their presentations, producing a more animated and interactive result than other media might have allowed.
To better understand how scientists use computer models, Colestock worked with 7th grade Science teacher Kara Schupp and her students to use a simulation tool to model how disease spreads over time. Using StarLogo Nova, Schupp and Colestock guided students in creating an agent-based model of an epidemic that simulated healthy and infected agents moving around on a 2D surface. If a healthy agent bumped into an infected agent, there was a chance it would acquire the infection. Students then varied the parameters of the model, such as the total number of agents, the number infected or the probability of contracting the disease, and compared the performance of the simulation under different conditions. They also tried to extend the base model to incorporate an additional factor related to the spread of disease that they learned about through researching a particular pathogen. Colestock explained, “This project helps students begin to understand that scientists develop models based on assumptions; you can't trust models but you also can't ignore them. It's good to know this is not reality, and skepticism is healthy. That said, these are legitimate tools for scientific inquiry students should know about.”

Eighth graders have been learning engineering and design processes as part of Anne Marie Fries’ class for more than a decade—before it was considered essential learning around the country. This year’s 8th grade unit on engineering and programming helped provide students with an appreciation for and understanding of how much of the technology we use every day is created. As a precursor to the robotics work in January, Fries asked students to use a limited set of materials to design and
build a working robot arm capable of picking up a ball and dropping it in a target bucket. In an example of design thinking at work, students brainstormed, selected a design, built and tested a prototype and then revised their devices, producing a range of mechanical engineering solutions. As they began learning coding using LEGO Mindstorms during the spring semester, students discovered how sensors combined with programming logic could help determine a robot’s behavior. These real-world, tangible projects provided immediate feedback, enabling students to revise their work as their understanding evolved. The unit culminates with a series of open-ended robot design challenges spanning a range of difficulties so that students new to robotics can be successful while those with prior experience can challenge themselves and continue to develop as roboticists.

Ninth grade students recently worked with History teachers Dan Greenstone, James Nau and Kevin Conlon to use TWINE, an open-source tool for telling non-linear, interactive stories (like a Web version of the Choose Your Own Adventure stories), to develop an original game about the 1962 Cuban missile crisis. The students constructed the game so that the player acts as President Kennedy during the crisis. In addition to learning some programming logic, the students dove deep into political, diplomatic and military decisions during one of the world’s most frightening two weeks.

Teachers make deliberate choices about developing specific abilities and fluencies to encourage students to become independent and resourceful learners.

Upper School Computer Science students immersed themselves in a world of explicit coding. Teacher Aaron Lee exposed them to the Python programming language and has guided their efforts in developing interactive applications and games. For their final projects, each student is creating a playable arcade-style video game.

The Upper School Robotics Team has moved beyond graphical programming and is programming in the more formal RobotC and C++ languages. Students have also embraced the use of Computer Aided Design (CAD) as part of building this year’s robot. The software allowed them to generate many new concept prototypes in a limited timeframe, helped them improve the quality of their design and facilitated robot production with ease.

More examples are certain to follow. Visit fwparker.org/news for the most current news emanating from Parker’s classrooms.
Design Thinking: Meeting Challenges with Empathy and Creativity

By Tisha Johnson, 1st grade teacher

Although you might have heard the words “design thinking” more frequently around the halls of Francis W. Parker School lately, the concept is not new to our community. But it is an essential element of the TIDES approach (see Martin Moran’s article on page 4).

According to Tom Kelley and David Kelley of the design and innovation consulting firm IDEO, “Design thinking has come to be defined as combining empathy for the context of a problem, creativity in the generation of insights and solutions and rationality in analyzing and fitting various solutions to the problem context.”

When we look at our school mission and ethos, we notice ideas and concepts that fit IDEO’s definition of design thinking: at Parker, we educate “students to think and act with empathy, courage and clarity...we pursue educational excellence and creativity in order to know the pleasures of learning and the value of contributing to the progress and improvement of society. ...Our purpose is to inspire our students to apply their skills, thoughts and values to make the world just, beautiful and interesting...we educate students to connect reflection with action, wisdom with innovation.”

Our progressive roots have been steeped in this way of thinking and doing for more than 113 years.

Last August, the 1st grade team met with Mary Catherine Coleman, the new JK–5th grade librarian, to rethink our library curriculum. With Mary Catherine’s vision, we created a powerful learning experience that transcended a typical conversation after reading a story. By using design thinking, we introduced tools to the 1st graders to help them understand, observe, define, ideate and test their theories in building the three little pigs a better home. The experience afforded the students an opportunity to think differently about a classic tale they have heard over and over again, but this time with a new lens. With a design thinking approach, we hoped the students would gain empathy for the pigs while understanding their challenges and creating innovative solutions.

As we read the story of “The Three Little Pigs,” we asked the children to use their observation skills to identify...
The 3 Little Pigs

Characters

Setting

Problem
the characters, setting, problem and solution to help them understand the pigs' situation better. Then we shared a different version of the story called “The Three Javelinas” so the students could observe the three little pigs in a southwestern environment. With the environment in mind, we asked them to think about who the characters might be and what materials they would use to build their homes in other settings, such as a rainforest, ocean, mountain or city. From penguins and ice structures to mountain goats and caves, the children were able to call on their background knowledge and think on a deeper level about characters and environmental factors that could affect both real and imagined scenarios. The next step was to ideate and sketch out design ideas to create houses and solutions to help the pigs so they could live happily ever after without fear of the wolf. In doing so, we focused on creating our prototypes with the themes of using fences, guards and more training—concepts that came out of the class discussions. By using bought and recycled materials, the students enthusiastically found ways to design safer homes for the three little pigs, allowing the pigs to live happily ever after!

Design thinking is not just a way to do a project with students; it’s also a way to identify and address challenges as an educator when thinking about the best way to engage students in learning. As Upper School Math teacher Sven Carlsson began to think about the way his classroom environment limited the types of interactions he was hoping to have with his students, he enlisted the help of fellow faculty members Travis Chandler and Martin Moran. His vision was to have the students discuss and engage in math on a deeper level instead of passively
receiving instruction. To support this goal, he and his colleagues set out to change his environment. The look of the classroom, which included moving seats into pods of four, shifted the focus from the blackboard at the front of the room to the center; students could see each other from across the room and engage in deeper conversations. Furthermore, this new classroom layout allowed the students to easily access the new “blackboards”—the walls and windows—which were easier to get to for sharing their thoughts using erasable window and wall markers. After relating how he used the design thinking process and reflecting on his experience, Sven said, “It has worked out great! I can teach the old way if I am not careful, or I can demonstrate and we can do it together, but this space is crying out for deep, meaningful questions so the kids can hash it out. The space keeps me earnest.” The students in his classroom do not view Sven as the conduit of knowledge. He has created a space where students not only are excited to think and talk about math, but feel like the space is theirs to show their thinking by writing on walls and windows and to offer their thoughts and ideas while engaging in deeper-level conversations, all while feeling free to make mistakes.

