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

John Dewey
An Introduction from Dan Frank

As this issue of The Live Creature illustrates, at Parker, we learn together. We refer to home, community and democracy, all forms of social organization that invite us to discover how to relate to one another and to ourselves through education.

At Parker, because we learn through our relationships with one another, we thrive in the open flow of ideas and inspiration that come from people throughout our diverse community. Building and sustaining a robust culture of inquiry requires constant dedication, reflection and creativity to ensure students and adults benefit from a wide range of thoughts and perspectives that originate within our school and beyond its walls. To share insights, feelings and information, we must keep our channels for communicating clear and accessible to all.

A Parker education cultivates students’ passion and commitment to share what they are learning with each other. Students generate and absorb knowledge through their classrooms and Morning Ex experiences, their encounters with students from different grade levels, their relationships with teachers and advisors and their interactions with teammates, fellow actors, musicians, affinity group members, those who join them in civic engagement activities and their peers via the Internet and social media.

Learning about oneself is empowering. There is a special joy in discovering one’s own interests and talents. There is also an educational need to learn from others who are diverse in age, roles and backgrounds. As they become caring citizens who know how to communicate through words, images, numbers, sounds, touch and taste, Parker students develop many options and methods for contributing to the progress and completeness of community life.

Every issue of The Live Creature tells stories about learning with other people, about the origin and development of ideas, about the meaning collaborative education can have as people learn about themselves and others. These compelling stories portray the lasting impact of a Parker education—the making of connections among ideas and people that can lead to an expanding sense of self and citizenship, transforming lives through education, now and throughout our lives.
An Introduction from Dan Frank

As this issue of The Live Creature illustrates, at Parker, we learn together. We refer to home, community and democracy, all forms of social organization that invite us to discover how to relate to one another and to ourselves through education.

At Parker, because we learn through our relationships with one another, we thrive in the open flow of ideas and inspiration that come from people throughout our diverse community. Building and sustaining a robust culture of inquiry requires constant dedication, reflection and creativity to ensure students and adults benefit from a wide range of thoughts and perspectives that originate within our school and beyond its walls. To share insights, feelings and information, we must keep our channels for communicating clear and accessible to all.

A Parker education cultivates students’ passion and commitment to share what they are learning with each other. Students generate and absorb knowledge through their classrooms and Morning Ex experiences, their encounters with students from different grade levels, their relationships with teachers and advisors and their interactions with teammates, fellow actors, musicians, affinity group members, those who join them in civic engagement activities and their peers via the Internet and social media.

Learning about oneself is empowering. There is a special joy in discovering one’s own interests and talents. There is also an educational need to learn from others who are diverse in age, roles and backgrounds. As they become caring citizens who know how to communicate through words, images, numbers, sounds, touch and taste, Parker students develop many options and methods for contributing to the progress and completeness of community life.

Every issue of The Live Creature tells stories about learning with other people, about the origin and development of ideas, about the meaning collaborative education can have as people learn about themselves and others. These compelling stories portray the lasting impact of a Parker education—the making of connections among ideas and people that can lead to an expanding sense of self and citizenship, transforming lives through education, now and throughout our lives.
Cooking Up Connections Through Chemistry
By Leslie Webster, Upper School Science teacher

I’ve taught science at Parker for 10 years, and when my students make connections to the curriculum I present to them, it’s exciting and inspiring. Sometimes, though, students are the ones who generate the ideas.

Ben Weiss, now a Parker senior, has a strong interest in cooking. He has participated in summer programs, volunteered at restaurants and learned how commercial kitchens operate. During the 2013–14 school year, he suggested a Chemistry of Cooking class to learn scientific principles through the lens of food and cooking. He lobbied friends and colleagues to sign a petition calling for this new elective for the following year. The Science Department needed to develop a response to this enthusiasm quickly because we had to submit course descriptions by December.

Something about this idea connected with my own interests. I cook frequently from scratch, and I’m passionate about feeding my kids good food while remaining conscious of our responsibility as stewards of this planet.

In the fall, we began the class by reviewing the major food groups. What I thought would take 10 minutes took two days: we talked about portion control, calories, nutrients, how to define a serving size and why we need to eat. It was a serendipitous opportunity right at the start that was more of a teachable moment than I anticipated.

It was new, and I learned all kinds of fun stuff, too—like how eggs are formed inside a chicken. We saw a picture of a dissected reproductive tract and discovered how an egg becomes an egg. For lab that week, we hadn’t used induction burners before, so one day their challenge was to maintain a temperature on the burner, and it was like watching them play video games—up, down, up, down.
I’ve taught science at Parker for 10 years, and when my students make connections to the curriculum I present to them, it’s exciting and inspiring. Sometimes, though, students are the ones who generate the ideas.

Ben Weiss, now a Parker senior, has a strong interest in cooking. He has participated in summer programs, volunteered at restaurants and learned how commercial kitchens operate. During the 2013–14 school year, he suggested a Chemistry of Cooking class to learn scientific principles through the lens of food and cooking. He lobbied friends and colleagues to sign a petition calling for this new elective for the following year. The Science Department needed to develop a response to this enthusiasm quickly because we had to submit course descriptions by December.

Something about this idea connected with my own interests. I cook frequently from scratch, and I’m passionate about feeding my kids good food while remaining conscious of our responsibility as stewards of this planet.

In the fall, we began the class by reviewing the major food groups. What I thought would take 10 minutes took two days: we talked about portion control, calories, nutrients, how to define a serving size and why we need to eat. It was a serendipitous opportunity right at the start that was more of a teachable moment than I anticipated.

It was new, and I learned all kinds of fun stuff, too—like how eggs are formed inside a chicken. We saw a picture of a dissected reproductive tract and discovered how an egg becomes an egg. For lab that week, we hadn’t used induction burners before, so one day their challenge was to maintain a temperature on the burner, and it was like watching them play video games—up, down, up, down.
The next day we cooked a bunch of eggs at different temperatures, separated by as little as one degree. So then we cracked them all open to see how they were different based on different cooking temperatures but the same amount of time. We had eggs of quite different consistency even though the difference in temperature was only one or two degrees.

We also did a grains unit. I talked about different grains and had them search for the ones with the best nutrients. Their homework was to find a recipe using a specific grain, and we had a small competition to see who could make the best recipes using their grains. We then talked about the safe way to store meats and how the school buys whole chickens and uses the parts efficiently, being responsible about not wasting.

Throughout the class, Ben served as a kind of “teacher’s assistant,” an extra set of hands and eyes to help with lab preparation work, such as sharpening knives and boiling liquids on induction burners. His other role was keeping a blog (bweiss0.wix.com/chemistry-of-cooking). My strength is the actual teaching, the time things take, the natural progression of an idea and a concept, but having Ben record what we did every day, so we can replicate it rather than re-create it, was very valuable.

My strength is the actual teaching, the time things take, the natural progression of an idea and a concept, but having Ben record what we did every day, so we can replicate it rather than re-create it, was very valuable.

In addition to these school links, Ben took advantage of his community connections for our classroom. For example, he had a butcher from Butcher and Larder bring us a pig leg from hip to hoof, which he butchered in front of us and talked about the different cuts of meat. As with the Parker cafeteria’s philosophy of breaking down larger pieces of meat, Butcher and Larder buys only whole pigs and makes sure to use all the parts.

The class final was “Iron Chef Parker Edition!” Working alone or in pairs, the students had a $20 budget, came up with an idea of what to cook, then priced out their ingredients at the grocery store. After thinking about it overnight, they came back to school the next day with their recipes. Then I gave them their secret ingredient: brown sugar! So they had to adapt their recipes to include it. I bought their fresh fruits and vegetables, with help from Big Apple. Upper School science teacher Eric Rosado and I were the judges, and each section had a secret guest judge: Zac in one section and Upper School Head Joe Ruggiero in the other. We didn’t declare a winner, but the students received comments from the judges with their class grades and comments.

I’m excited that we have a dedicated classroom this year. Although we took all precautions last year, with mats on tables and rigorous cleanup, this way there will be no possibility of cross-contamination through sharing space with other Chemistry classes. We also have our own oven and refrigerator!
The Live Creature

The next day we cooked a bunch of eggs at different temperatures, separated by as little as one degree. So then we cracked them all open to see how they were different based on different cooking temperatures but the same amount of time. We had eggs of quite different consistency even though the difference in temperature was only one or two degrees.

We also did a grains unit. I talked about different grains and had them search for the ones with the best nutrients. Their homework was to find a recipe using a specific grain, and we had a small competition to see who could make the best recipes using their grains. We then talked about the safe way to store meats and how the school buys whole chickens and uses the parts efficiently, being responsible about not wasting.

Throughout the class, Ben served as a kind of “teacher’s assistant,” an extra set of hands and eyes to help with lab preparation work, such as sharpening knives and boiling liquids on induction burners. His other role was keeping a blog (bweiss0.wix.com/chemistry-of-cooking). My strength is the actual teaching, the time things take, the natural progression of an idea and a concept, but having Ben record what we did every day, so we can replicate it rather than re-create it, was very valuable.

We found ways to connect with others at Parker. Lisa Nielsen’s JK planted rhubarb the previous spring, and we harvested it in the fall. Her students came back and we made butter together (see page 8). Executive Chef Zac Maness talked about making breads. And when we talked about meats, we toured the cafeteria, which illustrated the ways the concepts we were learning applied to a commercial kitchen. Zac talked about the safe way to store meats and how the school buys whole chickens and uses the parts efficiently, being responsible about not wasting.

In addition to these school links, Ben took advantage of his community connections for our classroom. For example, he had a butcher from Butcher and Larder bring us a pig leg from hip to hoof, which he butchered in front of us and talked about the different cuts of meat. As with the Parker cafeteria’s philosophy of breaking down larger pieces of meat, Butcher and Larder buys only whole pigs and makes sure to use all the parts.

The class final was “Iron Chef Parker Edition”? Working alone or in pairs, the students had a $20 budget, came up with an idea of what to cook, then priced out their ingredients at the grocery store. After thinking about it overnight, they came back to school the next day with their recipes. Then I gave them their secret ingredient: brown sugar! So they had to adapt their recipes to include it. I bought their fresh fruits and vegetables, with help from Big Apple. Upper School science teacher Eric Rosado and I were the judges, and each section had a secret guest judge: Zac in one section and Upper School Head Joe Ruggiero in the other. We didn’t declare a winner, but the students received comments from the judges with their class grades and comments.

I’m excited that we have a dedicated classroom this year. Although we took all precautions last year, with mats on tables and rigorous cleanup, this way there will be no possibility of cross-contamination through sharing space with other Chemistry classes. We also have our own oven and refrigerator!
In another example of sharing, caring and connecting, Ben Weiss extended his passion for food into a Parker tradition, the Fall Feast. Following is an excerpt of an article he wrote about the experience.

If there is one thing that I have come to appreciate as a result of my Parker education, it is the value of community. Without exiting the building, I am able to visit students of all ages, teachers of a number of disciplines and people with a variety of experiences. The richness of this community stimulates students in a way that promotes the formation of connections. It was not wholly intentional to have this coming Fall Feast be a cross-grade and cross-discipline event, but the nature of the Parker community is that these connections are almost inevitable.

The richness of this community stimulates students in a way that promotes the formation of connections.

To encourage [greater attendance by Lower School families], we have collaborated with the Lower Schoolers to get them excited about the event. The newly formed Chemistry of Cooking class, taught by Leslie Webster, has been an invaluable tool for the facilitation of these projects. The students in this Upper School elective helped Ms. Nielsen’s JK class make rhubarb jam and butter. When making the butter, all the JKers received a small container of cultured cream. To turn the cream into butter, the JKers had to shake the containers for about five to 10 minutes. I have never seen a group of people so happy to shake a container of cream in my life. Jumping, giggling and laughing all the while, the JKers, along with their friends from the Chemistry of Cooking class, made some wonderful butter. Watching the students’ faces light up as they tasted the butter they made was incredibly rewarding for everybody involved. Both the butter and rhubarb jam will be elements in the dishes at the Feast.
In another example of sharing, caring and connecting, Ben Weiss extended his passion for food into a Parker tradition, the Fall Feast. Following is an excerpt of an article he wrote about the experience.

If there is one thing that I have come to appreciate as a result of my Parker education, it is the value of community. Without exiting the building, I am able to visit students of all ages, teachers of a number of disciplines and people with a variety of experiences. The richness of this community stimulates students in a way that promotes the formation of connections. It was not wholly intentional to have this coming Fall Feast be a cross-grade and cross-discipline event, but the nature of the Parker community is that these connections are almost inevitable.

To encourage [greater attendance by Lower School families], we have collaborated with the Lower Schoolers to get them excited about the event. The newly formed Chemistry of Cooking class, taught by Leslie Webster, has been an invaluable tool for the facilitation of these projects. The students in this Upper School elective helped Ms. Nielsen's JK class make rhubarb jam and butter. When making the butter, all the JKers received a small container of cultured cream. To turn the cream into butter, the JKers had to shake the containers for about five to 10 minutes. I have never seen a group of people so happy to shake a container of cream in my life. Jumping, giggling and laughing all the while, the JKers, along with their friends from the Chemistry of Cooking class, made some wonderful butter. Watching the students' faces light up as they tasted the butter they made was incredibly rewarding for everybody involved. Both the butter and rhubarb jam will be elements in the dishes at the Feast.
Continuing Connections to the Parker Community

By Jeremy Ohringer ’09

Of all of the things I learned while attending Parker, the importance of community has stuck with me most. Parker’s community of supportive teachers, engaged students and caring alumni is unlike any other I have experienced. As a member of the “14-year-gang,” I literally grew up at Parker, and it shaped me as a person and as an artist. When I close my eyes and think of my experience, I remember running around the stage as a four-year-old witch in the Halloween Morning Ex, re-creating the Chicago Fire by building miniature houses in 3rd grade, constructing a shelter at Lorado Taft and looking out at the auditorium while playing Pandarus in the Shakespeare Morning Ex, feeling so lucky the entire school was in that room with me. As I think back, I see the individuals who shaped my education and the things we created together. I remember working with friends to start and run The Fourth Wall, Parker’s student-run theatre ensemble, a process that made me aware of my love of directing and teaching, which then led me to pursue them as a career.

