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

Diversity / Innovation / Citizenship
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An Introduction from Dan Frank

We are never alone. The act of thinking we can be indicates that we are not. The very concept of the individual evokes the presence of its opposite. Others live in our internalized presence, even in their external absence. At Parker, where we celebrate the unique features of each “klinker” brick, we see they do not stand alone. Each of us, like each brick, is part of a community that holds us together and supports our individuality. In this way, solitude and society share the same structure.

Education is a wonderful domain for exploring and nurturing insights into this beautiful tension. At Parker, where we respect each individual by emphasizing community and champion citizenship because we cherish each individual, we have an exceptional opportunity to expand our understanding of how we each relate to ourselves and others.

Reflection can lead to new insights about our own emotions and identities, as well as those of others. Essential to the experience of learning by doing, reflection fosters understanding of the psychology of learning how to be a person and how to be an empathically engaged citizen. Parker educates students to find their own best way to be responsible citizens and leaders in a diverse democracy and global community; consequently, it is important to facilitate opportunities to know oneself through quiet self-repose and direct social interaction with others in projects that improve community life.

In this issue of *The Live Creature*, we explore the creative tensions that support the vital role of teams and teamwork at Parker. Across all grades, academic disciplines and work roles, Parker thrives when its teams focus on a shared goal, coordinated in action, fluid in communication and open to integrating past practice with applied innovation to improve learning. From parents to alumni, from students to educators, we have much of value to learn from one another. Teamwork allows important ideals to find practical expression, and working together generates creative ways for our school community to embody our mission. And, because Parker is Parker, we embrace our culture of reflective learning, which generates time and space for critical thinking, creative withdrawal and imaginative reengagement so each individual feels valued in participating in community life.

Such reflection can expand the team of people who enrich our experiences in solitude and in groups, and, for the many teams who comprise our multiple efforts to make Parker hum, I am truly grateful.
Teachers in Teamwork—as Learners, Mentors and Documentarians

**Teamwork**  
In his Upper School Sociology of Sports history class, teacher Dan Greenstone uses sports as a prism to illuminate vital aspects of contemporary society, including social class, consumerism, gender dynamics, ethics and race relations. In helping his students better understand change over time in the fabric of American culture and the role that sports play in modern life, Greenstone uses a range of activities and assessments to gauge his students’ understanding of the materials they cover in class—including having students work in teams to create original documentary films.

“As Travis and I are doing our best to show our students that persistence, curiosity and collaboration can bear fruit.”

As time passed, Greenstone noticed a higher level of quality and professionalism in the documentary work of students who had taken at least one of visual arts teacher Travis Chandler’s video courses. Chandler’s students have won the Best Editing Award and Best Cinematography Award at the prestigious Chicago High School Film Festival, and, when they were students in Greenstone’s Historical Documentaries class, 2018 graduates Liliana Bravo and Natalie Braye produced *Pilsen: Not for Sale*, an official selection at the Chicago International Film Festival’s 2019 CineYouth Film Festival.

Greenstone and Chandler have brought together students from their respective classes for project-based collaborations in the past, so Chandler was happy to help Greenstone’s students with the video documentary component of their coursework on an as-needed basis, which has benefited the students as well as increased enrollment in both courses.

Greenstone also independently produces a history podcast called *American Utopia*, which tells the story of the Oneida Community, a radical 19th century free-love experiment in communal living. While conducting research for his podcast, Greenstone developed a friendship with Christian Goodwillie, director and curator of Special Collections and Archives at Hamilton College in New York. Through Goodwillie, and the Communal Societies Collection at Hamilton, Greenstone first learned about the House of David and reached out to Chandler with an idea to pursue during the summer months.

The House of David was a religious society co-founded by Benjamin and Mary Purnell in Benton Harbor, Michigan in March 1903. The colony grew to several hundred members occupying about 1,000 acres, complete with a cannery, carpenter shop, coach factory, tailor shop and steam laundry. They also owned and operated an electricity plant, providing lighting to the community, and had three brass bands and two orchestras, a
zoological garden, an amusement park and amateur and semi-professional baseball teams.

Even more interesting to Greenstone, Goodwillie had determined there was a lone surviving member of this group still residing in Benton Harbor. They wondered if this unique opportunity might provide Greenstone and Chandler with the opportunity to collaborate on producing a documentary, similar to Greenstone’s students.

The duo began planning their summer project. They conducted additional research, supported by a professional development grant from Parker, then outlined their idea for the movie, created their travel itinerary and developed questions to pose to their subject, Ron Taylor, when they visited Benton Harbor to film. When buzz about this emergent opportunity for artistic collaboration came to the attention of music teacher Alec Synakowski, he graciously offered his services to the project as a licensed drone photographer.