For me, TIDES has been an invigorating forum for faculty and staff across divisions and departments to reconnect with the school’s progressive roots. We have not started something new; we are celebrating the intentional work we do with and for each other to engage in thoughtful, meaningful work that allows us to grow as individuals and members of a global society. When you walk through the bustling halls of Parker, you will see students of all ages and their teachers engaging in design thinking, for themselves and for others, with the goal of using empathy to understand and analyze a variety of solutions to solve big and small problems.

Social Entrepreneurship: A Toolbox for Addressing Community Issues

By Avigail Gilad ’15

Looking back at almost a semester’s worth of experience, I know that joining the Social Entrepreneurship class was one of the better decisions I’ve made this year. I was the last to join a 22-person class—lucky for me. As a senior looking to expand my world knowledge, this class, led by Mr. Moran and Dr. Frank, served as a perfect opportunity.

We first identified the characteristics of a social entrepreneur: someone who identifies a social problem, creates the best solutions and struggles against a tsunami of people who think they won’t succeed. Examples of market-changing products social entrepreneurs have developed include the iPhone, Uber and Divvy Bikes.

In our class, we were motivated to consider social problems like hunger, education and gender issues. If social entrepreneurship was a toolbox, we would have, first, a hammer for stubbornly hacking at problems that are hard to nail down. The trick is patience. Second, we’d have a tape measure to properly assess any situation. The number one rule for designing a solution is to critique the problem from all angles so you have a real understanding of what people are experiencing, right down to the nuances. The key word here is empathy. Third, an adjustable wrench would be useful so you can pivot. It’s important to be flexible, as situations and scenarios change, to create the most appropriate solution. In our class, my group had to pivot three times before we found our current model. From the experience we acquired at each attempt, we believe our latest model is best equipped to handle the issue we chose.

We practiced using these tools during two class projects. The first was addressing grade-specific issues at Parker. Each group focused on an Upper School grade, and our first task was to interview students in that grade. We asked them what was hardest about their specific class year, and by analyzing their responses, we were able to identify a root issue. The problems ranged from adjustment to high school to lack of hands-on activities to an overload of work.

The second project was more community-focused. Based on personal preference, we took a stab at problems facing the world today. The amazing thing is that we knew we had as good a shot as any “experienced” entrepreneur. The only requirement is...
The only requirement is an idea. Age is not a restriction when you’re changing the world.

At first, we asked ourselves, “When do guys and girls learn to believe men are better than women? At what point are girls taught to prefer pink over blue or reach for a Barbie over a car?” After considering the possibility of creating a gender-neutral toy, we realized we couldn’t pinpoint one solution. So we pivoted. As young women, the main issue influencing our daily lives was street safety. We are daughters to parents who worried about us getting home at night, and we thought many others could relate.

We decided to create a defense or deterrence mechanism for girls on the street, which evolved into making an app. We used our social entrepreneurship toolbox: a hammer, a tape measure and a wrench.

Even though we struggled to pinpoint the right thing to do, we did not waste our time. We met with Howard Tullman, CEO of the tech incubator company 1871, and there he told us the skills we are learning now will serve us our entire lives. We are learning how to debate, support our arguments with data, fund a project and network. Realizing this lifted our moods, to say the least. Even if our projects don’t make it to the “real” world now, I know I’m equipped when an award-winning idea comes my way.

Tullman was one of many speakers who talked to us in class. Hearing from others who have succeeded as social entrepreneurs allowed us to learn from their mistakes and relate our class to world topics. Alok Appadurai ’96 from Fed by Threads taught us to think of every repercussion our venture might produce. He sells American-made clothes manufactured from materials grown organically in the U.S., with a portion of the proceeds funding meals for the hungry. George Aye from Greater Good Design Studio taught us what it truly meant to walk in someone else’s shoes. He strapped a GoPro camera to a kindergartner’s head to enhance the cafeteria experience. We delved into conversations with Liam Krehbiel from the foundation A Better Chicago; Suzanne Muchin, CEO of Minds and Matter, which provides consulting and funds for rising entrepreneurs; and Zubaida Bai from ayzh, Inc., a social venture helping impoverished women globally that created kits to improve maternal health. They all left an impact on us.

We learned to ask questions like, “How do you measure success?” and “What is scalability?” then moved on to create our business plans.

Our final goal is to pitch our venture to possible funders. The risks are high, and it’s even possible our class project could turn into lifelong career. In this way, the Social Entrepreneurship class is a social entrepreneurial venture in itself that embodies Colonel Parker’s words: “The needs of society should determine the work of the school.” This class has inspired me to believe in my ability to advocate for others.
In January, Upper School students in the Social Entrepreneurship class presented their pitches for “Social Venture Startup” ideas they developed in class throughout the fall semester. At the Social Entrepreneur Demo Day, each student group gave a short presentation on their startup idea to a panel of experts, followed by a question-and-answer session. A description of each pitch and the students who developed it follows.

**DrawED** is a live-updating, shared drawing board application that changes how learners in the classroom communicate by catering to individual strengths; seniors Avery Bedows, Adam Goldberg, Sarah Humphrey, Josh Kahn, Ashlyn Wiebe

**The Cotacachi Honey Fund** is a project that offers rural farmers in Ecuador a sustainable and environmentally conscious economic alternative. The students train low-income families in the region of Cotacachi to produce honey, then purchase all the honey harvested at roughly double what the local market can offer; seniors Nick Helfand, Danny McGarvey, Andrew Sacks

**Your Urban Mobile Market** builds grocery food trucks that provide underserved communities with nutritious and affordable food choices and education about the importance of proper nutrition; seniors Jono Hahn, Ariel Kaufman, Danielle Marks, Spencer Marks, Chloe Slazas

**My Blue Lights** is an app that enables young, independent women to create a community of safety for themselves and their friends; seniors Avigail Gilad, Jacqueline Marks, Brooke Mullen, Allee Struve, Rachel Tseng

**Paint the City** is an after-school art program that brings together students from different backgrounds to develop thought-provoking murals; junior Henry Dolin and seniors Meghan Jain, David Learner, Samantha Posner
Expanding Learning via the Chicago Education Festival

Parker teachers thrive on collaboration with their peers within the school and around the world. In addition to the two regularly scheduled Faculty Workshop days built into each year’s academic calendar, faculty members regularly engage in professional development opportunities at the school, throughout Chicago and around the globe to benefit their peers and students alike.

As principal, Dan Frank continually seeks ways to advance the school as an oasis of thought for parents, students and teachers at Parker, as well as Chicago, the United States and the world. With the onset of the 2014–15 year, Frank worked with Director of Educational Technology and Upper School History teacher Martin Moran to welcome public and private school educators from around the city and the country to Parker for the first Chicago Education Festival, a day-long ideas conference to celebrate thinking big in education.