After graduating from Skidmore, I started working with the after-school program Parker PLUS, assisting Javier Rivera, who had directed Blood Wedding, the fall play when I was a Parker senior. During the several months I assisted the class “It's Showtime,” I learned how much I enjoyed creating theatre with young students. Since then, I have continued to work for Parker PLUS, teaching theatre classes including “Ready Set Show,” which guides 1st–3rd grade students in writing and performing...
Of all of the things I learned while attending Parker, the importance of community has stuck with me most. Parker’s community of supportive teachers, engaged students and caring alumni is unlike any other I have experienced. As a member of the “14-year-gang,” I literally grew up at Parker, and it shaped me as a person and as an artist. When I close my eyes and think of my experience, I remember running around the stage as a four-year-old witch in the Halloween Morning Ex, re-creating the Chicago Fire by building miniature houses in 3rd grade, constructing a shelter at Lorado Taft and looking out at the auditorium while playing Pandarus in the Shakespeare Morning Ex, feeling so lucky the entire school was in that room with me. As I think back, I see the individuals who shaped my education and the things we created together. I remember working with friends to start and run The Fourth Wall, Parker’s student-run theatre ensemble, a process that made me aware of my love of directing and teaching, which then led me to pursue them as a career.
their own play. I have been amazed at what these students have been able to accomplish. In the spring 2015 session, students wrote, directed, choreographed and designed their show completely. I credit Parker for giving them the confidence and latitude to communicate and work together at such a young age.

After joining the staff of Parker PLUS, I began teaching in the Upper School French Department’s Global Voices Initiative program, through which students in upper level French classes write a play in French while a partner school in Morocco writes a play in English. The semester-long project culminates with both schools performing their plays in their native languages and discussing them during a Skype session. I participated in this program during my senior year. Now, as a teaching artist, I love continuing to participate in this exchange and helping to provide this opportunity for Parker students not only to work together in the classroom, but also to work with students in an entirely different culture.

Through my friendship with Bonnie Seebold, I connected with Parker alum Manon Spadaro ’83, who was in the process of starting Chicago Youth Shakespeare, a nonprofit organization dedicated to providing Shakespeare education, outreach and performance opportunities to Chicago-area high school students across diverse backgrounds. Manon founded the program on the belief that the most authentic way to empower young people artistically and academically is to provide them with opportunities to inspire and be inspired by one another. Manon and I immediately connected due to our mutual love of Shakespeare and education, as well as our fond memories of Parker. It turns out Manon taught at Parker for a year when I started at the school. She has built Chicago Youth Shakespeare on many of the same values Parker has, which may explain why we have had so much success in such a short time. As the Youth Ensemble Director, I work with our students to mount hour-long performances of Shakespeare plays. So far, we have produced Macbeth, As You Like It, Romeo and Juliet and Julius Caesar.

With the importance of ensemble at the heart of every production, these students, who come from all over the city and suburbs, achieve miraculous things together. As good as our productions have been and as talented as our students are, nothing compares to the community they create. It is a community akin to Parker’s, one of mutual respect, generosity and kindness. It is the kind of community that will help support these kids as they follow their passions, take risks and be who they are with courage and integrity.

Even if I wanted to detach myself from Parker—and I clearly don’t—I couldn’t. Parker is in my blood. I am reminded of this when I go to teach every day, and I try to instill the same values in my students that Parker taught me.

Even if I wanted to detach myself from Parker—and I clearly don’t—I couldn’t. Parker is in my blood. I am reminded of this when I go to teach every day, and I try to instill the same values in my students that Parker taught me.
their own play. I have been amazed at what these students have been able to accomplish. In the spring 2015 session, students wrote, directed, choreographed and designed their show completely. I credit Parker for giving them the confidence and latitude to communicate and work together at such a young age.

After joining the staff of Parker PLUS, I began teaching in the Upper School French Department’s Global Voices Initiative program, through which students in upper level French classes write a play in French while a partner school in Morocco writes a play in English. The semester-long project culminates with both schools performing their plays in their native languages and discussing them during a Skype session. I participated in this program during my senior year. Now, as a teaching artist, I love continuing to participate in this exchange and helping to provide this opportunity for Parker students not only to work together in the classroom, but also to work with students in an entirely different culture.

Even if I wanted to detach myself from Parker—and I clearly don’t—I couldn’t. Parker is in my blood. I am reminded of this when I go to teach every day, and I try to instill the same values in my students that Parker taught me.

Through my friendship with Bonnie Seebold, I connected with Parker alum Manon Spadaro ’83, who was in the process of starting Chicago Youth Shakespeare, a nonprofit organization dedicated to providing Shakespeare education, outreach and performance opportunities to Chicago-area high school students across diverse backgrounds. Manon founded the program on the belief that the most authentic way to empower young people artistically and academically is to provide them with opportunities to inspire and be inspired by one another.

Manon and I immediately connected due to our mutual love of Shakespeare and education, as well as our fond memories of Parker. It turns out Manon taught at Parker for a year when I started at the school. She has built Chicago Youth Shakespeare on many of the same values Parker has, which may explain why we have had so much success in such a short time. As good as our productions have been and as talented as our students are, nothing compares to the community they create. It is a community akin to Parker’s, one of mutual respect, generosity and kindness. It is the kind of community that will help support these kids as they follow their passions, take risks and be who they are with courage and integrity.

With the importance of ensemble at the heart of every production, these students, who come from all over the city and suburbs, achieve miraculous things together. As good as our productions have been and as talented as our students are, nothing compares to the community they create. It is a community akin to Parker’s, one of mutual respect, generosity and kindness. It is the kind of community that will help support these kids as they follow their passions, take risks and be who they are with courage and integrity.

Even if I wanted to detach myself from Parker—and I clearly don’t—I couldn’t. Parker is in my blood. I am reminded of this when I go to teach every day, and I try to instill the same values in my students that Parker taught me. I know this when I look out at the audience of a play I have directed and see myriad Parker faces, from teachers I had (who are still willing to see the plays I make), to the friends I have kept and the alumni I have met.
Past is Prologue: 8th Grade Connects
What Has Been to What Will Be

As a culminating activity of the academic year, Parker’s 8th graders participated in “Past is Prologue,” a project inspired by a line from Shakespeare’s The Tempest (Antonio: “…what’s past is prologue”). These students faced the challenge of pausing, reflecting and taking stock of their Middle School experiences and assessing where they had come, where they were at that time and where they were going as they embarked upon the transition to Upper School. “Past Is Prologue” follows the idea that the great things these students have done are merely a prologue of what is to come in their lives. Students worked in Advisory to focus on moments of challenge, triumph or growth that took place during their Middle School years, created narrative descriptions of these moments and prepared presentations to share with their classmates, parents and current and former teachers through videos, slide presentations, physical artifacts and short talks that celebrated their accomplishments. Taking stock, finding perspective and reflecting on self are not simple things to do, but the class of 2019 set the tone for a new tradition with poise, humor and eloquence.

Here are a few examples of the connections students found as they appreciated the past while embracing the future.

My interest in English began when I was in preschool. I loved listening to my teacher read, and it wasn’t long before I wanted to read on my own. …By 1st grade, I was reading novels intended for children many years my senior. My love for literature developed into a love for writing when I entered Middle School. …[Mr. Drury] not only encouraged me to think outside of the box, but he also encouraged me to publish my work—a feat that I had previously set aside for writers of prominent status. …Writing and reading have dramatically shaped me as a person. Writing poetry and publicizing my work empowered me and taught me to be more outgoing. Reading has taught me to approach life from multiple perspectives and has given me the ability to step into other people’s shoes.

—Emma Butler-VanderLinden

Sharing, Caring and Connecting
What Has Been to What Will Be

My interest in English began when I was in preschool. I loved listening to my teacher read, and it wasn’t long before I wanted to read on my own. ...By 1st grade, I was reading novels intended for children many years my senior. My love for literature developed into a love for writing when I entered Middle School. ...[Mr. Drury] not only encouraged me to think outside of the box, but he also encouraged me to publish my work—a feat that I had previously set aside for writers of prominent status. ...Writing and reading have dramatically shaped me as a person. Writing poetry and publicizing my work empowered me and taught me to be more outgoing. Reading has taught me to approach life from multiple perspectives and has given me the ability to step into other people’s shoes.

—Emma Butler-VanderLinden

As a culminating activity of the academic year, Parker’s 8th graders participated in “Past is Prologue,” a project inspired by a line from Shakespeare’s The Tempest (Antonio: “…what’s past is prologue”). These students faced the challenge of pausing, reflecting and taking stock of their Middle School experiences and assessing where they had come, where they were at that time and where they were going as they embarked upon the transition to Upper School. “Past Is Prologue” follows the idea that the great things these students have done are merely a prologue of what is to come in their lives. Students worked in Advisory to focus on moments of challenge, triumph or growth that took place during their Middle School years, created narrative descriptions of these moments and prepared presentations to share with their classmates, parents and current and former teachers through videos, slide presentations, physical artifacts and short talks that celebrated their accomplishments. Taking stock, finding perspective and reflecting on self are not simple things to do, but the class of 2019 set the tone for a new tradition with poise, humor and eloquence.

Here are a few examples of the connections students found as they appreciated the past while embracing the future.
When I think back to the last few weeks of my 5th grade year, I remember the overwhelming sense of anxiety I felt at the prospect of going to Middle School. In the year leading up to this seemingly impossible transition, ideas of self-advocacy and independence always lingered in the background of the 5th grade curriculum. Now, as I am on the verge of becoming a high schooler, a sense of déjà vu has washed over me, reminiscent of my 5th grade year. As daunting a task as four years of high school may seem, I believe that my experiences in Middle School have laid the groundwork for success in all of my future endeavors.

—Zuri Mabrey-Wakefield

Throughout Middle School we face challenges and opportunities to help improve our public speaking. The journaling process led by Mr. Drury created a space where I could voice my thoughts and ideas. In 6th grade, a time when I was so easily influenced, this process helped shape the student I am today. In 7th grade, I joined Model UN. It created a space where public speaking was not only encouraged, but necessary in order to become an integral component of the Model UN system. This newfound ability to speak in front of a public audience allowed me to become a more influential contributor in class discussions and greatly affected the way I learn today. I now am able to confidently voice my opinion and learn from the conversations my voice creates.

—Jack Maling
The Live Creature

My growth during Middle School has been almost too much for me to measure. While I understand I became a stronger athlete and a more serious student, I am most proud of my improved abilities on stage. …[After performing in the Middle School Musicals in 6th and 7th grades] I found out I was to play George Banks in Mary Poppins, achieving my goal and sending me into an ecstatic frenzy. The next three months were once again filled with hard work and rehearsal, but this year it had a new meaning. This part provided me with a sense of duty and leadership, one I had been striving to achieve for years.

In this way, the Middle School Musical has shaped my artistic development and changed my Middle School experience on the whole.

—Samuel Kagan

When I think back to the last few weeks of my 5th grade year, I remember the overwhelming sense of anxiety I felt at the prospect of going to Middle School. In the year leading up to this seemingly impossible transition, ideas of self-advocacy and independence always lingered in the background of the 5th grade curriculum… Now, as I am on the verge of becoming a high schooler, a sense of déjà vu has washed over me, reminiscent of my 5th grade year. As daunting a task as four years of high school may seem, I believe that my experiences in Middle School have laid the groundwork for success in all of my future endeavors.

—Zuri Mabrey-Wakefield

Throughout Middle School we face challenges and opportunities to help improve our public speaking. …The journaling process led by Mr. Drury created a space where I could voice my thoughts and ideas. In 6th grade, a time when I was so easily influenced, this process helped shape the student I am today. …In 7th grade, I joined Model UN… It created a space where public speaking was not only encouraged, but necessary in order to become an integral component of the Model UN system. …This newfound ability to speak in front of a public audience allowed me to become a more influential contributor in class discussions and greatly affected the way I learn today. I now am able to confidently voice my opinion and learn from the conversations my voice creates.

—Jack Maling
Celebrating our community

This year marks a milestone for the Founding Our Second Century Campaign, which Parker established to raise funds for enhanced facilities as well as endowments dedicated to programming, financial aid and the school’s long-term financial sustainability.

It truly took a complete community to meet our ambitious goal. We sincerely thank our faculty, staff, parents, alumni, parents emeriti, grandparents and friends for their overwhelming support.

A healthy endowment that has grown from $13 million to $40 million during the life of the Campaign

One community composed of generous faculty, staff, parents, alumni, parents emeriti, grandparents and friends

A vibrant learning environment with endowments dedicated to programming, financial aid, tuition remission and unrestricted support

$89 million raised for revitalized facilities and a strengthened endowment

A sustainable future with the endowment generating $1 million in earnings during the 2014–15 school year to offset Parker’s annual budget
Celebrating our community

This year marks a milestone for the Founding Our Second Century Campaign, which Parker established to raise funds for enhanced facilities as well as endowments dedicated to programming, financial aid and the school’s long-term financial sustainability.

It truly took a complete community to meet our ambitious goal. We sincerely thank our faculty, staff, parents, alumni, parents emeriti, grandparents and friends for their overwhelming support.

$89 million raised for revitalized facilities and a strengthened endowment

A vibrant learning environment with endowments dedicated to programming, financial aid, tuition remission and unrestricted support

A healthy endowment that has grown from $13 million to $40 million during the life of the Campaign

A sustainable future with the endowment generating $1 million in earnings during the 2014–15 school year to offset Parker’s annual budget
Middle Schoolers Use Music to Make Connections

“Music gives a soul to the universe, wings to the mind, flight to the imagination and life to everything.” —Plato

Music collaboration between students of all ages allows for sharing and growing, as well as a sense of responsibility and camaraderie. All of these are important facets of creating a close community.