The hard work and creative efforts of these three teachers was not in vain. Chandler shared, “At the least, we were hoping to come out of this endeavor with a film to use as a business card—to show folks that we were capable of making a real film.” Two years have passed since the team completed Last Believer. Since then, PBS stations, including Chicago’s WTTW and South Bend’s WNIT, have aired the film multiple times to overwhelmingly positive reviews.

Chandler continued, “We didn’t anticipate that our film would be received so well or that the process would provide us with so much more empathy and understanding for the students whom we ask to do this work every year.”

Fueled by the success of their first film collaboration, Greenstone and Chandler are currently engaged in their second joint project, a documentary on a different sect of people living communally that Goodwillie also brought to their attention. When not teaching, this dynamic duo of documentarians are hard at work on their forthcoming film about the Kerista, the most colorful and creative hippie commune to come out of the San Francisco counterculture.

Reflecting upon their experiences working together on these films, Greenstone offered, “Travis and I are doing our best to show our students that persistence, curiosity and collaboration can bear fruit. And best of all, we hope they see that pursuing your passions can be a lot of fun.”

“We didn’t anticipate that our film would be received so well or that the process would provide us with so much more empathy and understanding for the students whom we ask to do this work every year.”
The hundreds of members of Mary's City of David believed they would achieve immortality. Now only Ron Taylor remains.
Teamwork by Design for County Fair

Each fall, our school community participates in a tradition nearly as old as the school itself: County Fair. Since its inception in 1902, the event invites students to collaborate within their grade levels to share unique products and experiences with their parents and peers in a fun, fair-like atmosphere based on a theme determined by the sophomore class.

In conjunction with County Fair, the 7th grade teachers have, for the past four years, guided their students in using their design thinking skills and an iterative process to conceive of, reimagine and construct the elements for their entry in the fair—the Seventh Grade County Fair Obstacle Course—to the delight of their fellow students.

History teacher Anthony Shaker offered, “Even though this practice is relatively new, we’ve received such positive feedback from students, families and the County Fair organizers about how much they enjoy the obstacle course. It feels good to add fresh, new components to this traditional Parker event.”

In the weeks leading up to the fair, 7th grade students and teachers looked closely at the data last year’s 7th graders gathered following their own successful version of the course. Students identified which elements to keep in the lineup, which to modify and which to drop altogether.

Students analyzed each section of the course to determine its target audience and the required skills to successfully navigate it. Students then imagined “users” whose needs that particular course did not meet in an effort to make sure the course would appeal to as many students as possible. Next, they created “pitch” commercials for the finalist ideas before voting as a class on those that would appear at this year’s fair. After tallying the votes, students designed, prototyped, gathered materials, built, tested,

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In the weeks leading up to the fair, 7th grade students and teachers looked closely at the data last year’s 7th graders gathered following their own successful version of the course. Students identified which elements to keep in revised, tested again and so on until they finished constructing the course. New obstacles this year included the “Reef Tunnel” and “Underwater Ring Toss,” with the addition of a slide to the perennially popular climbing wall—perfect additions to an “Under the Sea” themed County Fair obstacle course.

According to English teacher Kate Tabor, “Having the data from last year’s class is critical because they are the experts on what went well and where there were unexpected challenges. We collect that data right after County Fair so it is as contemporaneous with the fair as possible, given the long time between the next iteration of the course.”
"We see students shine during the build in ways we wouldn’t otherwise get to see. The process puts their ability to collaborate well with their peers, skills at innovation and leadership capabilities to the test."

Members of the 7th grade teaching team helped lead the students’ efforts as they worked on this project. Students worked in English class to analyze the data from last year’s course. Math teacher Chris Stader took the lead during the empathy phase, helping students make sure they understood who they were constructing the course for. Technology Facilitator Steve Files, assistant teacher Jasmine Hart, history teacher Anthony Shaker and Learning Resource’s Sheila Rintels all lent their creative and technical know-how as students brought their aquatic ideas to life. New Spanish teacher Edinson Lopez Flores got his first
taste of collaborative magic with the 7th grade team this year and proved instrumental in creatively partnering with students to give the climbing wall a new look with its exciting design innovation and oversee the final build of all the obstacles.

Students were learning at every phase of the process, according to Hart: “We see students shine during the build in ways we wouldn’t otherwise get to see. The process puts their ability to collaborate well with their peers, skills at innovation and leadership capabilities to the test.”