The buzz of vision, inspiration, frustration and perseverance humming throughout Parker’s campus was a testament to the minds of change fueling and supporting this new endeavor for the support of teachers at Parker and beyond

In orchestrating this major initiative, Moran intended to provide teachers the rare opportunity to transcend the everyday restrictions they work within and partner with a diverse group of their peers to envision what education should look like in the 21st century. The goal for those in attendance was to think beyond current standards, testing and Common Core curriculum to question the limits of education and imagine the possibilities for teaching and learning in the future. Accessing a widening network of like-minded educators, Moran secured nine national thought leaders to speak at the event, and support for this year’s Chicago Education Festival grew organically from there.

More than 100 people filled the school on the day of the event, attending a series of keynote speeches.
Participants took a brief break from the series of talks for lunch and a collaborative design thinking activity that provided the opportunity to work in pairs to design an “ideal” wallet for their partners. Facilitators reminded everyone that this task was similar to designing new educational experiences based on listening to students’ needs and wants.

The buzz of vision, inspiration, frustration and perseverance humming throughout Parker’s campus was a testament to the minds of change fueling and supporting this new endeavor for the support of teachers at Parker and beyond.

Visit fwparker.org/CEF14 for video recaps of some keynote speeches from this event.

Chicago Education Festival Keynote Speakers

Progressive educator, journalist and speaker Gary Stager encouraged teachers to put their fears aside and stray from the well-trodden path of irrational teaching practices.

Facilitator, designer and founder of Exhibit Change Jennifer Chan urged all in attendance, especially educators, not to be afraid to suggest and even act on half-baked ideas.

Victor Saad, a designer and strategist, shared his experiences in founding “The Experience Institute,” a graduate program focused on making learning experiential.

Chris Fahnoe, director of technology and assessment for Arlington Heights School District 25 in Arlington Heights, Illinois, emphasized the role technology can play in turning passive students into active learners.

Digital Strategist and Designer for CannonDesign and The Third Teacher+ David Jakes spoke to the importance of teachers pushing against the boundaries currently restraining education.
Rosalinda Lopez

When Octavio Lopez enrolled at Parker in SK, the school welcomed not only a new student but also an enthusiastic new family. But it almost didn’t happen that way.

“I actually didn’t want Octavio to go to kindergarten,” Rosalinda Lopez recalled. “But we did our due diligence. We looked at about 13 schools, and I kept marking them off for one reason or another to justify keeping him home. He could read, he could write, he could do math, he was social. What was the rush?”

Then they visited Parker. “It was something intangible—we loved it!” she said. At first there were no openings in SK. “We had decided this was the place for us, and we would keep applying every year until Octavio got in. It felt like home.” Then a family moved and a spot became available. And for Lopez and her family, there has been no looking back.

“The school was so lovely and welcoming,” she exclaimed. “My husband and I actually spent a lot of time here right from the start, doing classroom projects and presentations and working with the children. The school’s motto, ‘everything to help and nothing to hinder,’ speaks to us. It truly is a model home.”

“IT’s interesting to see that Parker fosters his desire to be academic, athletic and musical.”

Lopez grew up in the Little Village neighborhood of Chicago. She attended a public elementary school and an all-girls Catholic high school, graduating in three years. She attended the University of Illinois at Chicago and majored in psychology—“I love people, I love studying human behavior”—and finished early. After working for a while at a software company, she shifted to the field of finance. She and her husband Manuel have been married for 21 years.

Now a freshman, Octavio has enjoyed every year at Parker. “He loves learning, loves his teachers and loves the friendships he has developed. At the end of each year, he’s sad because he’s going to miss his teachers.”

In addition to succeeding academically, Octavio has enjoyed participating in athletics—he’s an avid baseball player and has also played basketball and soccer—and music, playing cello and trumpet and performing in Parker’s jazz band, concert band and orchestra. “It’s interesting to see that Parker fosters his desire to be academic, athletic and musical,” Lopez commented.

Lopez has been a grade chair all but one year of her family’s time at Parker. When Octavio was in 1st grade, she and Octavio’s teacher, Bev “Greenie” Greenberg, developed a close friendship, which led to Lopez’s involvement in activities with the Tuskegee International School, Parker’s sister school in Ghana, West Africa. “I helped out with a project putting together kits for the children to
create dolls and send them to Ghana. It has been one of my favorite projects, as well as a very fond memory. Then I started helping parent Toni Hargis, president and founder of the nonprofit Caring Kid Connections. It's become very near and dear to my heart. Ms. Greenie's and Toni's commitment, hard work and positive energy inspire me. I feel honored to be their friends.

“What I really like about it are the connections that develop between children,” Lopez noted. “A lot can be done at Tuskegee School if we all contribute just a small amount to help our sister school there. One hundred percent of the contributions from annual fundraising events like the Tuskegee Trot and Art for Africa are sent directly to the school. It’s our gift to ourselves, too, and what’s more important than helping children?”
Having spent considerable time and emotional energy choosing a school for her son, Lopez thought she could be helpful working with Parker’s Admission Office answering questions from prospective families.

“I remember being in that position,” she said. “I spent more time researching a school for Octavio than I did researching college and grad school for myself! I enjoy helping with the school tours, the Middle School and Upper School open houses and the play parties. I love having an opportunity to see teachers I haven’t seen in a while. More important, I enjoy helping the parents visiting Parker who may be feeling nervous. I can reassure them and be empathic. We share background on ourselves and our experience and act as a resource if they have questions.”

“Parker is such a special place. We are so grateful to the teachers, the administration, everyone! I want to be here all the time!”

She also helps coordinate the Host Family program for families whose children have been accepted. “I connect current families with new families to help them learn about Parker and its traditions. For Lower School families, there might be playdates before school starts so new children have someone to say hello to on the first day of school. For families with older children, it might be explaining about certain annual events and activities coming up on the calendar. A lot happens at Parker, and it can be overwhelming. Host families help ease the transition.”

While chairing the Host Family committee, Lopez has enjoyed getting to know many families in all grade levels. “And the families I’ve connected in some cases have become very close friends. It’s not just good for the students, it’s also good for the parents and for strengthening our community. I am so grateful to Director of Admission Karen Fisher and her entire team for allowing me to be a part of this.”

Among Lopez’s favorite activities at the school are the music performances. “It is so impressive to listen to the incredible musical talent of all the students at Parker.”

Overall, she feels very lucky that her family found the school. “Parker is such a special place. We are so grateful to the teachers, the administration, everyone! I want to be here all the time!”
Mary Catherine Coleman and Annette Lesak: Library and Information Services Specialists

Parker's librarians are among only a few faculty and staff positions to touch all the school's divisions and departments. The Kovler Family Library offers access to the wider world, and the librarians act as tour guides to help students and faculty identify and locate information and resources.