A group of 7th and 8th grade students with a passion for instrumental music have found an ideal outlet in a community service group called the Music Messengers. On service days, these students work with music teachers Rob Denien and Alec Synakowski to learn about access to musical opportunities outside the school and perform for a range of audiences at school and elsewhere.

“Our tagline is: Using our resources to improve the lives of others through music,” said Synakowski.

During its first year (2013–14), the group had to overcome several logistical challenges before it could share its message. “We had to make sure the kids had instruments, they were prepared to play, they had music, buses, music stands—everything a group needs to tour,” Synakowski explained. But by the past school year, the Music Messengers had gained some momentum.

“We were an oiled machine, and we had solidified a wide range of repertoire, from ‘Feliz Navidad’ to pop songs on the radio, to ‘It Don’t Mean A Thing If It Ain’t Got That Swing,’ which was especially fun when we performed for seniors,” Synakowski described. “We play for four-year-olds and 80-year-olds—sometimes at the same time—and to see them move the same way to the music is fantastic.

“The real cherry on top of this is the connection you make with the people you’re performing for.”

Among the community groups that have welcomed the Music Messengers are Casa Central, a community center for Spanish-speaking people; Sunrise Senior Living; and the Jewish Reconstructionist Congregation’s cross-generational project in Evanston.

“My favorite part is when I just sit back and say, ‘You showed up, you have your music, everyone’s here, it’s your turn now,’ and they make connections,” Synakowski said. “Parker kids are amazing speakers, and with a little preparation, they can start a conversation with anyone.”
Middle Schoolers Use Music to Make Connections

“Music gives a soul to the universe, wings to the mind, flight to the imagination and life to everything.” —Plato

Music collaboration between students of all ages allows for sharing and growing, as well as a sense of responsibility and camaraderie. All of these are important facets of creating a close community.

A group of 7th and 8th grade students with a passion for instrumental music have found an ideal outlet in a community service group called the Music Messengers. On service days, these students work with music teachers Rob Denien and Alec Synakowski to learn about access to musical opportunities outside the school and perform for a range of audiences at school and elsewhere.

“Our tagline is: Using our resources to improve the lives of others through music,” said Synakowski.

During its first year (2013–14), the group had to overcome several logistical challenges before it could share its message. “We had to make sure the kids had instruments, they were prepared to play, they had music, buses, music stands—everything a group needs to tour,” Synakowski explained. But by the past school year, the Music Messengers had gained some momentum.

“We were an oiled machine, and we had solidified a wide range of repertoire, from ‘Feliz Navidad’ to pop songs on the radio, to ‘It Don’t Mean A Thing If It Ain’t Got That Swing,’ which was especially fun when we performed for seniors,” Synakowski described. “We play for four-year-olds and 80-year-olds—sometimes at the same time—and to see them move the same way to the music is fantastic.

“The real cherry on top of this is the connection you make with the people you’re performing for.”

Among the community groups that have welcomed the Music Messengers are Casa Central, a community center for Spanish-speaking people; Sunrise Senior Living; and the Jewish Reconstructionist Congregation’s cross-generational project in Evanston.

“My favorite part is when I just sit back and say, ’You showed up, you have your music, everyone’s here, it’s your turn now’ and they make connections,” Synakowski said. “Parker kids are amazing speakers, and with a little preparation, they can start a conversation with anyone.”
The Music Messengers have used those skills closer to home as well. With the school’s Music program now running from JK through 12th grade, the Music Messengers have found opportunities to connect with the youngest students. On a Parker Partners Day with the JKers, the first goal was to establish friendships. The Middle Schoolers asked the JKers to show them what they were learning—their letters, playing with sand—then shared their instruments and how to play them with their new friends.

“I love seeing our Middle Schoolers take on this new responsibility,” raved Synakowski. “All of a sudden, they’re the big kids. This allows them to be masters of a subject and part of a young person’s first interaction with an instrument.”

Michelle Garcia, assistant teacher in Priscilla Taylor’s Senior Kindergarten classroom last year, noted, “Music researchers have found correlations between music-making and some of the deepest workings of the human brain. Research has also linked active music-making with increased language development, mathematical abilities, better-adjusted social behavior, improvements in spatial-temporal reasoning and as a cornerstone for problem-solving.”

Last spring, the Music Messengers performed in the front alcove in a special cross-divisional experience. The LS students made special guest appearances as “conductors” and led their Middle School counterparts through a series of classic melodies. This entertaining event offered the LS students the chance to experience the basics of conducting gestures, dynamics and cut-offs, while the Music Messengers focused on critical elements of instrumental performance, as the students collaborated to create beautiful music together.

There also were specific age-appropriate tie-ins: the JKers had been learning how to experience music with their bodies, then had to convey those feelings to a group of musicians; the Middle Schoolers had to know their material almost perfectly to be able to interpret what these young “newcomers” were attempting to express.

“This event was a great example of the fact that music is for everyone—even if you don’t know how it goes, you can still express how it affects you, even lead it where you want it to go,” stated Synakowski. “Everyone has a valuable contribution to make.”

For its third year, Synakowski hopes to consider adding a vocal component to the group as well as involve some of the students in music selection.

In any case, thanks to the Music Messengers, music, for these students, will never be a stagnant, solitary medium, but rather a live, social and physical craft that unites participants of any ability.

“Music researchers have found correlations between music-making and some of the deepest workings of the human brain. Research has also linked active music-making with increased language development, mathematical abilities, better-adjusted social behavior, improvements in spatial-temporal reasoning and as a cornerstone for problem-solving.”
The Live Creature

The Music Messengers have used those skills closer to home as well. With the school’s Music program now running from JK through 12th grade, the Music Messengers have found opportunities to connect with the youngest students. On a Parker Partners Day with the JKers, the first goal was to establish friendships. The Middle Schoolers asked the JKers to show them what they were learning—their letters, playing with sand—then shared their instruments and how to play them with their new friends.

“I love seeing our Middle Schoolers take on this new responsibility,” raved Synakowski. “All of a sudden, they’re the big kids. This allows them to be masters of a subject and part of a young person’s first interaction with an instrument.”

Michelle Garcia, assistant teacher in Priscilla Taylor’s Senior Kindergarten classroom last year, noted, “Music researchers have found correlations between music-making and some of the deepest workings of the human brain. Research has also linked active music-making with increased language development, mathematical abilities, better-adjusted social behavior, improvements in spatial-temporal reasoning and as a cornerstone for problem-solving.”

There also were specific age-appropriate tie-ins: the JKers had been learning how to experience music with their bodies, then had to convey those feelings to a group of musicians; the Middle Schoolers had to know their material almost perfectly to be able to interpret what these young “newcomers” were attempting to express.

“This event was a great example of the fact that music is for everyone—even if you don’t know how it goes, you can still express how it affects you, even lead it where you want it to go,” stated Synakowski. “Everyone has a valuable contribution to make.”

For its third year, Synakowski hopes to consider adding a vocal component to the group as well as involve some of the students in music selection.

In any case, thanks to the Music Messengers, music, for these students, will never be a stagnant, solitary medium, but rather a live, social and physical craft that unites participants of any ability.
Fifth Graders Step Up as Mentors to Younger Counterparts

Being a good citizen in one’s community is a thread running through the full JK–12 Parker experience.

In the Lower School (LS), students are citizens of their classroom communities, discovering their own identities and finding ways to be helpful to their classmates. Entering Intermediate School (IS), students increase their awareness of their roles in the school at-large, taking on such responsibilities as K-Walking, School Store and Cafeteria Clean-up. Parker Partners provide Middle Schoolers (MS) with opportunities to connect with the community outside the school’s walls, and Civic Engagement in the Upper School (US) has a more national and global focus.

During the 2014–15 school year, in her new role as IS/MS Dean of Student Life, Siobhan Allen wanted to explore ways to deepen relationships between older and younger students as they progressed within the school community.

“We asked ourselves, ‘How does citizenship grow? What does a 12th grader look like as a citizen?’” said Allen. Working with LS/IS Coordinator of Studies Barbara Hunt and the 5th grade team of teachers, Allen and her colleagues determined that formalizing a mentorship program between 5th and 1st graders was just the opportunity they sought. “As 4th graders, they had already gotten to know the 1st graders the previous year, when they were in SK, during K-Walking. We wanted to strengthen those relationships so they’d know each other better, not just as people who passed each other in the halls, but as learners.”

Similar to the MS model in terms of frequency, the 5th and 1st graders met six times during the past school year. Allen explained, “In the program’s first year, we wanted flexibility to find meaningful ties, allow for growth and accommodate class dynamics. We avoided having too much structure so that these meet-ups wouldn’t feel like a necessary task, but rather something enjoyable to look forward to.” Students paired up, and teachers collaborated on content, seeking ways that the reflection 5th graders were exploring—how to articulate their learning and understanding of their curriculum—might work in the 1st grade curriculum.
Fifth Graders Step Up as Mentors to Younger Counterparts

Being a good citizen in one’s community is a thread running through the full JK–12 Parker experience.

In the Lower School (LS), students are citizens of their classroom communities, discovering their own identities and finding ways to be helpful to their classmates. Entering Intermediate School (IS), students increase their awareness of their roles in the school at-large, taking on such responsibilities as K-Walking, School Store and Cafeteria Clean-up. Parker Partners provide Middle Schoolers (MS) with opportunities to connect with the community outside the school’s walls, and Civic Engagement in the Upper School (US) has a more national and global focus.

During the 2014–15 school year, in her new role as IS/MS Dean of Student Life, Siobhan Allen wanted to explore ways to deepen relationships between older and younger students as they progressed within the school community.

“We asked ourselves, ‘How does citizenship grow? What does a 12th grader look like as a citizen?’” said Allen. Working with LS/IS Coordinator of Studies Barbara Hunt and the 5th grade team of teachers, Allen and her colleagues determined that formalizing a mentorship program between 5th and 1st graders was just the opportunity they sought. “As 4th graders, they had already gotten to know the 1st graders the previous year, when they were in SK, during K-Walking. We wanted to strengthen those relationships so they’d know each other better, not just as people who passed each other in the halls, but as learners.”

Similar to the MS model in terms of frequency, the 5th and 1st graders met six times during the past school year. Allen explained, “In the program’s first year, we wanted flexibility to find meaningful ties, allow for growth and accommodate class dynamics. We avoided having too much structure so that these meet-ups wouldn’t feel like a necessary task, but rather something enjoyable to look forward to.” Students paired up, and teachers collaborated on content, seeking ways that the reflection 5th graders were exploring—how to articulate their learning and understanding of their curriculum—might work in the 1st grade curriculum.
“We wanted the students to meet in the middle,” Allen explained. “For example, with 5th graders learning fractions, it’s one thing to understand a concept but quite another to share it with someone younger.” The 5th graders followed up with their teachers, talking about the challenges of adapting concepts to make them comprehensible to 1st graders. “And beyond academics, the 5th graders pondered how to mentor distinguishing right and wrong, thinking outside the box, articulating frustration. This was a wonderful opportunity for the 5th graders to explore their strengths and weaknesses as leaders and role models.” The 5th graders practiced with each other, anticipating what might happen and problem-solving before interacting with the 1st graders.

“Fifth graders consistently step up to the plate when mentoring 1st graders,” said 5th grade teacher Jeff Stone. “Of course, it’s fun to watch them interact with their mentees while playing on the field, drawing pictures or working on math problems. My favorite aspect, however, are the reflective conversations we have as a class once the activities end. Fifth graders eagerly share strategies they attempted while working with different types of children. One student might suggest to another how to engage a shy student or the best way to rein in a student who becomes overly excited and distracted. Fifth graders relish the responsibility of mentoring and find great meaning in the relationships.”

“Some of the activities included mood writing and using descriptive words, as well as a drawing activity,” related Joy Doyle, assistant teacher in Stone’s classroom. “But it goes beyond that. They greet each other in the hallways, and the following year, the now-6th graders can still say hi to the now-2nd graders and develop a more lasting bond. Even when they are seniors and their mentees are 8th graders later, they can be guides through that transition to Upper School.”

The students also shared year-end highlights with each other: 1st graders enjoyed a peek at the Middle Ages when 5th graders shared parts of their medieval presentations, and the 5th graders attended the 1st grade Readers Theatre presentations.

“This 5th-to-1st-grade mentoring is part of a shift for the 5th graders from being the little kids to being the big kids,” commented Allen. “They realize they have a responsibility as members of the school community to help in ways their younger peers can understand and benefit from.

“As they advance through Middle and Upper School, and beyond Parker, they’ll be part of this continuum of giving back—to their school, their community, their world.”
“We wanted the students to meet in the middle,” Allen explained. “For example, with 5th graders learning fractions, it’s one thing to understand a concept but quite another to share it with someone younger.” The 5th graders followed up with their teachers, talking about the challenges of adapting concepts to make them comprehensible to 1st graders. “And beyond academics, the 5th graders pondered how to mentor distinguishing right and wrong, thinking outside the box, articulating frustration. This was a wonderful opportunity for the 5th graders to explore their strengths and weaknesses as leaders and role models.” The 5th graders practiced with each other, anticipating what might happen and problem-solving before interacting with the 1st graders.

“Fifth graders consistently step up to the plate when mentoring 1st graders,” said 5th grade teacher Jeff Stone. “Of course, it’s fun to watch them interact with their mentees while playing on the field, drawing pictures or working on math problems. My favorite aspect, however, are the reflective conversations we have as a class once the activities end. Fifth graders eagerly share strategies they attempted while working with different types of children. One student might suggest to another how to engage a shy student or the best way to rein in a student who becomes overly excited and distracted. Fifth graders relish the responsibility of mentoring and find great meaning in the relationships.”