Just as the data last year’s 7th graders collected was integral to designing this year’s course, the data this year’s class gathered during County Fair 2019 provides a basis for next year’s iteration. This project is the first design thinking challenge the 7th grade has worked on this year, requiring them to deliver their designs from brainstorming to reality.

Regarding the continued success of this curriculum, Tabor said, “It’s one thing for students to make a cardboard, low-fidelity model of a design idea and quite another to build a full-scale, working obstacle course able to withstand hours of use. It’s a real pleasure working with this team of teachers to support our students as they make this impressively large feature that is such a highlight of County Fair.”
Fifth Grade Conferences Assemble
Teacher-Parent-Student Teams

Teamwork

As students move from Lower School to Intermediate School, they are maturing in ways that allow them to take more ownership of their learning and develop an understanding of what it means to be a student. In 5th grade, students assume a greater level of responsibility in evaluating their progress, successes and challenges by leading the mid-year conference with their parents and classroom teachers—an important example of the role of teamwork in 5th grade.

Former 5th grade Grade Head (and current Lower and Intermediate School Director of Studies) Barbara Hunt recalled the origins of this shift in conference format in the late ’80s. “I had read some articles and books about portfolios and self-evaluation, which I was interested in trying. The first year I had students keep portfolios and comment on their learning. At the mid-year conference, I had students present items from their portfolios to their parents, talking about their learning processes. Then the students went into the hallway with a book, and I met with the adults. This did not feel right. The next year, I decided to involve the students in the whole conference. After all, anything I was bringing up to the adults shouldn’t have been a shock to the students. This required more preparation, however, so reflection on work and articulating processes gradually became a part of my curriculum. After a few years, the other 5th grade Grade Head (there were two classes per grade then) decided to participate, and it became a standard part of the 5th grade curriculum toward the end of the ’90s.”

Current Grade Heads Mike McPharlin ’91, Jeff Stone and Scott Turner think 5th grade is an opportune time to use this method. “Instead of education being done to them, they are beginning to have a voice in the process,” said McPharlin. “Now they own the challenges and mistakes.” Added Stone, “They are tapping into where they are and setting high expectations. We’re looking not for perfection but for an honest critique of themselves.”

Preparing for the conferences requires a significant commitment in the fall. “In addition to math, reading, writing and social studies, this meta-cognitive approach to helping kids learn how they learn takes time,” Stone explained. “It takes a lot of conversation to help students understand that their portfolios should also include things that aren’t perfect,” said Turner. “We want to present what they envisaged when they charted the course, which not only normalizes but adds value to errors we make, and being able to sit down with their parents and show the value of erroneous work is important.”

For nearly 30 years, the team format of the mid-year conference has remained essentially the same. “We are empowering kids to take control of their learning while at the same time every individual student is unique,” commented Stone. “We’re
building a community of learners that changes every year, so while the core has remained stable, the questions and structure may change depending on the class and individual student.” Turner added, “When it comes down to it, there’s a human being sitting there, and we’re thinking about goals to move that person forward.”

Among the valuable aspects of this process has been what the students take away, according to McPharlin. “Kids at times realize something about themselves or realize what they thought about themselves wasn’t true. They acquire a more accurate sense of who they are.”

“This process can change their course as students by encouraging their independence and thoughtfulness,” said Stone. “It becomes a reference point for the year: they set goals and can check back and see how they’re doing on them. There is an expectation they won’t master them all, and it normalizes the ups and downs.”

At the same time, the practice presents challenges. “For students, there’s a question of emotional readiness,” noted Turner. “If you can’t let go of perfectionism, it’s difficult to look at things that aren’t going as well as you’d like. And for teachers, it makes a big impact on our schedules and class time.” Stone agreed: “We need September to January to assemble the portfolios and go through a long self-evaluation. The intentionality of the process is exhausting, the time involved is significant, but it’s definitely worth it.”

The 5th grade mid-year conferences exemplify Parker’s philosophy of the three-way partnership necessary to educating each child: the student, the teacher and the parents. “These conferences are student-centered and reveal what they are realizing about themselves,” McPharlin described. “While we all have goals for our kids, both students and parents realize the value of this experience.”

Teamwork is a big part of 5th grade, including the Lorado Taft trip and the Medieval presentation, as well as the conferences. Said Stone, “Most conferences involve teachers and parents and sometimes teachers and students. Unfortunately, at times a teacher-parent-student conference is due to something negative, rather than something to celebrate. These conferences are a very authentic gathering of all three points of the triangle. Most of the teacher’s work is in the prep, but in the conference, it’s all the student. They’re prepared and ready to share. And it can surprise the parents, since it’s typically rare for them to hear their child talk about school for an hour!”