Information-sharing has evolved in the 21st century and, unlike the stereotypical librarian constantly shushing students, Parker's new librarians, Mary Catherine Coleman (Lower and Intermediate Schools) and Annette Lesak (Middle and Upper Schools), are equipped to help students and faculty connect to a more expansive wealth of resources and create a space that invites interaction.

"Libraries used to be limited to what you had in your collection in print, but with the Internet there is so much information out there," said Coleman. "If a student is interested in something unique, there's a good chance we can find information on it. It's exciting to move beyond print and walls."

"Our role is to teach students to find information, then filter it to determine what's valuable for their needs and use those resources. These are essential skills not only in school but beyond; they open up opportunities for kids to pursue their passions and interests."

"We help them from feeling overwhelmed," Lesak added. "Our role has shifted from a gatekeeper of information to a coach or guide by their side. We are discovering things together. And it's not just finding the information, but determining how to use it. We ask students to consider, 'How will you become a creator of information yourself? What will you contribute to the world with this information?'"

Coleman moved to and from the Chicago area several times when young. She attended Marquette University for her bachelor's degree in history and English, then Dominican University for her master's degree in library and information sciences. She worked in public libraries in the northwest suburbs for a few years, then moved to an independent JK–5 school in the DC area for six years. "I was aware of Parker since I grew up here, and I was really excited when there was an opportunity to come here. I'm also excited to be in a JK–12 environment, playing a role in building skills and seeing growth from grade to grade."

"Critical thinking skills are essential in education. What's the point of acquiring the information? What will you do with it? How does it connect to your life?"
Lesak, who is in her eighth year as a librarian, grew up in Downers Grove and attended the University of Illinois for her undergraduate degree in creative writing and English literature and her master’s in library and information science. After starting at a small school in central Illinois, she spent six years at Northbrook Junior High. “I was drawn to Parker as a progressive school, since my experience had been at public schools. I also was interested in exploring a larger age span.”

Arriving at Parker in July, both librarians are enjoying their new partnership and creating a flow of learning and experience together. “When I was in a JK–5 environment, different books or ideas for projects would come up but they wouldn’t always be a good fit for my age group,” recalled Coleman. “It’s nice to have a diversity of age groups and skill levels.”

Said Lesak, “Other schools divide libraries by age group, but here we have Lower and Upper School kids in a shared environment. They feel comfortable and have a sense of ownership; they want to be here.”

And that “shared environment” is going through significant change, which Coleman and Lesak have participated in since their arrival. They’ve already removed some shelving and outdated equipment as well as reconfigured the seating to make it more interactive and open. Working with educational architect/designer/planner Trung Le, who co-founded WONDER, by Design, as well as other Parker administrators, they’ve been formulating a plan to repurpose the space to incorporate the TIDES approach (see Martin Moran’s article on page 4).
“It’s a unique process,” commented Lesak. “Before even drawing up plans, we hope to facilitate workshops with faculty, parents and students to consider the future of the library space through a design thinking process. We might incorporate nontraditional elements like a test kitchen or a garden, ways to encourage creativity and curiosity.”

Coleman and Lesak have hit the ground running, beginning with establishing social media accounts to promote the library. They have also begun arranging Skype sessions between authors and students. “Skype is great for letting students interact with authors and illustrators, even if they’re on the other side of the country,” said Coleman. “It helps them get excited about reading and writing, supporting the curriculum and reading for enjoyment.”

“We ask students to consider, ‘How will you become a creator of information yourself? What will you contribute to the world with this information?’”

And there is more work incorporating technology, including Overdrive, an ebook service, and Destiny, a new online catalog that allows one to search from anywhere, not just within the library itself. “We’re in the final stages of creating a library app that will work across platforms and put all our resources in one place for faculty, students and parents, including the catalog, database, calendar, ebooks and social media,” Coleman described. They are also updating the collection, eliminating outdated material that is accessible online. “We want our resources to be format-neutral, providing access to the best source of information on a topic regardless of whether it’s print or digital.”

Lesak and Coleman give credit to Library Assistants Branka Steinbaugh and Lupe Colin for their smooth transition since arriving at Parker. “Branka provides valuable continuity, having been here for 15 years, and Lupe, who’s also new, is in graduate school and offering a great perspective.”

Beyond the physical changes, Coleman considers the impact of the library on teaching and learning. “Critical thinking skills are essential in education. What’s the point of acquiring the information? What will you do with it? How does it connect to your life?”

Taking that idea to another level, Lesak talks about the key role empathy plays in the TIDES approach. “It’s essential to be able to put yourself in someone else’s shoes. How are we connecting with other human beings, issues, broadening our scope?” Coleman added, “Holding onto that empathy—how am I contributing to the world, how does that affect others—is essential to having a positive impact on the world, no matter what they do after Parker in terms of career or where they choose to live.”
Anthony Moor ‘78

Anthony Moor is a director of product management at Yahoo in Sunnyvale, California, overseeing Yahoo Search on mobile and tablet devices. He previously was director of editorial operations and developed an experimental local news presence in hundreds of U.S. neighborhoods and cities. Prior to Yahoo, Moor was editor of several online newspapers around the country, including The Dallas Morning News. He jumped into interactive media while reporting for San Francisco’s KRON-TV during the dot-com boom. Moor holds a degree in astrophysics and American civilization from Williams College. His wife Karen is an events manager at a winery, and they have two daughters: Maggie, 18, a freshman at Yale, and Carolyn, 15, a freshman at Mountain View High School. They live in Silicon Valley. Anthony’s brothers live in Los Angeles: Carl ’79 is a judge and Peter ’82 is a shadow teacher.

It probably was latent in my genes longer than I realized. My mom [Lynne, former member of Parker’s Board of Trustees] always wanted to be a journalist, but she believed that wasn’t possible when she was in college in the ’50s. I remember loving newspaper-type assignments throughout the years at Parker. I wrote articles for the Parker Weekly, including one in 1978 about the “computer revolution” in the science hall, describing student-programmed video games we’d created for the school’s early PCs.

At college, even before classes started, I discovered the college radio station. A student leader assigned me to report for a community affairs program. I loved visiting new people and places on campus and telling others about it. Although there was no academic track for budding journalists at Williams, I continued interviewing, digging up facts and crafting radio stories, communicating what I knew in an engaging way. I also studied theatre and developed planetarium shows. (Parker stage training stood me well on the presentation front.)