“As they advance through Middle and Upper School, and beyond Parker, they’ll be part of this continuum of giving back—to their school, their community, their world.”

“Some of the activities included mood writing and using descriptive words, as well as a drawing activity,” related Joy Doyle, assistant teacher in Stone’s classroom. “But it goes beyond that. They greet each other in the hallways, and the following year, the now-6th graders can still say hi to the now-2nd graders and develop a more lasting bond. Even when they are seniors and their mentees are 8th graders later, they can be guides through that transition to Upper School.”

The students also shared year-end highlights with each other: 1st graders enjoyed a peek at the Middle Ages when 5th graders shared parts of their medieval presentations, and the 5th graders attended the 1st grade Readers Theatre presentations.

“This 5th-to-1st-grade mentoring is part of a shift for the 5th graders from being the little kids to being the big kids,” commented Allen. “They realize they have a responsibility as members of the school community to help in ways their younger peers can understand and benefit from.

“As they advance through Middle and Upper School, and beyond Parker, they’ll be part of this continuum of giving back—to their school, their community, their world. They’ll realize their efforts matter, that even something small makes an impact. They can make a difference.”
“If you haven't tried something big, and taken any bold risks, then you are not progressive.” This is why Tim Friedman believes Parker is best for his family and should be accessible to as many families as possible. “Progressive’ implies forward motion, and that often entails some risk. Progressive education provides the ability to try and fail and not be docked points—it embraces success and failure, as long as you're prepared for it. It's more about the process than the outcome.”

Growing up in Boston, Friedman points to his own progressive education at The Park School, a pre-K through 9th grade school, as being the most formative. After graduating from the prep school Noble and Greenough in Dedham, Massachusetts, he earned bachelor's degrees in government and Asian studies from Lehigh University, then a law degree from The George Washington University.

He practiced law for two and a half years in Washington, but he didn't enjoy it. “I knew I liked the other side of the table, the deal side of the world, so I moved to Chicago with my wife, Paula, to go to Kellogg [Graduate School of Management].” Though he had promised Paula they'd return to the East Coast after he earned his MBA, she quickly found a job practicing law—and 20 years later they are still here. He is currently a principal of Heracles LLC, a private real estate company.

“Life doesn’t usually take a linear path,” Friedman mused. “When I have a chance to offer advice to kids who've graduated, I tell them, ‘You may not be exactly where you think you want to be, and you might even think it's the end of the world, but life is not a straight line from point A to point B! I’m a perfect example, and I think Parker is a good place for supporting that attitude.”

Friedman’s son, Cameron, a sophomore, and daughter Madeline, an 8th grader, enrolled at Parker the same year. “We applied three times without getting in, but we always said if a spot opens anytime, we're there,” Friedman recalled. “We got a call the week before school started for our daughter to begin JK, and it happened for our son after his first day in 1st grade at Catherine Cook. We knew we were going to switch him to Parker, but we wanted him to buy into it, too, so we took him to the science room and spent time with James Audrain, and by the end of the visit, he wanted to go to Parker.”
“If you haven't tried something big, and taken any bold risks, then you are not progressive.” This is why Tim Friedman believes Parker is best for his family and should be accessible to as many families as possible. “Progressive’ implies forward motion, and that often entails some risk. Progressive education provides the ability to try and fail and not be docked points—it embraces success and failure, as long as you’re prepared for it. It’s more about the process than the outcome.”

Growing up in Boston, Friedman points to his own progressive education at The Park School, a pre-K through 9th grade school, as being the most formative. After graduating from the prep school Noble and Greenough in Dedham, Massachusetts, he earned bachelor’s degrees in government and Asian studies from Lehigh University, then a law degree from The George Washington University.

He practiced law for two and a half years in Washington, but he didn't enjoy it. “I knew I liked the other side of the table, the deal side of the world, so I moved to Chicago with my wife, Paula, to go to Kellogg [Graduate School of Management].” Though he had promised Paula they’d return to the East Coast after he earned his MBA, she quickly found a job practicing law—and 20 years later they are still here. He is currently a principal of Heracles LLC, a private real estate company.

“Life doesn’t usually take a linear path,” Friedman mused. “When I have a chance to offer advice to kids who’ve graduated, I tell them, ‘You may not be exactly where you think you want to be, and you might even think it's the end of the world, but life is not a straight line from point A to point B! I’m a perfect example, and I think Parker is a good place for supporting that attitude.’

Friedman’s son, Cameron, a sophomore, and daughter Madeline, an 8th grader, enrolled at Parker the same year. “We applied three times without getting in, but we always said if a spot opens anytime, we’re there,” Friedman recalled. “We got a call the week before school started for our daughter to begin JK, and it happened for our son after his first day in 1st grade at Catherine Cook. We knew we were going to switch him to Parker, but we wanted him to buy into it, too, so we told him we were going to show him the school his sister would be going to. We took him to the science room and spent time with James Audrain, and by the end of the visit, he wanted to go to Parker.”
Parker reminded Friedman of his experience at The Park School. "After all the schools I went to, Park was the best, and Parker looked a lot like Park with its love of learning and progressive backbone. I didn't find something like that again until I went to Kellogg—the open forum environment, the structure that allowed you to make your own path, the emphasis on interaction over grades. Kellogg appealed to me with its philosophy that there's more than one way to do things, which I preferred to the rigidity of law school. At Kellogg, they gave us the tools for solving problems and told us to figure out our own ways for doing that. Parker nurtures kids in using the tools they are good at using, supports them in improving the skills they need to work on and equips them to take those tools into the world and apply them in a range of situations."

In the 10 years his children have been at Parker, he’s witnessed how the school has helped them to thrive despite—or perhaps because of—their differences. "My kids are north and south in the best possible way, and Parker's great for both of them. Maddie is an artist in any medium you give her; she’s also a writer, a dancer and open to trying anything her teachers push her way. Cam is a computer programmer, very into math and science. He has been in one of the early classes benefiting from Parker’s TIDES initiatives, and he is a member of the robotics team. He even teaches a coding class for some 6th graders at my office on Sunday mornings." Both children share one interest—music—and are looking forward to performing together when Madeline enters the Upper School next year.

Friedman recognized right away that parents have a responsibility to support the school with their time and resources, so he was eager to get involved. "I was an investment banker at the time—I asked people for money—so I was directed to talk to John Levi [Parker trustee and Capital Campaign Committee chair]. I was happy the school leaned in for us, so I wanted to do the same."

Friedman served on the Capital Campaign Committee for a few years, then joined Parker’s Board of Trustees, and he continues in both roles today. He is also the board chair for High Jump, an organization, cofounded by Parker, dedicated to preparing talented middle school students with limited economic means to successfully enter and excel at high-performing high schools.

As Parker’s current capital campaign Founding Our Second Century reaches its conclusion, Friedman notes that the committee’s work continues. "What John Levi and [co-chair] Lori Kaufman have accomplished is remarkable: they've helped transform the financial state of the school. But our work isn't finished. For great things to happen anywhere, it requires an investment of time, money, intellectual resources, energy and thought. That's what a progressive school is. Sometimes it works, sometimes it doesn't, but what we learn makes the time, energy, money and thought well-spent."

As outlined in its strategic plan, the school is preparing to offer more opportunities to current students and make it possible for more families to enjoy the privilege of a Parker education. "We hope to have more classes, more space, more diversity, more of the world around us, without changing what makes Parker great."

Friedman emphasizes that, for the school to take advantage of opportunities in its path, everybody in the Parker community needs to pull their weight. "Everyone must contribute in some way. I’ve chosen to go out and find resources so the school can take advantage of opportunities and be the best at what we do. If we don’t have the critical resources, we’ll end up making tentative decisions, which won’t change the world. Only bold decisions have that potential. We can be that place, as we have been in many ways, for the next 100–200 years if everybody does their part, embraces the ambiguity of it and says we can make things happen. We plan for great success but are prepared for the possibility of setbacks along the way. As a progressive school, we should welcome these successes and failures as opportunities for self-reflection and constant improvement. We should think large, medium and small without reservation and aim forward boldly."
Parker reminded Friedman of his experience at The Park School. “After all the schools I went to, Park was the best, and Parker looked a lot like Park with its love of learning and progressive backbone. I didn’t find something like that again until I went to Kellogg—the open forum environment, the structure that allowed you to make your own path, the emphasis on interaction over grades. Kellogg appealed to me with its philosophy that there’s more than one way to do things, which I preferred to the rigidity of law school. At Kellogg, they gave us the tools for solving problems and told us to figure out our own ways for doing that. Parker nurtures kids in using the tools they are good at using, supports them in improving the skills they need to work on and equips them to take those tools into the world and apply them in a range of situations.”

In the 10 years his children have been at Parker, he’s witnessed how the school has helped them to thrive despite—or perhaps because of—their differences. “My kids are north and south in the best possible way, and Parker’s great for both of them. Maddie is an artist in any medium you give her; she’s also a writer, a dancer and open to trying anything her teachers push her way. Cam is a computer programmer, very into math and science. He has been in one of the early classes benefiting from Parker’s TIDES initiatives, and he is a member of the robotics team. He even teaches a coding class for some 6th graders at my office on Sunday mornings.” Both children share one interest—music—and are looking forward to performing together when Madeline enters the Upper School next year.

Friedman recognized right away that parents have a responsibility to support the school with their time and resources, so he was eager to get involved. “I was an investment banker at the time—I asked people for money—so I was directed to talk to John Levi [Parker trustee and Capital Campaign Committee chair]. I was happy the school leaned in for us, so I wanted to do the same.” Friedman served on the Capital Campaign Committee for a few years, then joined Parker’s Board of Trustees, and he continues in both roles today. He is also the board chair for High Jump, an organization, cofounded by Parker, dedicated to preparing talented middle school students with limited economic means to successfully enter and excel at high-performing high schools.

As Parker’s current capital campaign Founding Our Second Century reaches its conclusion, Friedman notes that the committee’s work continues. “What John Levi and [co-chair] Lori Kaufman have accomplished is remarkable: they’ve helped transform the financial state of the school. But our work isn’t finished. For great things to happen anywhere, it requires an investment of time, money, intellectual resources, energy and thought. That’s what a progressive school is. Sometimes it works, sometimes it doesn’t, but what we learn makes the time, energy, money and thought well-spent.”

As outlined in its strategic plan, the school is preparing to offer more opportunities to current students and make it possible for more families to enjoy the privilege of a Parker education. “We hope to have more classes, more space, more diversity, more of the world around us, without changing what makes Parker great.”

Friedman emphasizes that, for the school to take advantage of opportunities in its path, everybody in the Parker community needs to pull their weight. “Everyone must contribute in some way. I’ve chosen to go out and find resources so the school can take advantage of opportunities and be the best at what we do. If we don’t have the critical resources, we’ll end up making tentative decisions, which won’t change the world. Only bold decisions have that potential. We can be that place, as we have been in many ways, for the next 100-200 years if everybody does their part, embraces the ambiguity of it and says we can make things happen. We plan for great success but are prepared for the possibility of setbacks along the way. As a progressive school, we should welcome these successes and failures as opportunities for self-reflection and constant improvement. We should think large, medium and small without reservation and aim forward boldly.”
A Community of Learners: Faculty/Staff

Having just completed her first year as Parker’s Director of Diversity, Equity and Inclusion, Dina Levi has recognized how her role fits into the school’s culture and priorities. “Parker’s community has been doing this work for so long, I needed to think about how to make an impact. But I have realized I’m here not because something is broken. Diversity, equity and inclusion are so integral to thinking about who we are and how the experiences of others are different from our own. So it’s necessary to have the skill to navigate difference. This is not new to Parker, but what’s new is our ability to tie it all together in an intentional way.”

And that goal matched her professional and personal experience.

“There’s never a time when I’m not thinking about diversity and equity. I see it everywhere; it’s the lens through which I view life. I can’t imagine it not being what I do.”

Levi was born in Oberlin, Ohio, where her mother worked in Oberlin College’s Admissions Office, then grew up in Shaker Heights, a suburb of Cleveland. “One of the things I loved about the community was its diversity. Shaker Heights High School was less than 50 percent white, so racial diversity was intrinsic to my environment. Although it was always there, there were programs to talk about diversity, which proved formative for me.”

When it was time to consider college, Levi immediately felt at home at Wesleyan University. “I actually saw diversity, and I was struck by its sense of community.” While there, her understanding of diversity expanded beyond race to include geographic and socioeconomic diversity, as well as differences in political thought, sexual orientation and physical ability. “Shaker gave me my interest in diversity; Wesleyan gave me my passion. I loved being in a place where people continually challenged each other in a non-threatening way to think more broadly and understand more deeply.”

After completing a double major in psychology and Italian studies, Levi moved to the Bay Area. She worked for a year at the Hispanic Scholarship Fund, then found a position as co-director of college counseling at De La Salle High School, a Catholic boys’ school.
Dina Levi:
Director of Diversity, Equity and Inclusion

Having just completed her first year as Parker’s Director of Diversity, Equity and Inclusion, Dina Levi has recognized how her role fits into the school’s culture and priorities. “Parker’s community has been doing this work for so long, I needed to think about how to make an impact. But I have realized I’m here not because something is broken. Diversity, equity and inclusion are so integral to thinking about who we are and how the experiences of others are different from our own. So it’s necessary to have the skill to navigate difference. This is not new to Parker, but what’s new is our ability to tie it all together in an intentional way.”

And that goal matched her professional and personal experience.

“There’s never a time when I’m not thinking about diversity and equity. I see it everywhere; it’s the lens through which I view life. I can’t imagine it not being what I do.”