“The power dynamics are different,” said Turner. “The parents see that the student and the teacher are on the same team, which is refreshing. And as they hear their child describe how the year has been going and form goals for the future, parents can support them because they know about those goals.”

Top: Scott Turner engages with his class.
Bottom: Jeff Stone works with students during the multi-day Lorado Taft outdoor education experience.
Students as Teachers and Learners

Teamwork  As part of their educational experience, Parker students have myriad opportunities to take on the role of teacher as well as learner—providing opportunities for them to inspire, connect and mentor one another from different perspectives. When an entire grade can combine their energy, excitement and enthusiasm in a shared curricular event, everybody benefits exponentially more than they would otherwise. Here are some recent examples.
1. Seniors Light Olympic Spirit in Inaugural JK and SK Winter Games
   The P.E. Department joined teachers, JK and SK students and their Big Brothers and Sisters for the inaugural JK and SK Winter Games.

2. Playing Piaget in Upper School Science
   In the Upper School class Topics in Psychology, each older student paired up with a Senior Kindergarten counterpart to expand their understanding of Swiss psychologist Jean Piaget by testing cognitive abilities on a range of different activities.

3. Exploring Body Systems Collaboratively
   Science students in 4th and 7th grades came together for a joint dissection lab, with the older scientists serving as “experts” who shared information about different body systems with their younger peers.

4. Sun Shines on 1st and 2nd Grade Field Day
   The P.E. Department, teachers, 1st and 2nd graders and their Big Brothers and Sisters enjoyed sunshine, cross-grade teamwork and fun on Field Day.

5. An Explosion of Scientific Fun at the Chemistry Spectacular
   Students in Advanced Topics in Chemistry presented on an area of interest and worked to master a demonstration to perform for younger students at the second annual Chemistry Spectacular.

6. Upper School and JK Students Travel Through France Together
   JK teacher Tisha Johnson and US French teacher Cynthia Marker organized a cross-divisional learning journey through France.
Year One Committee Teams Up to Welcome New Parents

Students new to Parker have several opportunities to ease the transition into an unfamiliar environment, from play parties to orientations to simply coming to school every day. But what about new parents?

Karen Fisher understands this challenge from multiple points of view—as a parent emerita and the school’s director of enrollment and financial aid. “When my son was first admitted to Parker in 1998, I received a call from a Parker parent welcoming me to the school even before I got my admission acceptance letter! I couldn’t have felt more welcomed by this wonderful parent, whom I knew from our preschool, even if I was a little surprised! Times have changed quite a bit in the Admission Office and the rest of the school.”

Parker parents have collaborated with the Admission Office through the years on several initiatives, including the PALs—an acronym for Parent Admission Liaisons at first, now Parent Ambassadors League—and Host Family Committee programs. PALs assisted the Admission team with open houses, play parties, tours and school fairs during the application process, and the Host Family Committee matched current families with newly admitted families to welcome them to the school community.

Fisher explained, “New parents and guardians who enter the school community need not only information, but connection. They are relieved when they come to the end of the admission process and enroll in the school, but then the anticipation of the transition becomes real. There are so many tangible and intangible aspects to entering a community, even when it is a warm and welcoming place like Parker. New parents and guardians want to feel they have touchpoints and relationships with current community members and feel supported by receiving responses to questions.”

When Maggi Steib ’84, a parent emerita and currently assistant director of admission for outreach and recruitment, and Anne Besold co-chaired the Parents’ Association (PA) in 2016–17, they decided to survey parents to gauge their satisfaction with the PA’s mission and work, including the effectiveness of the Host Family Committee. “We learned a lot about the Parker parent community,” Steib said. “I think Parker has always been a warm and welcoming place, but not always inclusive. That was very clear in our PA survey results and parent comments. Being inclusive requires real effort. It means changing the way we do some things, where we hold events and how we communicate with parents and questioning current practices and long-standing traditions. It requires empathy and the ability to see things from a perspective other than our own.”

Veteran parents welcomed those new to Parker at a special morning reception during the first week of school.
At about the same time, PALs Co-Chairs Sarie Keller ’95 and Mary Deutsch had developed concerns about the Host Family program. “Mary and I observed that the one-to-one matches were inconsistent in their success, and new families sometimes continued to feel overwhelmed by the experience of joining the Parker community,” Keller recalled. “We shared this concern with Karen Fisher and her amazing team in Admission and decided to pilot a cohort model for the incoming JK class.”