By the time I was a senior, TV news seemed the most logical way to tie together my diverse interests. I found a Williams alum who was in charge of ABC News bureaus in Asia and asked for a job. He sent me to Japan as a desk assistant, and I never looked back.
A local TV reporter’s life is full of firsthand observation, from the sublime to the tragic. From Japan I played a small part in ABC’s and CNN’s coverage of the Soviet Union’s shoot-down of KAL Flight 007 and the assassination of Philippine exile Benigno Aquino. In San Francisco, I covered the ’89 quake from the collapsed Cypress Freeway. I’ve buttonholed presidents for comment, from Reagan to Gorbachev to Clinton; watched a volcano and solar eclipse up close; helped right community wrongs by exposing them to the light of day; walked death row; turned in murderers; and discovered dead bodies. I watched penitent pilgrims in New Mexico drag life-sized crosses for miles to an 18th century Adobe church, followed American Navy doctors in the Persian Gulf practicing mass casualty drills in preparation for an invasion of Kuwait, rafted wild rivers and accompanied snowshoe-clad scientists in the Sierra as they measured the snowpack in search of drought data.

Any good stories to relate about your work in the early days?
In the mid ’90s I started covering the Silicon Valley tech boom, including startups named PayPal, Palm, Netscape, Amazon and RealAudio, and saw friends jump to eBay, Quokka, CNET and Intel. I didn’t want to grow old as a local TV news reporter when it seemed a generational shift in how people consumed news was becoming a seismic event. A colleague at a financial news startup hired me for cash and equity, and even though the stock never amounted to much and the salary was a pay cut, it set me on the path to where I am today.

I am in the third phase of a varied career: digital product development. I spent my first two years at Yahoo with product managers, engineers, designers and business development experts building and testing several consumer products for local news. I hired a team of local journalists in nine U.S. cities, and we acquired a startup that produced crowd-sourced news. Those efforts taught us a lot but didn’t pan out. I have continued building digital content experiences and recently took over mobile and tablet search. If you use Yahoo to search for something on your smartphone or iPad—that’s me.

Today, nearly all information about anything is available on demand. In the near term, information is going to become more personalized and even easier to access. If you follow news on the Yahoo homepage or use Mail, Search, Google Now or other services, you can see how we deliver news and information tailored to you just by knowing a bit about you and your preferences. The next step will be that you receive what you need to know without ever having to explicitly request it. This will be revolutionary. You will hand off the logistics of life to algorithmic intelligence so you can spend more time living it.

Longer term, information awareness will expand into the physical realm, as your home, possessions, consumables and biometric data become enmeshed in this smart grid. It can sound Orwellian, and we must be acutely aware of the dangers and proceed with caution. But this is the future, and there are as many benefits as risks. Technological development has always preceded our capacity to fully understand and adjust to its secondary effects, but the genius of humankind has been our ability to surmount obstacles and fulfill the promise of a better world for many in the end.
I think we are in an unusual time when students are becoming teachers for the rest of us. As cataclysmic changes in information technology disrupt how people learn about the world and share their understanding of it with others, it is students who are showing us how to apply it. While some look to CNBC or the Wall Street Journal to describe the ebb and flow of capital in business, Kickstarter is spotlighting a project today that could become tomorrow’s breakout product.

Ask yourself: How are Snapchat and Tinder changing the way young people relate to each other, and what are the implications? A teenager founded Snapchat [a photo messaging app], and a 20-something entrepreneur who was a startups veteran founded Tinder [a mobile matchmaking app]. One of Yahoo’s most successful mobile apps is “News Digest,” created by 17-year-old Nick d’Aloisio using technology he developed at 15. (Yahoo bought his company, Summly, and he came to work for us.) I met Nick as he was working on News Digest and have never been more impressed by a teenager’s creativity, leadership and understanding of users’ needs. I would work for him.

Students can take the ubiquity of real-time information and a vast archive of historical data and use new tools to make sense of it for themselves and others. They are not bound by tradition or practice and are creating new ways to reveal truth through media. They’re using new tools in revolutionary ways, literally: Twitter directed and captured the essence of Egypt’s revolution at a street-by-street level. We are just beginning to understand the secondary effects of these tools on society. What do Uber and AirBnB tell us about how the next generation values progressivism and workers’ rights or the value of efficiency and the sharing economy vs. ownership and excess?

So our job as parents and teachers becomes not so much to teach them to use the tools; tools are changing too fast. It’s not to drill them in standard forms of academic discourse, although they need some baseline to begin. Instead, we should focus on inculcating the timeless principles of citizenship, ethics, morality, enlightened reasoning and discovery. We should reveal what those tenets have led the human mind to accomplish to date. And then we step aside, making the new information tools available to them so they can show us what they can discover and do for society, whether through prose or code or crowd-sourced aggregation, multimedia, biofeedback or something else.

Parker teachers and educational practices infuse every facet of my thinking. How could they not, since I grew up at the school? Parker helped me find a love of learning by encouraging me to discover what I wanted to know. Parker exposed me to the variety of life, from the biology of ponds in Lincoln Park and how computers process information to the best way to make a medieval princess’s royal carrying bed, which we built in 5th grade. It truly was what Colonel Parker’s colleague John Dewey said: “Learning by doing.”
I wrote a paper comparing and contrasting medieval and Renaissance art in 4th or 5th grade. When I was a senior on the varsity baseball team, the sweetest game ever was beating a much-superior North Shore Country Day team 12-5 for our final outing of the season. I played a ragtime piano piece during the bar fight scene of our 8th grade play *Westward Ho*, thanks to Z [Pauline Zanetakos]. I learned the recorder thanks to Mr. Wolgamot and played in a double-consort for years with him, Mr. Mesple and schoolmates. I was Ali Hakim in *Oklahoma!*, thanks to Laura Warren. We went rock climbing and rappelling in Carbondale, Illinois. In 6th grade, Mr. Handschuh developed a unit in which we became “marooned” on an island and had to create our own society. Mrs. Kalin had us 4th graders build a hang glider and try it out at the Indiana Dunes. In Upper School, Doc Holland showed us what an expanding universe looked like. Mr. Markwell taught us what “historiography” meant by guiding us through a CSI-style investigation of the life of Richard III, and we read the Bible as history.

I've developed a number of excuses to be outside: hiking, skiing, roller-blading, outdoor volleyball (it was so much fun to be on the Marina Green on January Saturdays in San Francisco in my 30s, recalling how different that was from a Chicago January). I bicycle to work daily and think of Mr. Geer often, as a result.

Anthony Moor with (L–R) his daughters, Maggie and Carolyn, and his wife, Karen.
Alumni Reconnect

In conjunction with The Latin School, Parker hosted the 6th Annual Young Alumni Holiday Party in November at The Underground.

Parker alumni hang out at the San Francisco Alumni Gathering in October at Tacolicious.

Members of the class of 1999 celebrated their 15th reunion at the Grown-Up County Fair in September at Parker.
Alumni enjoyed the Los Angeles Alumni Gathering in November at the home of Laura Fox '80.

Parker athletes reunited to play in the annual Rick Haskins Memorial Soccer Game during Reunion Weekend in September.