Levi was born in Oberlin, Ohio, where her mother worked in Oberlin College’s Admissions Office, then grew up in Shaker Heights, a suburb of Cleveland. “One of the things I loved about the community was its diversity. Shaker Heights High School was less than 50 percent white, so racial diversity was intrinsic to my environment. Although it was always there, there were programs to talk about diversity, which proved formative for me.”

When it was time to consider college, Levi immediately felt at home at Wesleyan University. “I actually saw diversity, and I was struck by its sense of community.” While there, her understanding of diversity expanded beyond race to include geographic and socioeconomic diversity, as well as differences in political thought, sexual orientation and physical ability. “Shaker gave me my interest in diversity; Wesleyan gave me my passion. I loved being in a place where people continually challenged each other in a non-threatening way to think more broadly and understand more deeply.”

After completing a double major in psychology and Italian studies, Levi moved to the Bay Area. She worked for a year at the Hispanic Scholarship Fund, then found a position as co-director of college counseling at De La Salle High School, a Catholic boys’ school.
“The school was very diverse and cared about diversity,” she described. “Its mission was to admit a certain number of students from below the poverty level. However, there was a lack of understanding about others’ experiences, which was clear from the ways they communicated. It was shocking to me, given my previous experiences, and called out for programming.”

So Levi took it upon herself to create and run programs that allowed students to think about who they were, learn about others’ experiences and challenge their assumptions when they interacted.

“We first focused on students,” she said. “I created a program—which I’m starting at Parker this year—through which juniors and seniors go into freshman classrooms to teach a series of workshops I developed on identity, community and respect. The idea was to cultivate a group of leaders with the skills to be teachers in the community who could model what they were teaching. At the same time, the 9th graders who were participating were connecting to the material more because it was coming from their older peers, who they looked up to. So after four years of De La Salle students going through the program, there was a real shift in the culture and language.”

Developing the program inspired Levi to attend graduate school at Stanford University, earning her master’s in social sciences in education. She continued working at De La Salle part-time, using her work at the school as the basis for her thesis research. She condensed a two-year program into one year, concentrating on school policy and its effect on student experience, specifically regarding diversity. “After I presented my findings to the school administration, I recommended steps to address issues that came up in my research”—including creating a diversity coordinator position that she added to her college counseling responsibilities.

Looking to her own background, Levi consulted with those who operated diversity programs at Shaker Heights High School and Wesleyan, collaborating with them on ideas, materials and resources. “It became clear that it was not common to have these kinds of programs with students in leadership roles. I had students leading groups, giving me feedback to curriculum, interviewing new students for groups and participating in the decision-making process.”

She also started working with teachers and, to a lesser degree, parents at De La Salle, but not as much as she hoped. “Not everyone was as supportive as I would have liked, despite diversity being part of the mission. It felt like an add-on because it was new.”

“From that experience, I’ve learned to be patient about the speed at which change occurs, especially at schools.”

After a change in leadership at De La Salle, which coincided with Levi’s wife expecting a child, it was time for something new. Although Chicago was not on their radar, the position at Parker was a great fit for Levi’s experience—and they fell in love with the Andersonville neighborhood when they visited for the interview—so they reconsidered.

“When I interviewed at Parker, at first I wasn’t sure what I would do here,” she recalled. “There was so much work to do at De La Salle, but at Parker they had been thinking about and talking about and doing this work for so long, I wondered if I was really needed. But it’s so exciting that so many people are already on board. It took the majority of my energy at De La Salle just to get people to the table and convince them of the importance of talking about this work. People at Parker understand its importance, so there’s much more potential for depth in the work we do.”

It became clear to Levi that, while diversity initiatives certainly had occurred at Parker, there was a real need for synthesis and cohesion. “There had been programs about race and gender, but there was nothing about how those programs spoke to each other,” Levi said. “How do we prepare students for what’s to come and how does it connect to what came before? How do we develop a thread from JK through 12 that’s developmentally appropriate and hits all the areas we want to hit, then go back and measure effectiveness and determine what we can do better?”

“In a school, I think of diversity as an opportunity for every person—students, faculty, staff, parents—to find a voice. Students specifically not only find their voices but also should be challenged by voices different from their own.”
“The school was very diverse and cared about diversity,” she described. “Its mission was to admit a certain number of students from below the poverty level. However, there was a lack of understanding about others’ experiences, which was clear from the ways they communicated. It was shocking to me, given my previous experiences, and called out for programming.”

So Levi took it upon herself to create and run programs that allowed students to think about who they were, learn about others’ experiences and challenge their assumptions when they interacted.

“We first focused on students,” she said. “I created a program—which I’m starting at Parker this year—through which juniors and seniors go into freshman classrooms to teach a series of workshops I developed on identity, community and respect. The idea was to cultivate a group of leaders with the skills to be teachers in the community who could model what they were teaching. At the same time, the 9th graders who were participating were connecting to the material more because it was coming from their older peers, who they looked up to. So after four years of De La Salle students going through the program, there was a real shift in the culture and language.”

Developing the program inspired Levi to attend graduate school at Stanford University, earning her master’s in social sciences in education. She continued working at De La Salle part-time, using her work at the school as the basis for her thesis research. She condensed a two-year program into one year, concentrating on school policy and its effect on student experience, specifically regarding diversity. “After I presented my findings to the school administration, I recommended steps to address issues that came up in my research”—including creating a diversity coordinator position that she added to her college counseling responsibilities.

Looking to her own background, Levi consulted with those who operated diversity programs at Shaker Heights High School and Wesleyan, collaborating with them on ideas, materials and resources. “It became clear that it was not common to have these kinds of programs with students in leadership roles. I had students leading groups, giving me feedback to curriculum, interviewing new students for groups and participating in the decision-making process.”

She also started working with teachers and, to a lesser degree, parents at De La Salle, but not as much as she hoped. “Not everyone was as supportive as I would have liked, despite diversity being part of the mission. It felt like an add-on because it was new.”

“From that experience, I’ve learned to be patient about the speed at which change occurs, especially at schools.”

After a change in leadership at De La Salle, which coincided with Levi’s wife expecting a child, it was time for something new. Although Chicago was not on their radar, the position at Parker was a great fit for Levi’s experience—and they fell in love with the Andersonville neighborhood when they visited for the interview—so they reconsidered.

“When I interviewed at Parker, at first I wasn’t sure what I would do here,” she recalled. “There was so much work to do at De La Salle, but at Parker they had been thinking about and talking about and doing this work for so long, I wondered if I was really needed. But it’s so exciting that so many people are already on board. It took the majority of my energy at De La Salle just to get people to the table and convince them of the importance of talking about this work. People at Parker understand its importance, so there’s much more potential for depth in the work we do.”

It became clear to Levi that, while diversity initiatives certainly had occurred at Parker, there was a real need for synthesis and cohesion. “There had been programs about race and gender, but there was nothing about how those programs spoke to each other,” Levi said. “How do we prepare students for what’s to come and how does it connect to what came before? How do we develop a thread from JK through 12 that’s developmentally appropriate and hits all the areas we want to hit, then go back and measure effectiveness and determine what we can do better?”

“In a school, I think of diversity as an opportunity for every person—students, faculty, staff, parents—to find a voice. Students specifically not only find their voices but also should be challenged by voices different from their own.”
After conducting what she called “a listening tour” to learn more about Parker, she assembled focus groups, beginning with faculty and staff but also with parents and students, to determine the purpose for having programming in diversity, equity and inclusion. “If we envisioned a student who had gone through Parker and was walking across the stage to get a diploma, what would we want that diploma to signify? What are the tools that student has access to? What language can that student use and understand?”

From those focus groups, she developed four overarching goals (see sidebar) to guide this learning at Parker. “The goals speak to what diversity means in a school. Many people hear that word and think race, gender and socioeconomic status. In a school, I think of diversity as an opportunity for every person—students, faculty, staff, parents—to find a voice. Students specifically not only find their voices but also should be challenged by voices different from their own. Taking it a step further, students should consider how to have an effect on the community and use their voices to create change.”

Levi also has been convening a parent committee for diversity, equity and inclusion monthly for parents to voice their experiences. She is planning a similar opportunity for students and is in the early stages of thinking about how to incorporate alumni into the conversation.

Also on Levi’s agenda is to establish affinity groups for parents and students in the Lower School, adding to those that already exist in the Middle and Upper Schools. “It’s hugely important for people who have shared experiences or similar identities to get together and talk about them and create community. The parent focus groups made it clear that parents are seeking more opportunities to connect with one another. There is also a need for students to have spaces, supported by adults, where they are safe to have conversations about race and identity. This way, students who may not have a critical mass of others who look like them in their class, especially in Lower School, have a way to connect with other students outside their class.”

As part of initiatives for the development of racial identity, Parker’s faculty and staff read Why Are All the Black Kids Sitting Together in the Cafeteria by Beverly Daniel Tatum during the summer. “It’s 20 years old and still entirely relevant. I’ve invited parents to read it, too. Dr. Tatum is coming to Parker in December as part of our Nightviews speaker series. We need to continue our conversations about how our identities affect our experiences and understanding of the world around us.”

“We need to continue our conversations about how our identities affect our experiences and understanding of the world around us.”

Overarching Goals:
Diversity, Equity & Inclusion
Following is an overview of the overarching goals Levi has developed with input from faculty, staff, parents and students.

I. Develop voice in context
All students have the opportunity to engage in learning opportunities that challenge them to consider who they are, consider who they hope to be and empower them to speak out for what they believe. In the process, we challenge students to consider the voices of those whose experiences differ from their own, as well as the power dynamics and systemic institutions that influence each person’s identity and voice.

II. Communicate with empathy, courage and clarity
Students learn to both articulate their perspectives in a respectful, culturally appropriate manner and truly listen to another’s perspective. Students take risks in engaging in conversations that at times may be difficult, but are necessary to achieve progress. Students learn to understand the responsibility of creating space for the silenced, and the power of discourse in shaping change.

III. Seek information with humility and respect
As lifelong learners, students strive to continuously incorporate new and varied perspectives into their understanding, with the potential for their perspectives to shift as a result. Students endeavor to balance their strength of conviction with an awareness of the limitations of their understandings (having a sense of what they do not yet know), and in doing so, find strength in posing questions, seeking new information and perspectives and endeavoring to continually understand with greater depth.

IV. Act as responsible change-makers
We strive for students to take ownership of the responsibility that accompanies their education by connecting their own passions with the needs of society and creating positive change in their communities. Leadership takes many forms and demands a deep understanding of one’s self and community; students work to acquire the skills necessary to understand what is needed in a community and to work within that community to carry out change.

Nightviews speaker series:
December DATE, TIME, Heller Auditorium
Beverly Daniel Tatum, author of Why Are All the Black Kids Sitting Together in the Cafeteria
After conducting what she called “a listening tour” to learn more about Parker, she assembled focus groups, beginning with faculty and staff but also with parents and students, to determine the purpose for having programming in diversity, equity and inclusion. “If we envisioned a student who had gone through Parker and was walking across the stage to get a diploma, what would we want that diploma to signify? What are the tools that student has access to? What language can that student use and understand?”

From those focus groups, she developed four overarching goals (see sidebar) to guide this learning at Parker. “The goals speak to what diversity means in a school. Many people hear that word and think race, gender and socioeconomic status. In a school, I think of diversity as an opportunity for every person—students, faculty, staff, parents—to find a voice. Students specifically not only find their voices but also should be challenged by voices different from their own. Taking it a step further, students should consider how to have an effect on the community and use their voices to create change.”

Levi also has been convening a parent committee for diversity, equity and inclusion monthly for parents to voice their experiences. She is planning a similar opportunity for students and is in the early stages of thinking about how to incorporate alumni into the conversation.

“WE NEED TO CONTINUE OUR CONVERSATIONS ABOUT HOW OUR IDENTITIES AFFECT OUR EXPERIENCES AND UNDERSTANDING OF THE WORLD AROUND US.”

Also on Levi’s agenda is to establish affinity groups for parents and students in the Lower School, adding to those that already exist in the Middle and Upper Schools. “It’s hugely important for people who have shared experiences or similar identities to get together and talk about them and create community. The parent focus groups made it clear that parents are seeking more opportunities to connect with one another. There is also a need for students to have spaces, supported by adults, where they are safe to have conversations about race and identity. This way, students who may not have a critical mass of others who look like them in their class, especially in Lower School, have a way to connect with other students outside their class.”

As part of initiatives for the development of racial identity, Parker’s faculty and staff read Why Are All the Black Kids Sitting Together in the Cafeteria by Beverly Daniel Tatum during the summer. “It’s 20 years old and still entirely relevant. I’ve invited parents to read it, too. Dr. Tatum is coming to Parker in December as part of our Nightviews speaker series. We need to continue our conversations about how our identities affect our experiences and understanding of the world around us.”

Overarching Goals: Diversity, Equity & Inclusion

Following is an overview of the overarching goals Levi has developed with input from faculty, staff, parents and students.

I. Develop voice in context
All students have the opportunity to engage in learning opportunities that challenge them to consider who they are, consider who they hope to be and empower them to speak out for what they believe. In the process, we challenge students to consider the voices of those whose experiences differ from their own, as well as the power dynamics and systemic institutions that influence each person’s identity and voice.

II. Communicate with empathy, courage and clarity
Students learn to both articulate their perspectives in a respectful, culturally appropriate manner and truly listen to another’s perspective. Students take risks in engaging in conversations that at times may be difficult, but are necessary to achieve progress. Students learn to understand the responsibility of creating space for the silenced, and the power of discourse in shaping change.

III. Seek information with humility and respect
As lifelong learners, students strive to continuously incorporate new and varied perspectives into their understanding, with the potential for their perspectives to shift as a result. Students endeavor to balance their strength of conviction with an awareness of the limitations of their understandings (having a sense of what they do not yet know), and in doing so, find strength in posing questions, seeking new information and perspectives and endeavoring to continually understand with greater depth.