Keller and Deutsch worked with incoming PA Chairs Anny Gary and Ali Kagan ’87, along with PA Executive Team members Lara Shayne and Christine Weil, to create a welcoming process that engaged new parents as quickly as possible. “We all felt that the ‘many to many’ model would have a much more positive outcome by giving new parents more opportunities to connect with ‘veteran’ parents, and the ‘veteran’ parents could more effectively share the process of welcoming new parents,” Keller said.

What emerged beginning in the 2018–19 academic year was the Year One Committee (YOC), which provides a team for each grade that includes new parents. The size of the team varies, with larger teams for the grades that typically welcome more new students (JK, 6th and 9th), though every team has at least three veteran parents. And in these grades, there is now one new parent on the Grade Chair team.
“Teamwork makes the YOC program work,” said Keller. “We wanted to create a team of parents that are constantly engaged in welcoming new parents. The YOC team works together, each member bringing their unique background and perspective, to share the responsibility of planning and attending events that welcome new parents. By having at least three parent volunteers for every grade with one or more new parents, we ensure that new parents will always have at least one YOC team member present at Parker events. In grades with a higher number of new parents—JK, 6 and 9—we have six YOC team members who plan park dates, coffees and cocktails throughout the spring, summer and early fall, making sure no volunteer feels overwhelmed and all new parents can find a YOC team member to connect with at these events.”

Fisher acknowledges the significant improvement to the on-boarding process thanks to the YOC, now in its second year. “The congratulatory phone call of our past has become a strong and highly organized process of establishing a parent-to-parent connection on a cohort-wide basis. New families now have multiple people reaching out to them. They have structured activities within the school to promote their orientation and welcome. To be received with gladness in the community fosters goodwill and positive relationships throughout the child’s enrollment at the school. This is the promise we make to families when they are admitted to Parker. The welcome is and should be an extension of the admission process, which invites and represents that we are an approachable, warm and welcoming school.

“The thoughtfulness with which this program was created has definitely enhanced communication with our newest families. They report to our office that they feel at home very quickly at Parker and are extremely grateful for the support in their transition. The YOC has also taken out the stigma of being a ‘new to Parker’ family and reframed it as ‘Welcome to your Year One (of hopefully many more) at Parker!’ In the Admission Office, we are proud to tell prospective families about this grassroots volunteer initiative and provide reassurance that transitions to the school will be rewarding for the whole family.”

Keller confirms the program’s success thus far. “Our survey of new parents after our pilot year tells us that YOC is having an overwhelmingly positive impact for new parents. One of the most frequent responses was, ‘We want more YOC!’ We find that new parents are feeling less overwhelmed as the school year starts and more connected to the Parker parent community. By creating a line of communication between new and veteran parents, the newest members of our community feel comfortable asking questions, attending events and truly becoming engaged in the life of the school.”
Teamwork plays a vital role in nearly every activity or endeavor the school engages in, most visibly in the way teams of faculty—by division, grade level and academic department—educate our students. But there are other teams at Parker who are crucial to the school’s infrastructure and operations every day: Maintenance and Housekeeping, Food Service and Security.

“Teamwork plays an important role in any successful organization,” said Director of Facilities Richard Dusing. “For me, teamwork is when workers combine their individual skills in pursuit of a common goal. Team members need to work smart and work well, but most of all, they need to work together. My mission statement for the teams I work with is ‘to provide a safe, comfortable and functional environment for all students, faculty/staff, parents and visitors to Francis W. Parker School.’ There are many characteristics that produce effective teamwork, but for me the most important is a good mix of interpersonal (people), problem-solving and communications skills.”

Maintenance and Housekeeping
Parker’s six-acre campus comprises four building structures, the turf field, the courtyard, the playground and two faculty/staff parking lots. The seven-person Maintenance and Housekeeping Department provides routine maintenance services and is responsible for room and special event setups. Assistant Director of Facilities Mark Dziwulski manages the department’s daily activities and is responsible for ensuring the timely completion of tasks and communicating about the status of various activities.

“The Maintenance Department has many responsibilities throughout the facilities—HVAC equipment repairs, plumbing repairs, event setups, grounds coverage, closed-building inspections, snow removal and more, many that require working as a team,” Dziwulski described.

Maintenance staff member Miguel Munoz echoes Dziwulski’s sentiments. “There is so much to do around campus, and we couldn’t do it without one another. There is strength in numbers.”