The class of 1989 celebrated their 25th reunion at the Grown-Up County Fair in September at Parker.
Class Notes

Parker alumni: please send your class notes to Joe Bruno, Assistant Director of Development—Alumni Relations, jbruno@fwparker.org.

1944

William Van der Kloot’s latest project is Great Scientists Wage the Great War, which looks at six men who made major scientific breakthroughs during the First World War and, in doing so, altered its course. The book is available on Amazon.

1954

The class of 1954’s 60th reunion brought together about 20 class members and spouses. (Some class members who had originally planned to attend were unable to make the trip at the last minute.) In addition to the events at Parker, John Loeb and his wife hosted class members for cocktails at their home, followed by a Dutch treat dinner at Gibson’s, while on Saturday the group had dinner at Bistrot Margot. All who were present enjoyed the event, and classmates are giving serious consideration to another reunion in less than five years (possibly 2016).

Gene Lassers’ self-published memoir, No Regrets, includes a chapter, “Laggard at the Elite Francis Parker School.” (He is modest in choosing this title, since he and Bill Freehling co-edited the 1954 Record.) He and his wife, Linda, live in Long Beach, where he works part-time as community relations director of ChildNet and supports the local Ronald McDonald House. They continue to travel. Last spring they hosted a two-month Holland America cruise to West Africa, Israel, Turkey and many ports in between.
Margot Strauss Parke has two grandchildren attending Parker: Cyrus, in 1st grade, and Soraya, in Junior Kindergarten.

Natalie Crohn Schmitt, professor emerita, theatre, English, University of Illinois at Chicago, has published *Befriending the Commedia dell’Arte of Flaminio Scala: The Comic Scenarios* (Toronto: University of Toronto Press, 2014). Flaminio Scala, a contemporary of Shakespeare’s, was the only person in either the 16th or 17th centuries to have published a collection of scenarios for this form of improvised theatre.

1960

Anna Mallin writes, “It’s been a rather full year! After my husband’s death four years ago (Michael Mallin), I’ve been spending my time seeing the world from the seat of a sea kayak. Last January, together with eight other people, I sailed on a 60-foot sailing yacht from Ushuaia (in Argentina), down the Beagle Channel and south across the Drake Passage to the Antarctic Peninsula. There we paddled amongst the various islands and icebergs, camped, frolicked with whales, laughed at penguins (they are wonderfully anthropomorphically comic), then sailed north across the Southern Ocean to Cape Horn (huge, black and forbidding) and back through the Beagle Channel to Ushuaia. This was a trip of a lifetime! The rest of the year was less dramatic: paddling down the Saguenay Fjord in Quebec to the St. Lawrence River; BCU (British Canoe Union) 4* training in Maine; beginning to get to know the shoreline of Massachusetts and Rhode Island; and a wonderful 21-day kayaking/camping trip circumnavigating four of the five islands in the Bay of Loreto National Marine Park near Loreto, BCS, Mexico.”

1961

Michael Horn’s newest film *And Did They Listen?*, which recently won awards in the Accolade and IndieFEST film festivals, is the fourth film based on his 35 years of research into the controversial Billy Meier UFO contact case, ongoing in Switzerland for more than 72 years.
A Tale of Two Schools
By Larry Garner ’61

In the spring of 1961 I travelled to Berea, Kentucky, and it was a transformative experience in my life. At the time I was taking Jack Ellison’s Anthropology course and in need of a topic for the year-end “field report.” He suggested that I look into the conditions driving the migration of Appalachian whites to the Uptown neighborhood of Chicago, and I quickly jumped at the prospect of an expedition to fabled Kentucky. Mr. Ellison set up contacts at Berea College and the Appalachian Center in Berea, my father (with reckless abandon) lent me his Nash Rambler, and I hit the road with my classmate, Ozzie Kennedy. Ozzie was himself an immigrant (Hungary, 1956), and so the question of migration must have resonated with him in a special way.

We were warmly welcomed at Berea College, where we stayed in one of the dorms, and, over the course of four days or so, we toured the area with people from the Appalachian Center. The dire poverty of the people in the countryside shocked and distressed us; it was hardly imaginable that, in a country as rich as ours, people could still be living in such wretched conditions. Of course, Chicago’s South Side had (and has) its share of poor people, too, but rural poverty carries human misery to another dimension. (Michael Harrington was to publish in 1962 a book that rocked the nation: The Other America: Poverty in the United States.)

But there was something else that I learned from the visit to Berea. Our guides stressed that it was only with great reluctance and driven by terrible material need that people left the area. The people of Appalachian Kentucky had a kind of “stubborn” attachment to the place they called home: their kin, their friends and their land. And, in a more general sense, their attachment was to a whole way of life: a way of talking that is gentle to the ear, food that your stomach yearns for, fiddlin’ music that gets you up and dancin’ a two-step, a spirit of obstinate self-reliance and a hospitality towards strangers that seems inborn.

I came back to Chicago and wrote a paper driven by an idea that has stayed with me: the vital importance of place in people's lives and the need to nourish and support the attachment people have to their place. (It was sheer luck that I lived to write that paper: on one of the rare occasions when Ozzie took the wheel, he encountered a long, oncoming funeral procession on a narrow Kentucky road—his knuckles turned white on the steering wheel and he drove the car into a ditch just after we passed the last car in the procession. Ozzie died in 1999, far from home, but I reckon he would have remembered the trip pretty much the same way I do.)
After more than 50 years, I returned to Berea with my wife, Roberta, this past November. This too proved to be an inspiring voyage of discovery. On my first trip, I had learned that Berea was a college dedicated to the education of people from Appalachia and that all students were expected to work as part of their educational experience. It is still true that all students must work at least 10 hours a week in one capacity or another: in craft workshops (student-made Berea brooms are highly prized), as tour guides for visitors, as waiters or hotel staff at the college-owned Berea Tavern and Inn, etc. But I didn't know that Berea will only admit financially needy students, since no student pays tuition. I also didn't know that Berea was founded in 1855 on the principle of racially integrated education. Berea College persevered despite racist hostility and violence (twice the college chapel was burnt to the ground) for six decades. But in 1908 the Kentucky state legislature imposed on the college the racial segregation that was the norm throughout the South. After the Supreme Court ruling in Brown vs. Board of Education in 1954, Berea College became a racially integrated college again.

I came back to Chicago and wrote a paper driven by an idea that has stayed with me: the vital importance of place in people’s lives and the need to nourish and support the attachment people have to their place.

On the way back to the Louisville airport from Berea, Roberta and I decided to take a detour via the farm of Wendell Berry, a Kentucky author renowned for his poetry and writings on the importance of place and of a sustainable relationship to the world around us. We parked our car some distance from his farm, so as not to be obtrusive, and we began walking along the highway to get a closer view of his place. I suspect someone in the Berry farmhouse noticed what appeared to be strangers in distress walking along the highway because before we knew it, a pickup rolled up next to us, the driver lowered the window, and with a sweet, gentle Kentuckian accent Wendell Berry asked: “Do you folks need any help?”