IV. Act as responsible change-makers
We strive for students to take ownership of the responsibility that accompanies their education by connecting their own passions with the needs of society and creating positive change in their communities. Leadership takes many forms and demands a deep understanding of one’s self and community; students work to acquire the skills necessary to understand what is needed in a community and to work within that community to carry out change.

Nightviews speaker series:
December DATE, TIME, Heller Auditorium
Beverly Daniel Tatum, author of Why Are All the Black Kids Sitting Together in the Cafeteria
Celeste Alsina ’11

Celebrated Alsina graduated from Denison University last spring with a bachelor’s degree in communication and educational studies and a minor in Spanish. She received the university’s Distinguished Leadership Award and Clyde Shumaker Award for Excellence in Communication in 2015. She was a senior interviewer in Denison’s Admissions Office, and as part of her studies, she volunteered for several educational programs in Ohio. This fall, she travels to Maracaibo, Venezuela thanks to a Fulbright English Teaching Assistant Grant.

When I started college, I was undecided on my major and had no intention of being an educational studies major. My parents are both educators—my mother teaches art to children, and my father teaches Spanish to adults and prepares individuals for the GED—yet despite this connection it had not crossed my mind that I might also have it in me to be an educator. In my senior year of high school, I was awarded a Posse Scholarship, a four-year full-tuition scholarship to Denison University. This meant that I would spend the rest of my high school and college years beside nine other Posse students. My Posse became attuned to the possibility of a future for me in education before I did. They would subtly hint, or insist, that educational studies was the major for me. At the end of my sophomore year at Denison, I reflected on my service work, extracurriculars and role within my Posse, and I soon realized I had dedicated myself to learning from and motivating those around me. I was drawn to the educational studies program at Denison because it offered opportunities to practice theories in the classroom setting and to view the education system through a critical lens.

I had several experiences teaching and learning in the communities of Newark and Heath, Ohio. I first worked with a 1st grade classroom at Benjamin Franklin Elementary, specifically in reading and math. It was my first time executing lesson plans and leading group work in a classroom. The following year I worked with Newark High School students in a program called Closing the Achievement Gap, which works to advance high-potential students toward graduation. My final project, Born to Read, placed me at a Montessori school that aims to increase the literacy practices of children from infancy to elementary school.

In February 2014, I traveled to the New Voices, New Perspectives Conference at the University of North Texas to give a presentation on an autoethnography entitled “The Silencing of Anger: A Narrative of a Mother-Daughter Relationship within a Triangulated Family Dynamic.” This project combined evocative and reflective pieces to make sense of my family’s dynamics and the behaviors I had witnessed in others and myself. In May of that year, I presented on a panel of researchers at the University of Illinois Urbana-Champaign who had explored the topic of masculinity through ethnography. My research paper and ethnography in communication studies, “Intersections of Culture, Gender, and Sexuality: Negotiating the Evolution of Roles,” explored how sexuality and gender are interconnected and how their performance can evolve throughout a lifetime. I interviewed a man who identified as a heterosexual in the earlier part of his life and came out as a homosexual later. The interview reveals the compromises he made of himself to fit the discourses surrounding him—discourses of Latino ethnicity, religion, family and profession.
Celeste Alsina ’11

Celeste Alsina graduated from Denison University last spring with a bachelor’s degree in communication and educational studies and a minor in Spanish. She received the university’s Distinguished Leadership Award and Clyde Shumaker Award for Excellence in Communication in 2015. She was a senior interviewer in Denison’s Admissions Office, and as part of her studies, she volunteered for several educational programs in Ohio. This fall, she travels to Maracaibo, Venezuela thanks to a Fulbright English Teaching Assistant Grant.

When I started college, I was undecided on my major and had no intention of being an educational studies major. My parents are both educators—my mother teaches art to children, and my father teaches Spanish to adults and prepares individuals for the GED—yet despite this connection it had not crossed my mind that I might also have it in me to be an educator. In my senior year of high school, I was awarded a Posse Scholarship, a four-year full-tuition scholarship to Denison University. This meant that I would spend the rest of my high school and college years beside nine other Posse students. My Posse became attuned to the possibility of a future for me in education before I did. They would subtly hint, or insist, that educational studies was the major for me. At the end of my sophomore year at Denison, I reflected on my service work, extracurriculars and role within my Posse, and I soon realized I had dedicated myself to learning from and motivating those around me. I was drawn to the educational studies program at Denison because it offered opportunities to practice theories in the classroom setting and to view the education system through a critical lens.

I had several experiences teaching and learning in the communities of Newark and Heath, Ohio. I first worked with a 1st grade classroom at Benjamin Franklin Elementary, specifically in reading and math. It was my first time executing lesson plans and leading group work in a classroom. The following year I worked with Newark High School students in a program called Closing the Achievement Gap, which works to advance high-potential students toward graduation. My final project, Born to Read, placed me at a Montessori school that aims to increase the literacy practices of children from infancy to elementary school.

In February 2014, I traveled to the New Voices, New Perspectives Conference at the University of North Texas to give a presentation on an autoethnography entitled “The Silencing of Anger: A Narrative of a Mother-Daughter Relationship within a Triangulated Family Dynamic.” This project combined evocative and reflective pieces to make sense of my family’s dynamics and the behaviors I had witnessed in others and myself. In May of that year, I presented on a panel of researchers at the University of Illinois Urbana-Champaign who had explored the topic of masculinity through ethnography. My research paper and ethnography in communication studies, “Intersections of Culture, Gender, and Sexuality: Negotiating the Evolution of Roles,” explored how sexuality and gender are interconnected and how their performance can evolve throughout a lifetime. I interviewed a man who identified as a heterosexual in the earlier part of his life and came out as a homosexual later. The interview reveals the compromises he made of himself to fit the discourses surrounding him—discourses of Latino ethnicity, religion, family and profession.
There is a need for students to receive differentiated instruction and scaffolding in the classroom. Due to large class sizes, budget cuts and other obstacles, often students who need material presented in an alternate way or extra time on material go unattended. An area that is particularly at risk because of this lack of attention is literacy; there are students who enter the classroom without having had much exposure to books or vocabulary. I want to work toward guiding my students to develop a love of reading and learning by working one on one with them and creating curriculum that takes into account students’ backgrounds and learning differences.

I will be working as an English teaching assistant for a binational center in Maracaibo, Venezuela. At binational centers, individuals are able to learn the English language and American culture. I will teach classes with students of all ages and give presentations to expand students’ understanding of the United States. The secondary project I proposed is to create community dance groups through which students can learn and teach dance. I am also interested in learning traditional dances of the region.

While at Parker, I found my voice as a learner and community member; because of this, I arrived at college ready to engage with my campus and community. It was the stellar education I received that prompted research projects on equity in education and an interest in college access. While at Parker, I served as one of the heads of a committee, Students United, and guided conversations on diversity and identity. I continued to participate in similar conversations throughout college and worked toward creating safe spaces on campus for such conversations to take place, particularly for Latino students. I started performing Latin dance at Parker; a group of students would get together a couple days a week and come up with Latin dance choreographies to perform at Morning Ex. I formed relationships with the other students and teachers on the trip, but most important, with the family we were visiting. Getting to know the parents and children was a privilege. The moment I remember most was serving as the translator for the group. I am fluent in Spanish and English, and it was during our closing circle, when I had to translate each person’s words of gratitude, that I was most moved. In only a few days, each group had come to appreciate the other, despite, for the most part, having a language barrier.

I greatly appreciated the traditions at Parker, such as class retreats, Big Brothers Big Sisters and Democrafest. One of my favorite memories was participating in Homes of Hope, a trip that took place during Cookies. We went to Ensenada, Mexico and helped build homes for three families. I formed relationships with the other students and teachers on the trip, but most important, with the family we were visiting. Getting to know the parents and children was a privilege. The moment I remember most was serving as the translator for the group. I am fluent in Spanish and English, and it was during our closing circle, when I had to translate each person’s words of gratitude, that I was most moved. In only a few days, each group had come to appreciate the other, despite, for the most part, having a language barrier.

I am attempting to get through a reading list before I start my grant. Right now I am reading *Americanah* by Chimamanda Adichie. I have also made art throughout my life, probably thanks to my mom, and lately I have gotten into knitting scarves.
There is a need for students to receive differentiated instruction and scaffolding in the classroom. Due to large class sizes, budget cuts and other obstacles, often students who need material presented in an alternate way or extra time on material go unattended. An area that is particularly at risk because of this lack of attention is literacy; there are students who enter the classroom without having had much exposure to books or vocabulary. I want to work toward guiding my students to develop a love of reading and learning by working one on one with them and creating curriculum that takes into account students’ backgrounds and learning differences.

I will be working as an English teaching assistant for a binational center in Maracaibo, Venezuela. At binational centers, individuals are able to learn the English language and American culture. I will teach classes with students of all ages and give presentations to expand students’ understanding of the United States. The secondary project I proposed is to create community dance groups through which students can learn and teach dance. I am also interested in learning traditional dances of the region.

While at Parker, I found my voice as a learner and community member; because of this, I arrived at college ready to engage with my campus and community. It was the stellar education I received that prompted research projects on equity in education and an interest in college access. While at Parker, I served as one of the heads of a committee, Students United, and guided conversations on diversity and identity. I continued to participate in similar conversations throughout college and worked toward creating safe spaces on campus for such conversations to take place, particularly for Latino students. I started performing Latin dance at Parker; a group of students would get together a couple days a week and come up with Latin dance choreographies to perform at Morning Ex. I found dance to be a powerful way of bringing a community together. I founded Sazón Latin Dance Group during my first year at Denison: more than 20 dancers learned, choreographed and performed dances such as salsa, tango, samba and more. While abroad, I hope to continue bringing students together through this outlet.

I greatly appreciated the traditions at Parker, such as class retreats, Big Brothers Big Sisters and Democrafest. One of my favorite memories was participating in Homes of Hope, a trip that took place during Cookies. We went to Ensenada, Mexico and helped build homes for three families. I formed relationships with the other students and teachers on the trip, but most important, with the family we were visiting. Getting to know the parents and children was a privilege. The moment I remember most was serving as the translator for the group. I am fluent in Spanish and English, and it was during our closing circle, when I had to translate each person’s words of gratitude, that I was most moved. In only a few days, each group had come to appreciate the other, despite, for the most part, having a language barrier.

I am attempting to get through a reading list before I start my grant. Right now I am reading Americanah by Chimamanda Adichie. I have also made art throughout my life, probably thanks to my mom, and lately I have gotten into knitting scarves.
Alumni Reconnect

Dan Frank ’74 and Ayanna Pressley ’92 at the Boston Regional Gathering on April 22 at Tavolo in Dorchester, Massachusetts.

Alumni gather at the Washington, DC Regional Gathering on March 19 at Southern Efficiency.

Parker alumni enjoyed the Chicago Regional Gathering on June 3 at the home of Leonard Goodman ’80.

(L–R) Class of 2014 alumni Yemko Pryor, Carolina Schwartz and Jadah Jones in front of the Alumni Office sporting their new Parker totes!

(L–R) Ali Kagan ’87, Tracy Drake ’83 and parent Jenny Friedes, married to Steven Florsheim ’83, hang out at the Cubs alumni outing at Wrigley Field on May 13.

(L–R) Dan Frank ’74 with brothers Justin Levin ’10, Brian Levin ’10 and Jonathan Levin ’11 at the New York Regional Gathering on April 23 at Rockefeller Center.
Alumni Reconnect

Dan Frank ’74 and Ayanna Pressley ’92 at the Boston Regional Gathering on April 22 at Tavolo in Dorchester, Massachusetts.

(L–R) Ali Kagan ’87, Tracy Drake ’83 and parent Jenny Friedes, married to Steven Florsheim ’83, hang out at the Cubs alumni outing at Wrigley Field on May 13.

Alumni gather at the Washington, DC Regional Gathering on March 19 at Southern Efficiency.

Parker alumni enjoyed the Chicago Regional Gathering on June 3 at the home of Leonard Goodman ’80.

(L–R) Class of 2014 alumni Yemko Pryor, Carolina Schwartz and Jadah Jones in front of the Alumni Office sporting their new Parker totes!

(L–R) Dan Frank ’74 with brothers Justin Levin ’10, Brian Levin ’10 and Jonathan Levin ’11 at the New York Regional Gathering on April 23 at Rockefeller Center.
Class Notes
Parker alumni: please send your class notes to Joe Bruno, Associate Director of Alumni Engagement, jbruno@fwparker.org.

1946
Herbie Loeb and his wife, Sally, and Bob Cahen and his wife, Joan, enjoyed a mini reunion in March-April 2015 on a 15-day cruise on the Star Princess to Hawaii and Ensenada, Mexico.

Bob Cahen (L), Sally Loeb and Herbie Loeb.

1953
Michael Rosenberg noted that this year marked the graduation of the fourth generation member of the Rosenberg family from Parker. It all started in 1933 when his aunt, Hazel Rosenberg Tannenbaum, graduated and continued with his graduation in 1953, followed by his sons, Philip '79, Steven '82 and David '84. This year, Spencer Rosenberg '15, his grandson, graduated. There are currently four more family members attending Parker so he expects there will be additional graduations from Parker. He writes, "We are very proud to have been part of the Parker community for more than 82 years and look forward to more years at 330 West Webster."

1954
Dorothy Ramm writes, "I traveled to Dubai and the Seychelles Islands in March. In Dubai I went up in the Burj Khalifa, the world's tallest building; took a cruise on a traditional river boat past many of the city's new and distinctive skyscrapers; and spent an afternoon and evening on a trip into the nearby desert. The built-up city was fascinating but a bit overwhelming, and the week's cruise in the Seychelles, with many nature reserves and very few settlements, was quite a contrast. I enjoyed seeing giant tortoises and species of birds and palms not found elsewhere in the world."