“One important example: it is the Maintenance Department’s responsibility during snow season to make sure our walks, stairs, entrances and parking lots are safe for all,” said Dziwulski. “If the department did not work as a team, snow removal would not be completed in time for the arrival of faculty, staff and students.

“I myself enjoy the completion of a project done well and seeing the pride it produces in the maintenance team.”

Food Service
Parker serves breakfast and lunch in the cafeteria and the Sheridan Family Café and provides snacks for students in JK–3rd grade.

“It is essential that we work as a team to consistently provide the Parker community with high-quality, scratch-made meals every day,” said Food Service Director Zac Maness. “The space we have for our work, storage and dish-washing are limited, so it takes a coordinated, dedicated team to work in close quarters and shared
spaces to ensure there are no injuries. We need to communicate with each other as we dance through the kitchen with heavy loads of hot pans and sharp knives.

“Feeding the Parker community requires a strong team to execute all aspects of our services. From daily breakfast to Lower School morning snack, from lunch service for grades 2–12 to after-school snacks and Parker PM snacks, as well as snacks and coffee for the numerous Parents’ Association and faculty meetings that take place daily, we are busy every day. We rely on every team member to perform their tasks to ensure all the work gets done; the food is fresh, delicious, plentiful and safe; and the kitchen is clean and ready to go the following day.”

“Only by working together can we ensure that our teachers and students will be satisfied with our products and service,” noted Cook Yerannia Dominguez. “Our team is successful because we always have fresh food and a wide range of wonderful options to choose from.”

“Teamwork is vital to our success in providing a comfortable, welcoming atmosphere with a large dose of great service to Parker students and staff,” said Lead Cashier Keisha Henderson. “The Food Service team members may have different tasks, but we cooperate to work towards a shared goal. The most important element to our success is communication. We always take into consideration our team members’ ideas, thoughts and opinions. Staying in communication with each other helps us work efficiently on tasks.”
“We are fortunate to work in a school where we are able to seize teaching moments to raise awareness and appreciation for handmade food,” commented Maness. “Food sourcing, waste management and food production techniques are all aspects that Food Service promotes, and we feel a sense of responsibility to share them with the students, faculty and staff at Parker.

“A model home is a living, breathing community, and to nourish that community, we need a strong team dedicated to the physical, emotional and psychological health of the community. The food should be fresh and delicious, the atmosphere should be warm and welcoming, and the students should feel at home. This is what I strive for with the Food Service program at Parker.”

Security
Currently, there are five full-time security officers along with Director of Facilities Richard Dusing.

“I consider teamwork an essential core competency for a security officer at Parker,” said Dusing. “Creating an environment that fosters teamwork is the foundation of a great security team. School security officers engage students of all ages, parents, visitors and our own faculty and staff. Important teamwork skills in the workplace include helping and guiding, persuading, sharing openly and willingly, being an active participant, being flexible and showing commitment and dedication.

“Becoming part of the school community is a key element to building an effective security team. Our officers are school employees rather than contracted by an outside security provider. The big advantage is they know the difference between individuals who have a valid association with the school and those who are out of place. Our school is full of warm and welcoming people who make new connections each year with new students, families, leadership and staff. Our officers must be part of those connections by introducing themselves and learning the names of people they see daily. When officers greet people by name, especially parents and guardians, the community sees that officers are there to protect and are aware of their surroundings.

“Officers should be visible, present and engaged at all times. They should not blend into the background, but instead blend into the school community. They can smile, have fun, enjoy the little things our students say and do. There is joy in the laughter of children, but officers must be mindful of others’ time and space. Everyone at the school has a job to do, including the students. Sometimes, the best service an officer can provide is to smile and hold the door for someone with a box of school supplies or a crying toddler.”

Security staff member Mohamed Sahid shared, “I’ll start by invoking the old adage, ‘The wolf is the strength of the pack and the pack is the strength of the wolf’ when describing security teamwork. We are one and one is all; there can’t be individuality when the safety of others depends on all team members working in tandem, keeping each other informed and solving problems together.

“We make people feel protected in their surroundings so they can have a more relaxed and productive day knowing their safety is our number one priority. The little courtesies, like opening a door and sharing a bright smile, will surely brighten the day of the people we are here to keep safe, but we do so without losing focus on what our real job is: safety.”
Career Day Debuts

Parker alumni know that their connection to the school does not end when they graduate; they remain forever linked to the school and anyone who was enrolled, regardless of how many years have passed or separate one alum from another.

“Alumni are an underused resource for our school and our kids,” commented Alumni Association President Laura Maloney ’89. “Alumni are great stewards of the school and its values, and they can help support new members of our community navigating the many wonderful traditions and expectations of being a Parker family. What the alumni leadership finds consistently is that when we ask alumni to participate in programs, the answer is usually, ‘Yes.’”