And so my debt to Parker is two-fold: to have had a wonderful teacher like Jack Ellison, who led me to take a Kentucky trip in 1961 that would shape my thinking to the present day, and to have been given the opportunity to discover Berea College, a very special and inspiring place of learning and solidarity.
1971

Steven Levitt was one of three winners of the Old Town School of Folk Music’s inaugural Distinguished Teaching Artist awards. The honorees were nominated by their peers and selected by a committee of members from Old Town School’s board of directors. Criteria for selection was based upon excellence as a teaching artist, excellence as a leader among fellow teachers and excellence in their contributions to the community culture of the Old Town School of Folk Music.

Edith Pattou’s book Ghosting, a young adult fiction novel written in verse and stream of consciousness, made it to the New York Times bestseller list. Ghosting explores the wicked combination of alcohol, guns and a dare. The terrible mix of these three allows for a gruesome night to unfold in an ominous, abandoned house. Part horror story, part cautionary tale, this book will captivate and unnerv teenager and their parents. Edith will visit Parker in spring 2015.

1975

Nikki Pope has written her first novel with Courtney Lance ’76, Pruno, Ramen, and a Side of Hope: Stories of Surviving Wrongful Convictions, published by Post Hill Publishing and released in February. They are sharing half the net proceeds from book sales with the exonerated individuals whose stories are featured in the book. The book can be pre-ordered on Amazon.

1981

Nancy Melissas writes, “[The year] 2014 was a busy year for the Melissas/Terhune family. Our older daughters, Elena and Nina, graduated from Smith College and Sarah Lawrence College in May, and our youngest daughter, Maya, graduated from high school and is now a freshman at Boston University. David and I celebrated our 24th anniversary in August.”

Dave Specter released his 10th album, Message in Blue, and it made the first ballot for a Grammy nomination. Last year he and his band The Blue Birds toured Sweden, Switzerland, France, Germany, Belgium, Italy, Poland, N. Ireland, Norway and The Netherlands. Future tour dates can be found at davespecter.com.
1983

Adam Shayne spoke at Morning Ex about working in international development at the World Bank. He described the role of the World Bank in helping developing countries to reduce poverty by providing grants and loans for specific projects to improve infrastructure, as well as health and education systems, and to mitigate the impact of global warming.

1989

Melanie Nutter, a sustainability executive with her own consulting firm, presented a Morning Ex about sustainability and green initiatives in San Francisco, inspired by her efforts to "green" the Parker campus while she was a student.

Melanie Nutter with Principal Dan Frank.

1990

Amy Kohn released PlexiLusso, her third album of experimental pop. The album was recorded in Italy and the U.S. and features 17 musicians on everything from winds to windmills. The artwork by Non-Format with original photography by Merri Cyr was featured on Wired.com and in Pitchfork's Best Album Covers of 2014 and All About Jazz Italia. The album was broadcast on stations from WFMU to BBC Radio 6 to Italy's Radio 3. "Plexi" in the title was inspired by the knee-high table in her childhood apartment: she would look through its sides and see infinite reflections. For more information, visit amykohn.com.

1992

Nathaniel Treister, DMD, DMSc, is the new chief of the Division of Oral Medicine and Dentistry at Brigham and Women's Hospital. He serves in a similar role at the Dana-Farber Cancer Institute. He joined BWH's Department of Surgery as an associate surgeon in 2005. In 2009, he was named program director for the Harvard/Brigham Residency Program in Oral Medicine, which has achieved national recognition under his leadership. He also serves as a surgeon at Dana-Farber/Brigham and Women's Cancer Center and is on the consulting staff of Boston Children's Hospital. His primary research involves oral complications of cancer therapy and, particularly, graft-vs.-host disease. He graduated from Stanford University. After earning his DMD degree from the University of Pennsylvania, he completed specialty training and his DMSc at Harvard. Among his accolades is the Herschfus Award from the American Academy of Oral Medicine.
1994

Nicholas Apostal and his mother, Edie, along with Jayme Fogel Slate ’00 and her mother, Eudice Fogel, were featured in a recent issue of Michigan Avenue magazine focusing on real estate broker teams.

1996

Alok Appadurai is co-founder of Fed By Threads, which is the Whole Foods of American-made sustainable fashion designers across America and feeds 12 emergency meals to hungry Americans per item sold. He spoke to students in the Social Entrepreneurship class and presented a Morning Ex about the hunger epidemic across the country and how ethical fashion can help feed the needy and bring jobs back to America.

Jordan Matyas has opened Matyas Law Firm, which will focus on government relations and media consulting. He lives in Old Town with his wife, Tiffany Madigan, and their three-year-old daughter, Eliza.

1998

Eric Holubow’s gripping photographs are the subject of Abandoned: America’s Vanishing Landscape, recently released by Schiffer Publishing. Centered in the Rust Belt, but spanning from coast to coast, north to south and big cities to small towns, his breathtaking images of nearly a hundred sites in beautiful and powerful ruination signify the comprehensive erosion of important parts of our history. His work has been featured on CBS Evening News, in the San Francisco Chronicle and on the Huffington Post.

David Rosenfield, after practicing law at two of the largest firms in the world for eight years (first with Winston & Strawn in Chicago for three years, then with Reed Smith in Chicago and New York City for five years), left his job in the States, as did his wife Stefanie, so they could teach English at an international university in Bangkok, Thailand. During the last year and a half, in addition to teaching, they have visited more than 15 countries, stopping at such sights as Machu Picchu, Iguazu Falls, the Taj Mahal, Mt. Everest Base Camp, Angkor Wat and numerous places in Southeast Asia. Next summer, they plan to visit Northern Asia (China, Japan, Korea and Taiwan) during their three-month summer vacation.
1999

Philipp Conrad is working as a social media manager and music agent at Demner, Merlecek & Bergmann in Vienna, Austria. He continues to curate for RamenMusic.com and work on his iOS app BigWrite. In his free time he is still singing and playing music.

Graham Gilbert and Bob Matteson ’00 have teamed up to create “Mobile Doorman,” a new app, which launched in its first Chicago apartment building in August, that puts control of everything from package deliveries to visits from friends into the palm of your hand. The app acts as a middleman between tenants, a building’s doorman and maintenance workers.

Katie Nordine writes, “In the entrepreneurial tradition of my forebears, I am pleased to announce that I have formed my own company, Nordine Events. I have created and launched my website complete with a blog I am calling ‘On Entertaining...’ and hope to be of service to any and all members of my Parker family when next they need help planning their next killer party. Visit NordineEvents.com to see more of what I have to offer.”