Annick Smith has a new book coming out this fall, Crossing the Plains with Bruno (Trinity University Press), a combination dog book, travel journal and memoir. She writes, "It is about a road trip I took in 2003 from our homestead ranch in Montana's Blackfoot River Valley to see my 97-year-old mother, Helene Deutch, at her senior residence at Chicago's Breakers near Foster Avenue. From there we went to the Deutch cottage in the Dunes near Sawyer, Michigan, and then I drove home on a different route. My driving companion was a chocolate Lab named Bruno. Along the road and in the Midwest, many places triggered scenes from my childhood and youth, as well as stories about my immigrant artist family from Hungary, which are interwoven in the book with western landscapes and history. Hopefully, I might have a reading in Chicago this October or November to which my Parker friends and acquaintances will be most welcome. Aside from that, I still live on my Montana place and enjoy the company of my companion, the writer William Kittredge, as well as my four sons and three lovely granddaughters. My filmmaker twins, Alex and Andrew Smith, recently completed a fiction film, Winter in the Blood, adapted from James Welch's novel. It has won prizes and is in limited release, also available on Netflix and other digital outlets, as well as on Indian reservations and overseas."

1957
Aimée Brown Price writes, "I am still more or less age-appropriate intact, writing and teaching art history (though less than formerly). The French nation honored my work by making me a Chevalier in Arts and Letters (and Peter Tcherepnine '56 and his wife came to the ceremony; Helen Geraghty was a bit under the weather, so I intend to reenact the whole thing, kisses and all for her or anyone else interested). Big publishing year for two of my sons and husband, Monroe. I urge everyone to buy Asher Price's Year of the Dunk: A Modest Defiance of Gravity (Crown) and Joshua Price's Prisons and Social Death (Rutgers)."

1961
Larry Levin is in business with his son Adam, operating Miller Legal Services, a legal notice publishing firm. Adam directs the day-to-day operations while Larry is the sales coordinator. Larry is based in Northbrook, Illinois, Ferris Bueller's hometown. Adam is returning to his roots in Northbrook, building a house in this northern suburb of Chicago. Larry and his wife, Hara, soon will be minutes away from their grandchildren, Izy, Asher and Noa.

Larry Levin's grandchildren (L–R) Izy, Asher and Noa.

1976
Cliff Douglas, director of the University of Michigan Tobacco Research Network and a faculty member at the U-M School of Public Health, has been named American Cancer Society (ACS) vice president for tobacco control and director of the newly established ACS Center for Tobacco Control. The center's mission is to strengthen tobacco control efforts and accelerate the decline in tobacco use and tobacco-related deaths in the United States and globally.
Class Notes

Parker alumni: please send your class notes to Joe Bruno, Associate Director of Alumni Engagement, jbruno@fwparker.org.

1946
Herbie Loeb and his wife, Sally, and Bob Cahen and his wife, Joan, enjoyed a mini reunion in March-April 2015 on a 15-day cruise on the Star Princess to Hawaii and Ensenada, Mexico.

1953
Michael Rosenberg noted that this year marked the graduation of the fourth generation member of the Rosenberg family from Parker. It all started in 1933 when his aunt, Hazel Rosenberg Tannenbaum, graduated and continued with his graduation in 1953, followed by his sons, Philip '79, Steven '82 and David '84. This year, Spencer Rosenberg '15, his grandson, graduated. There are currently four more family members attending Parker so he expects there will be additional graduations from Parker. He writes, "We are very proud to have been part of the Parker community for more than 82 years and look forward to more years at 330 West Webster."

1954
Dorothy Ramm writes, "I traveled to Dubai and the Seychelles Islands in March. In Dubai I went up in the Burj Khalifa, the world's tallest building; took a cruise on a traditional river boat past many of the city's new and distinctive skyscrapers; and spent an afternoon and evening on a trip into the nearby desert. The built-up city was fascinating but a bit overwhelming, and the week's cruise in the Seychelles, with many nature reserves and very few settlements, was quite a contrast. I enjoyed seeing giant tortoises and species of birds and palms not found elsewhere in the world."

Annick Smith has a new book coming out this fall, Crossing the Plains with Bruno (Trinity University Press), a combination dog book, travel journal and memoir. She writes, "It is about a road trip I took in 2003 from our homestead ranch in Montana’s Blackfoot River Valley to see my 97-year-old mother, Helene Deutch, at her senior residence at Chicago's Breakers near Foster Avenue. From there we went to the Deutch cottage in the Dunes near Sawyer, Michigan, and then I drove home on a different route. My driving companion was a chocolate Lab named Bruno. Along the road and in the Midwest, many places triggered scenes from my childhood and youth, as well as stories about my immigrant artist family from Hungary, which are interwoven in the book with western landscapes and history. Hopefully, I might have a reading in Chicago this October or November to which my Parker friends and acquaintances will be most welcome. Aside from that, I still live on my Montana place and enjoy the company of my companion, the writer William Kittredge, as well as my four sons and three lovely granddaughters. My filmmaker twins, Alex and Andrew Smith, recently completed a fiction film, Winter in the Blood, adapted from James Welch’s novel. It has won prizes and is in limited release, also available on Netflix and other digital outlets, as well as on Indian reservations and overseas."

1957
Aimée Brown Price writes, "I am still more or less age-appropriate intact, writing and teaching art history (though less than formerly). The French nation honored my work by making me a Chevalier in Arts and Letters (and Peter Tcherepnine '56 and his wife came to the ceremony; Helen Geraghty was a bit under the weather, so I intend to reenact the whole thing, kisses and all for her or anyone else interested). Big publishing year for two of my sons and husband, Monroe. I urge everyone to buy Asher Price's Year of the Dunk: A Modest Defiance of Gravity (Crown) and Joshua Price's Prisons and Social Death (Rutgers)."

1961
Larry Levin is in business with his son Adam, operating Miller Legal Services, a legal notice publishing firm. Adam directs the day-to-day operations while Larry is the sales coordinator. Larry is based in Northbrook, Illinois, Ferris Bueller's hometown. Adam is returning to his roots in Northbrook, building a house in this northern suburb of Chicago. Larry and his wife, Hara, soon will be minutes away from their grandchildren, Ivy, Asher and Noa.

1976
Cliff Douglas, director of the University of Michigan Tobacco Research Network and a faculty member at the U-M School of Public Health, has been named American Cancer Society (ACS) vice president for tobacco control and director of the newly established ACS Center for Tobacco Control. The center’s mission is to strengthen tobacco control efforts and accelerate the decline in tobacco use and tobacco-related deaths in the United States and globally.
1995
Christine Hollis (formerly Christine Chandler) and her husband Lawrence Hollis welcomed their first child, a baby boy, Hunter Anthony Hollis on Friday, March 20, 2015. Hunter weighed 8 lbs., 3 oz. and was 20 inches long. The family lives in Wicker Park.

1999
Catherine (Whelan-Wuest) Merritt has launched a startup called MUMZY, the first and only crowdfunding site specifically for moms. MUMZY invites moms to bring their brilliant ideas to life as well as support fellow moms. In addition to running her startup, raising her two boys (Teddy, age five, and Archie, two-and-a-half) to be civilized members of society (she'd even be happy if they wouldn't pee in the bushes!), Catherine is also vice president at Olson Engage, a marketing agency in the West Loop. This summer, she and her husband, Ian, and their family moved from Chicago's Lincoln Square neighborhood to Evanston, where she's probably camped out right now enjoying a much-deserved glass of wine. She would love to connect with fellow Parker tech, startup and investor alumni: catherine@mumzy.com.

2000
Jayme (Fogel) Slate and her husband, Andy, welcomed their first child, Asher Reid Slate, on March 3, 2015

2002
Benton Page is an attorney at Davis Friedman, where he practices matrimonial and family law. Last year he argued a case before the Illinois Supreme Court, he is the treasurer of the Grant Park Conservancy, and he won the Leading Lawyers Emerging Lawyer Award (awarded to the top two percent of lawyers under 40 or practicing less than 10 years).

2004
Sam Baldwin is a senior producer at WIRED magazine in San Francisco, where he works on editorial strategy across the brand's digital products. Previously he served as the online editor at Mother Jones magazine, where he had a hand in Mitt Romney's infamous 47 percent video as well as major investigations into the U.S.-Mexico Drug War, gun violence and mass shootings, and the FBI's entrapment of American Muslims. He lives in Oakland, California.

Seth Berliner and his wife have moved to Cambridge, Massachusetts, where he has started Harvard Law School.

2011
Jordan Collins-Brown graduated from Soka University of America.

Michael Dumas graduated from Florida A&M University and is attending Indiana University School of Medicine.

Arielle Homer has graduated from Union College magna cum laude with a bachelor of arts degree in sociology. She also received the Roger Thayer Stone Prize for most outstanding scholarship in a senior thesis and was inducted into the Alpha Kappa Delta Honor Society. Interested in applying her degree to marketing, she is returning to Chicago, where she will continue an internship with Slack & Company, a business-to-business marketing firm.

2012
Marketh Wherry finished a marketing research project in China, then traveled to Guatemala for the remainder of the summer for an internship program.
1977
Jill Chukerman Test appeared as Pfeni, the youngest of the three title characters in Wendy Wasserstein’s *The Sisters Rosensweig*, produced by the Saint Sebastian Players in spring 2015. She has been a company member for more than 30 years and president of the board since 2013.

1981
Laura (Pincus) Hartman, after 25 years as a professor at DePaul University, has accepted a position at Boston University as the director of the new Susilo Institute for Ethics in the Global Economy at BU’s Questrom School of Business. She would be thrilled to connect with any Boston or East Coast Parkerites and still can be reached at her original email address, LHartman@depaul.edu.

1992
Ayanna Pressley, the first woman of color elected to the Boston City Council, received the 2015 Gabrielle Giffords Rising Star Award from EMILY’s List, a group dedicated to electing Democratic women to office. Former Rep. Gabrielle Giffords (D-Ariz.), who left Congress in 2012 after being seriously injured in a mass shooting, presented Pressley with the honor at the group’s 30th anniversary gala on March 3. The award, which Georgia House Minority Leader Stacey Abrams received in its inaugural year of 2014, celebrates women serving in the spirit of Giffords in state or local office.

1995
Christine Hollis (formerly Christine Chandler) and her husband Lawrence Hollis welcomed their first child, a baby boy, Hunter Anthony Hollis on Friday, March 20, 2015. Hunter weighed 8 lbs., 3 oz. and was 20 inches long. The family lives in Wicker Park.

2000
Jayme (Fogel) Slate and her husband, Andy, welcomed their first child, Asher Reid Slate, on March 3, 2015.

2002
Benton Page is an attorney at Davis Friedman, where he practices matrimonial and family law. Last year he argued a case before the Illinois Supreme Court, he is the treasurer of the Grant Park Conservancy, and he won the Leading Lawyers Emerging Lawyer Award (awarded to the top two percent of lawyers under 40 or practicing less than 10 years).

2004
Sam Baldwin is a senior producer at *WIRED* magazine in San Francisco, where he works on editorial strategy across the brand’s digital products. Previously he served as the online editor at *Mother Jones* magazine, where he had a hand in Mitt Romney’s infamous 47 percent video as well as major investigations into the U.S.-Mexico Drug War, gun violence and mass shootings, and the FBI’s entrapment of American Muslims. He lives in Oakland, California.

2011
Jordan Collins-Brown graduated from Soka University of America.

2012
MarkKeith Wherry finished a marketing research project in China, then traveled to Guatemala for the remainder of the summer for an internship program.

1999
Catherine (Whelan-Wuest) Merritt has launched a startup called MUMZY, the first and only crowdfunding site specifically for moms. MUMZY invites moms to bring their brilliant ideas to life as well as support fellow moms. In addition to running her startup, raising her two boys (Teddy, age five, and Archie, two-and-a-half) to be civilized members of society (she’d even be happy if they wouldn’t pee in the bushes!), Catherine is also vice president at Olson Engage, a marketing agency in the West Loop. This summer, she and her husband, Ian, and their family moved from Chicago’s Lincoln Square neighborhood to Evanston, where she’s probably camped out right now enjoying a much-deserved glass of wine. She would love to connect with fellow Parker tech, startup and investor alumni: catherine@mumzy.com.

2009
Michael Dumas graduated from Florida A&M University and is attending Indiana University School of Medicine.

2014
Arielle Homer has graduated from Union College magna cum laude with a bachelor of arts degree in sociology. She also received the Roger Thayer Stone Prize for most outstanding scholarship in a senior thesis and was inducted into the Alpha Kappa Delta Honor Society. Interested in applying her degree to marketing, she is returning to Chicago, where she will continue an internship with Slack & Company, a business-to-business marketing firm.

1977
Jill Chukerman Test appeared as Pfeni, the youngest of the three title characters in Wendy Wasserstein’s *The Sisters Rosensweig*, produced by the Saint Sebastian Players in spring 2015. She has been a company member for more than 30 years and president of the board since 2013.

1981
Laura (Pincus) Hartman, after 25 years as a professor at DePaul University, has accepted a position at Boston University as the director of the new Susilo Institute for Ethics in the Global Economy at BU’s Questrom School of Business. She would be thrilled to connect with any Boston or East Coast Parkerites and still can be reached at her original email address, LHartman@depaul.edu.

1992
Ayanna Pressley, the first woman of color elected to the Boston City Council, received the 2015 Gabrielle Giffords Rising Star Award from EMILY’s List, a group dedicated to electing Democratic women to office. Former Rep. Gabrielle Giffords (D-Ariz.), who left Congress in 2012 after being seriously injured in a mass shooting, presented Pressley with the honor at the group’s 30th anniversary gala on March 3. The award, which Georgia House Minority Leader Stacey Abrams received in its inaugural year of 2014, celebrates women serving in the spirit of Giffords in state or local office.