In a recent example, last spring nearly 40 alumni returned to the school for Career Day, an opportunity to connect with juniors and seniors and share information about their careers and the varied trajectories they have taken to their current jobs.

“I have wanted to do a Career Day since I started,” said Joe Bruno, then-associate director of alumni engagement (now Upper School Dean of Student Life). “We started with a much smaller version a few years back by inviting alumni to speak to a class. It grew quickly!”

Added Upper School Head Justin Brandon, “Joe and I worked together two years ago to create a ‘Lunch and Learn’ series for students to meet alumni in different industries. Unfortunately, the attendance wasn’t what we had hoped, so Joe and I decided to rethink it. I was proud to see our shared vision become a reality after some careful reflection and intentional planning. Career Day was a mission-centered collaboration between the Upper School, the Alumni Association and the Development Office, and I was especially impressed with the overflow of support from the Alumni Association.”

The event began in the Heller Auditorium with a special keynote address delivered by parent emeritus and former Parker Board of Trustees President John G. Levi. Levi is a partner in Sidley Austin LLP’s Chicago office, serves as the board chair of the Legal Services Corporation and is a member of the American Academy of Arts and Sciences. He spoke not only about his own career but those of his three children: Ben ’00, Danny ’04 and Sarah ’12.

Following the keynote address, students transitioned into two rotations of breakout sessions to meet with 14 alumni panels representing a variety of career paths (see sidebar) before enjoying lunch with visiting alumni.

More than 40 alumni returned to the school to participate in Career Day, including (clockwise from top L) Megan Nakano ’93, Justin I. Robins ’07, Shawnelle Richie ’77, Amena Hashmy Yousuf ’88, Michael Komie ’69 and Stephen Feldman ’91.
“This was one example of how the needs of society determine the needs of our students,” said Brandon. “Career Day gave our students an opportunity to have an authentic conversation about Parker with alumni, learn about different industries and hear examples of determination, self-discovery, resilience and drive.”

Human Resources panel member Rachel Levin Albert ’96, an independent human resources consultant, shared, “Building an awareness of different jobs and organizations that exist is a huge benefit to any high school student. The more information students can absorb, the better. It was great to have participants from a variety of industries represented. And it was wonderful to hear Parker students thinking about their futures. The Upper School students I met were thoughtful and articulate, and I was proud to be a Parker alum.”

“My experience at Parker taught me to give back to my community,” said Education panel member Lauren Boros ’04. “I’ve done that as a career, mostly through education, and it was exciting to give back to Parker by meeting with students. In fact, Parker’s impact compounds when alumni involved in social impact work talk to students about their experiences—perhaps some will join the effort.”

Business panel member Regine Rousseau ’90 noted, “I thought it was important to share my experience as an entrepreneur for those who may be interested in that path. I also think it’s important as an alumna of color to be present when possible, so the current students of color can feel more connected. I enjoyed the opportunity to serve and answer questions.”
“I hope it gave them a flavor of the good and the bad of a career in journalism,” said Media + Journalism panel member Josh Fine ’91. “A debate broke out between two students about the role of the press and the line between activism and journalism. It was such a smart discussion—probing, thoughtful, incisive—critical thinking at its best. It made me remember why the school is so special.”

The Alumni Association and Upper School staff are already working on this year’s Career Day, which takes place March 27 and is expanding to include all Upper School students.

“We are evolving this program by adding technology tools and broadening our outreach to make this an all-constituency effort to support our kids with mentoring, internships and other practical career help,” said Maloney. “This year’s panel will comprise parents, parents emeriti, grandparents and alumni. We aren’t leaving any stone unturned for our kids. The alumni team is leveraging our business and personal experience to make this a compelling and successful program. We want to hear from our parents, teachers and students about what we can do better this year and will be scheduling meetings and focus groups to get ideas from multiple stakeholders. We’ve been fortunate to have full engagement and support from the Board of Trustees and Principal Dan Frank ’74.

“My predecessor as Alumni Association president, Keith Rudman ’77, always stressed that the work we do is for the school we love, but mostly, it is for the kids. I think when we stay focused on them, we do our best work.”