Allie Williams writes, “I recently left my job as a veterinary technician (after almost 15 years of doing this career!). Currently I am doing fundraising and development for SitStayRead. We are a nonprofit that brings dogs into Chicago Public School classrooms to help struggling young readers develop critical early literacy skills. I have been involved with the organization for about four years (for the past year as a board member). The students we work with in grades 1 through 4 read books about dogs to our dogs, then write stories based on those books. We work with 1,800 students a year, and, for most of them, it is the first time they have ever had a positive interaction with a dog. More importantly, they make 47.8 percent greater fluency gains than their peers who aren't in the program. We are always looking for volunteers and fundraising support!”
2000
Jayme Fogel Slate and her mother, Eudice Fogel, along with Nicholas Apostal ’94 and his mother, Edie, were featured in a recent issue of Michigan Avenue magazine focusing on real estate broker teams.

2001
Samantha Kramer (Schiff) has started a Chicago-based fashion and lifestyle blog called Gold Coast Girl. The website is a mix of current trends, outfit inspiration, beauty tips, interior design, recipes and fitness. She is always up for collaborating with local businesses, organizations and emerging products. Visit goldcoastgirlblog.com or email her at goldcoastgirlblog@gmail.com to connect.

Dylan Plattwood is a residential real estate broker with Berkshire Hathaway HomeServices in Lincoln Park. Ironically, his office is in the old Tower Records location near the school. If anyone has a burning desire to get a cup of coffee, he'd love for you to stop by or call 312.285.1195 (cell). He specializes in first-time home-buyer representation and working with experienced sellers. Currently, he's living on the North Side of Chicago, where he loves riding his road bike, weather permitting, and taking his dog Slim for walks in the park.

2007
Whitney Roth is a general manager with the DMK Company, which owns and operates Chicago restaurants DMK Burger, Fish Bar, Ada Street Grill, County BBQ, Henry’s Swing Club and MK Chicago. The company is owned and operated by David Morton, of the Morton Steak House and Hard Rock Cafe family, and the renowned Chef Michael Kornick, who was just inducted into the Chicago Chefs Hall of Fame. Recently, Whitney helped open DMK Burger Bar in Evanston and is also developing its beer and wine program.

2008
Kara Crutcher has started Courage Campaign: CTA, which raises funds for CTA advertisements that advocate respect for all while using public transit. In an article on the website DNAinfo, she said, “The entire point is to encourage people to be courageous… We don't want to point fingers. It may seem silly...something as small as a sign, but there are signs that tell you to please give up your seat for elderly people on the train, and people get up.”
2009

Thomas Eley is teaching English in the Japanese school system through an arrangement between the Japanese and American governments. He works with high school students through a program called JET (Japanese Exchange and Teaching).

Julian Randall read from his first collection of poetry, *On the Way Here*, at a Morning Ex. Using a mix of more traditional poetic styles and spoken word, he seeks to use poetry as a medium for community building and education.

2010

Logan Roth, who is part of the Princeton University Jazz Composers Collective, was invited to tour Estonia by the Estonian Academy of Music and Theatre in Tallinn, Estonia. Princeton’s 2014–15 Arts Fellow composer/performer/improviser Jason Treuting and his group So Percussion featured Logan and other musicians from Princeton in his seminal work “Amid the Noise.”

2013

Nicolae Florin Dorlea, a sophomore at Connecticut College, is one of only 16 students selected to participate in the highly prestigious Fulbright-Hays Group Project Abroad Advanced Chinese Immersion Program through the China Program Center at UMass Boston. The program, a fully funded semester-long Chinese language immersion program, includes 19 weeks of study at Shaanxi Normal University, a two-week homestay with a host family during the Chinese New Year celebration and a six-week internship at Xi’an High Tech Industries Development.

Austin Zheutlin took a semester off from the University of Chicago to work as a White House Intern in the Office of Scheduling and Advance. He served on the President’s advance team for his trip to Indiana and at the College Opportunity Summit in DC.
In Memoriam

Robert Sabath ’64 “lived just two blocks away from FWP and walked by, probably every day, on his amblings around the neighborhood,” wrote his sister Bettie ’63. “He would have come to the ’64 reunion and told tales of his adventures in the world of The Board of Trade and real estate in Chicago, but probably, his best memories would have been of those good years at Parker. Please remember him when you all gather. He was a bit of a curmudgeon, but he was loved by his friends and I miss him terribly!”

Jamie Binder ’67 was a lifelong Chicagoan and a respected astrologer with one published book. She was writing a second work at the time of her death.

Paul Lyman ’68

The family of Jenny Izenstark ’81 has requested donations to the Naomi Berrie Diabetes Center at Columbia University or Anshe Emet Day School in Chicago in her memory. “I am glad that I saw her a few years ago at a dinner after the FWP alumni event in New York City. She seemed healthy and was in great spirits,” said classmate Kim Kerbis.

Emma Beth Pincus Hartman, formerly class of 2015, was the sister of Rachel Hartman ’16 and daughter of Laura Pincus Hartman ’81. The family requests donations to the Tree House Humane Society in Emma’s memory.
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Principal Daniel B. Frank ’74, Ph.D., recently participated in the 2015 National Meeting for the American Psychoanalytic Association (APsaA) in New York City. The Association’s largest event of the year, it brings together more than 2,000 people from around the world and offers stimulating content for mental health professionals, educators, researchers and students who inform their practice and research with psychoanalytic thinking.

At the conference’s Presidential Reception, APsaA President Dr. Mark Smaller presented Frank with Honorary Membership in the American Psychoanalytic Association “in recognition of his significant contributions to a psychoanalytic understanding of education and school environments.”

Noted among Frank’s contributions to the field were his published writings and public talks about schools and education, his founding the international education journal *Schools: Studies in Education* and his volunteer service as the past executive director of the International Society for the Psychoanalytic Study of Organizations.

“Schools have the potential to educate the whole person and provide students with experiences that shape their skills, characters, confidence, attitudes and moral commitments,” Frank said at the event. “At Parker, we know that school life is shaped by the relationships students have with their teachers and classmates. These relationships express the school’s core values and have a powerful influence on students’ views of themselves and others, now and throughout their lives.

“When the psychological tone of school culture is informed with deep understandings about how emotions and relationships influence learning and development, students and adults thrive in their capacities to think and feel and collaborate. Parker’s progressive approach to education applies psychoanalytic and systems understandings about the complexity and diversity of human experience so that all can grow—as individuals and as members of groups—through creativity and empathy. Above all, because democracy needs emotionally attuned citizens, psychoanalytically informed approaches to education, human development and organizational systems can help schools flourish in their essential efforts to educate students for character and citizenship.”

In addition to receiving this honor, Frank also chaired a discussion at the meeting, “Educators and Analysts Working Together.”