1995
Christine Hollis (formerly Christine Chandler) and her husband Lawrence Hollis welcomed their first child, a baby boy, Hunter Anthony Hollis on Friday, March 20, 2015. Hunter weighed 8 lbs., 3 oz. and was 20 inches long. The family lives in Wicker Park.

1999
Catherine (Whelan-Wuest) Merritt has launched a startup called MUMZY, the first and only crowdfunding site specifically for moms. MUMZY invites moms to bring their brilliant ideas to life as well as support fellow moms. In addition to running her startup, raising her two boys (Teddy, age five, and Archie, two-and-a-half) to be civilized members of society (she’d even be happy if they wouldn’t pee in the bushes!), Catherine is also vice president at Olson Engage, a marketing agency in the West Loop. This summer, she and her husband, Ian, and their family moved from Chicago’s Lincoln Square neighborhood to Evanston, where she’s probably camped out right now enjoying a much-deserved glass of wine. She would love to connect with fellow Parker tech, startup and investor alumni: catherine@mumzy.com.
In Memoriam

Muriel "Mickey" Pfalzer Bodek '44 graduated from Wellesley College in 1948, according to an obituary in the Los Angeles Times. "She married Gordon S. Bodek in 1950 and they moved to Los Angeles in 1954. Mickey received a master's degree in public administration from UCLA in 1973. For over five decades Mickey was a professional volunteer and served in numerous leadership roles that benefited Los Angeles city and county as well her local community. An ardent lover of books, Mickey was appointed to the Los Angeles Library Commission by Mayor Tom Bradley in 1975, where she served as both Vice President and President. She chaired The Brentwood Library Expansion Committee and spearheaded their successful campaign to rebuild the library. Mickey also served multiple terms on the Board of Trustees of the Library Foundation of Los Angeles. Mickey's substantial work on behalf of Wellesley College included serving as President of the Wellesley Club of Los Angeles and extensive fundraising. An avid volunteer for Planned Parenthood, Mickey was Vice President of the Planned Parenthood Guild and originated one of the major annual fundraisers for Planned Parenthood LA. PPLA Food Fare is still in existence today. Mickey was President of the Los Angeles City Social Service Commission and the Family School Alliance of University Elementary School at UCLA. She was Director of the KCET Women's Council. She also served on the Los Angeles County Commission on Obscenity and Pornography and was a board and committee member of numerous other nonprofit and government organizations. In 1968 she ran for the newly created Community College Board of Trustees with the slogan 'Back Bodek.' Out of a field of over 50 candidates, she narrowly lost to candidates that included among others, a political neophyte named Jerry Brown. Mickey was a tireless supporter of women's rights and actively advocated for Planned Parenthood LA. She and her husband Gordon were generous donors to the organizations and institutions that mattered most to them."

Bruce Davidson '48 was born in Champaign, Illinois, and moved to Chicago at four years old, according to an obituary in the Boston Globe, where he worked for 40 years. "He was the Globe's financial editor and a columnist for several years before switching to writing editorials, and he brought that background to the editorial board's daily discussions of what stance the paper would take on issues that crop up at the crossroads of politics and the economy. 'I went to the financial department because it was the best place to get the interplay between economic affairs and public policy,' he said in a 1985 interview with The Belmont Citizen." He lived in Belmont for 55 years, formerly serving as a Town Meeting member and on the community's Warrant Committee. "During the years he wrote editorials, Mr. Davidson carved out a specialty as the go-to writer for opinions on financial and transportation issues. 'Everybody had great respect for him,' said Alan Berger, a retired Globe editorial writer, who added that Mr. Davidson 'had very little ego. In that room, there would be arguments about things and people would feel committed to have their way. He really wasn't like that. He could hear other people's views and was very collegial.' Mr. Davidson also had a mind that could be in more than one place at once. 'He was quirky and unpredictable in a very endearing way,' said Dan Wasserman, the Globe's editorial cartoonist. 'He also was one of the quickest crossword-puzzle completers. He used do the entire New York Times crossword in ink in the editorial board meeting every day while completely following what was going on in the discussion'. "...He graduated from the Francis W. Parker School, an independent institution, 'and it made all the difference for him,' his wife [Martha] said. 'He's sure that graduating from there got him into Harvard.' At the Parker School, Mr. Davidson edited the student newspaper his senior year, even helping typeset the paper by hand using hot lead. 'I feel as though I've gone all the way from Gutenberg to the present,' he told The Belmont Citizen in 1985. He graduated from Harvard in 1952 with a bachelor's degree in American history and literature, telling the Belmont paper that it was 'as good a background for journalism as there is.' Before working at the Globe, Mr. Davidson did graduate work at Boston University and served in the Army for two years in Germany, where he met Martha Whiting, a librarian he met while at Harvard. ...Mr. Davidson initially worked for Boston newspapers owned by the Hearst family, leaving in 1961 to be a Globe copy editor. A few years later he joined the financial desk, writing the Stock Talk column before becoming financial editor in 1965."

Roger Maltz '66 was father to Michael '96 and Rachel '91. According to a Chicago Tribune obituary, "A celebrated blues musician, he played the bass with Joe Kelley's Blues Band, Sam Lay, Chicago Slim Blues Band and Bumble Bee Bob and The Stingers. He also wrote poetry, programmed computers and raced cars. Although his compassion is evidenced by his chosen fields; Physical Rehabilitation and Addiction Medicine. After graduating from Chicago Medical School in 1984, he dedicated his life to helping those in need through Medicine, Music and above all, Laughter."

Former Faculty

Lee Dreuth was a longtime Parker faculty member and coach. According to Principal Dan Frank '74, "Lee had a passion for teaching, so it was no surprise that he became a teacher and coach. He started his career in the Chicago school system before moving to Francis W. Parker where he spent 47 years as a teacher and coach. He educated students in 6th grade and in Upper School soccer, golf and bowling. He even taught swimming at the summer camp. Along with teaching and music, he had a great love for golf in both instructing and playing. He held course records at both Edgebrook and Weber Park Golf Courses. While teaching at many courses around the area, you could always find him at Monty Levinson's Golf Pro Shop with a huge smile. In 2008, he got to fulfill a life goal of traveling to and playing at St. Andrews in Scotland."
In Memoriam

Muriel "Mickey" Pfaelzer Bodek '44 graduated from Wellesley College in 1948, according to an obituary in the Los Angeles Times. "She married Gordon S. Bodek in 1950 and they moved to Los Angeles in 1954. Mickey received a master's degree in public administration from UCLA in 1973. For over five decades Mickey was a professional volunteer and served in numerous leadership roles that benefited Los Angeles city and county as well her local community. An ardent lover of books, Mickey was appointed to the Los Angeles Library Commission by Mayor Tom Bradley in 1975, where she served as both Vice President and President. She chaired the Brentwood Library Expansion Committee and spearheaded their successful campaign to rebuild the library. Mickey also served multiple terms on the Board of Trustees of the Library Foundation of Los Angeles. Mickey's substantial work on behalf of Wellesley College included serving as President of the Wellesley Club of Los Angeles and extensive fundraising. An avid volunteer for Planned Parenthood, Mickey was Vice President of the Planned Parenthood Guild and originated one of the major annual fundraisers for Planned Parenthood LA. PPLA Food Fare is still in existence today. Mickey was President of the Los Angeles City Social Service Commission and the Family School Alliance of University Elementary School at UCLA. She was Director of the KCET Women's Council. She also served on the Los Angeles County Commission on Obscenity and Pornography and was a board and committee member of numerous other nonprofit and government organizations. In 1968 she ran for the newly created Community College Board of Trustees with the slogan 'Back Bodek.' Out of a field of over 50 candidates, she narrowly lost to candidates that included among others, a political neophyte named Jerry Brown. Mickey was a tireless supporter of women's rights and actively advocated to corporations, Congressmen, Senators and Presidents in support of women and their inclusion on corporate boards. Mickey was a civic-minded progressive, who was not necessarily content to accept current societal beliefs and conventions. She loved her family and close friends, reading, the beach, her rose garden, watching public television and traveling the world. She and her husband Gordon were generous donors to the organizations and institutions that mattered most to them."

Bruce Davidson '48 was born in Champaign, Illinois, and moved to Chicago at four years old, according to an obituary in the Boston Globe, where he worked for 40 years. "He was the Globe's financial editor and a columnist for several years before switching to writing editorials, and he brought that background to the editorial board's daily discussions of what stance the paper would take on issues that crop up at the crossroads of politics and the economy. 'I went to the financial department because it was the best place to get the interplay between economic affairs and public policy,' he said in a 1985 interview with The Belmont Citizen." He lived in Belmont for 55 years, formerly serving as a Town Meeting member and on the community's Warrant Committee. "During the years he wrote editorials, Mr. Davidson carved out a specialty as the go-to writer for opinions on financial and transportation issues. 'Everybody had great respect for him,' said Alan Berger, a retired Globe editorial writer, who added that Mr. Davidson 'had very little ego. In that room, there would be arguments about things and people would feel committed to have their way. He really wasn't like that. He could hear other people's views and was very collegial.' Mr. Davidson also had a mind that could be in more than one place at once. 'He was quirky and unpredictable in a very endearing way,' said Dan Wasserman, the Globe's editorial cartoonist. 'He also was one of the quickest crossword-puzzle completers. He used to do the entire New York Times crossword in ink in the editorial board meeting every day while completely following what was going on in the discussion.' "...He graduated from the Francis W. Parker School, an independent institution, 'and it made all the difference for him,' his wife [Martha] said. 'He's sure that graduating from there got him into Harvard.' At the Parker School, Mr. Davidson edited the student newspaper his senior year, even helping typeset the paper by hand using hot lead. 'I feel as though I've gone all the way from Gutenberg to the present,' he told The Belmont Citizen in 1985. He graduated from Harvard in 1952 with a bachelor's degree in American history and literature, telling the Belmont paper that it was 'as good a background for journalism as there is.' Before working at the Globe, Mr. Davidson did graduate work at Boston University and served in the Army for two years in Germany, where he married Martha Whiting, a librarian he met while at Harvard. …Mr. Davidson initially worked for Boston newspapers owned by the Hearst family, leaving in 1961 to be a Globe copy editor. A few years later he joined the financial desk, writing the Stock Talk column before becoming financial editor in 1965."

Roger Maltz '66 was father to Michael '96 and Rachel '91. According to a Chicago Tribune obituary, "A celebrated blues musician, he played the bass with Joe Kelley's Blues Band, Sam Lay, Chicago Slim Blues Band and Bumble Bee Bob and The Stingers. He also wrote poetry, programmed computers and raced cars. Although his compassion is evidenced by his chosen fields; Physical Rehabilitation and Addiction Medicine. After graduating from Chicago Medical School in 1984, he dedicated his life to helping those in need through Medicine, Music and above all, Laughter."

Former Faculty

Lee Dreuth was a longtime Parker faculty member and coach. According to Principal Dan Frank '74, "Lee had a passion for teaching, so it was no surprise that he became a teacher and coach. He started his career in the Chicago school system before moving to Francis W. Parker where he spent 47 years as a teacher and coach. He educated students in 6th grade and in Upper School soccer, golf and bowling. He even taught swimming at the summer camp. Along with teaching and music, he had a great love for golf in both instructing and playing. He held course records at both Edgebrook and Weber Park Golf Courses. While teaching at many courses around the area, you could always find him at Monty Levinson's Golf Pro Shop with a huge smile. In 2008, he got to fulfill a life goal of traveling to and playing at St. Andrews in Scotland."
A Fond Farewell

At the end of the 2014–15 academic year, four longtime faculty and staff members, representing nearly 100 combined years, completed their tenure at Francis W. Parker School. The Board of Trustees, students, alumni, parents and their colleagues are grateful for their immeasurable contributions to the Parker educational experience and our community.

Katie Haskins
6th and 7th Grade History, 6th Grade Team Leader
Joined Parker in 1974

Ingrid Rodriguez
Upper School Spanish Teacher and Advisor
Joined Parker in 1989

Carol Aymar
JK/SK Grade Head
Joined Parker in 1979

Mary Anne Hamilton
5th Grade Head
Joined Parker in 2004

Jurassic Shop at Parker

When the 2015 spring musical production of *The Sound of Music* closed, Upper School Stagecraft teacher Nick Rupard wanted to be responsible about how he used the remnants from the set after strike in his class. Thinking of the large amount of wood available to him, and the well-honed skill set of his students, Rupard led his class in planning, cutting out, painting and assembling a scale model of a Spinosaurus skeleton during a multi-day work session. The project required students to plan thoughtfully as they enlarged and traced each shape onto their raw materials in the most efficient way possible before deftly cutting out each piece and painting it before assembly. The final product received such a positive response, Rupard arranged to display it in the school’s Front Alcove for all to enjoy. Before Class Day arrived, Rupard and his students added a Stegosaurus skeleton to Parker’s hallway menagerie.
Jurassic Shop at Parker

When the 2015 spring musical production of *The Sound of Music* closed, Upper School Stagecraft teacher Nick Rupard wanted to be responsible about how he used the remnants from the set after strike in his class. Thinking of the large amount of wood available to him, and the well-honed skill set of his students, Rupard led his class in planning, cutting out, painting and assembling a scale model of a Spinosaurus skeleton during a multi-day work session. The project required students to plan thoughtfully as they enlarged and traced each shape onto their raw materials in the most efficient way possible before deftly cutting out each piece and painting it before assembly. The final product received such a positive response, Rupard arranged to display it in the school’s Front Alcove for all to enjoy. Before Class Day arrived, Rupard and his students added a Stegosaurus skeleton to Parker’s hallway menagerie.

A Fond Farewell

At the end of the 2014–15 academic year, four longtime faculty and staff members, representing nearly 100 combined years, completed their tenure at Francis W. Parker School. The Board of Trustees, students, alumni, parents and their colleagues are grateful for their immeasurable contributions to the Parker educational experience and our community.

[Images of faculty and staff members]