Career Day Guests

Art + Fashion
Katherine Antonucci ’99
Ikram Goldman (parent)

Business
Dayna Bender ’83
Megan Nakano ’93
Justin I. Robins ’07
Regine Rousseau ’90

Consulting
Caroline Gibbons ’78
Laura Maloney ’89

Education
Lauren Boros ’04
Hanna Stotland ’93

English/Law
Marc Becker ’81
Katie Durick (parent)
Geoff Gist ’79
Andrew May ’01

Fine Arts + Entertainment
David Singer ’87
Lisa Zane ’79

Human Resources
Rachel Albert ’96
Elizabeth Samuels ’86
William A. Streff III ’05
Amena Hashmy Yousuf ’88

Media + Journalism
Josh Fine ’91
Shawnelle Richie ’77
Daniel Rosenberg ’89
Alissa Shapiro ’02

Medicine + Science
Cindy Avila ’12
Michael Komie ’69

Nonprofit
Andrea Bennett Goetz ’88
Stephanie Lieber ’94

Politics
Stephen Feldman ’91
Mike Pomerantz ’04

Real Estate
Jennifer Ames ’79
Meredith Freese ’94
Michael Grant ’62

Sports Management/Athletics
Ian Greengross ’88
Josh Mora ’88

Tech/Startup
Michael Loring ’05
Nick Phillips ’07
Markeith Wherry ’12

The Live Creature | 29
Alumni Reconnect

(L–R) Sharing stories at Parker’s first Seattle Alumni Regional Gathering were Suzanne Corkran (wife of Rob Corkran ’62), Austin B. Heyman ’15 and Florin Dorlea ’13.

(L–R) Abby Katzman ’79, retired faculty member Bonnie Seebold and Bob Schwartz ’68 enjoyed the first Seattle Alumni Regional Gathering.

(L–R) Caroline Gibbons ’78, Sonia Frank ’15, Lucy Hartman ’16 and Maggie Haskins ’00 were among the more than 40 Parker alumni at the Los Angeles Alumni Regional Gathering, hosted by Kelbe and Chris Bensinger ’78.
Chris Holabird ’44 and Linda Lott ’67 were two of the more than 40 guests at the Los Angeles Alumni Regional Gathering.

(L–R) Class of ’11 members Leah Kahn, Nikki Zakheim and Eliana Green caught up at the San Francisco Alumni Regional Gathering.

(L–R) Fran Rosenberg ’14, A.J. Moor ’78, Dana Levitt ’86 and Bud Nagle, Jr. ’81 had fun at the San Francisco Alumni Regional Gathering.
Class Notes

Parker alumni: please send your class notes to Associate Director of Development—Direct Marketing Bridget Haley Organ, borgan@fwparkers.org.

1940
A documentary about Barney Rosset, *Barney’s Wall: Portrait of a Game Changer*, opened the Prague Writers’ Festival in October. Through vast archival footage and incisive commentary from major cultural figures, this 78-minute feature documentary traces a pivotal era in world literature. The film probes Barney’s lasting and cultural impact as radical Grove Press publisher, free-speech warrior and political activist, one of the most influential cultural impresarios of the last half of the 20th century. His fierce mid-century battles against government censorship and surveillance, racial bigotry and the Vietnam war birthed the American ‘60s counter-culture rebellion, paving the way to today's unfettered artistic expression. More information is available at barneyswallthefilm.com.

1948
Rosemary Mixon Snow writes, “I am still living in Chicago and using public transportation despite AMD and having to ask about street signs etc. My last trip was a cruise on the Columbia River, then home by scenic train ride. Dick's company PyroPhase is preparing to take the patented process to dry well in the southern tip of Illinois for recovery of oil. I would love to hear from anyone in '48 or nearby classes.”

1951
Barry Hornstein writes, “I live in Santa Fe, New Mexico. My son Alec runs a wonderful back country and downhill ski business in the mountains of southern Utah. Snow will be falling soon, so if you are a skier or want guiding, contact me at 505.986.1277 or barry@cnsp.net, and I’ll get you all the information you need.”

1952
Richard Fogelson writes, “Of late, we ('52ers) seem not to have made the alumni news class notes very often. Has our giving dropped off? Or are we so easily forgotten like decency in government? Or possibly simply because we're less and less? So I checked with Mr. Big. Might I pass along some news about our class 'whereverers'? Got a go-ahead, but no names, please, because it would be hell (sic) leaving anybody out and one mentioned too soon would be most unfortunate. Also, no hard news details—but you can't have a ‘what's happened’ without a ‘happener’ and what really goes on here is debated by the power players since forever (and they never knew or told the truth).
Anyway, we’re all doing better than we probably deserve. Not a lot of brimstone nor too much gossamer white cloud stuff. (Oops, sorry. Too much detail.) Things are pretty good. Time is curious—no afternoon mind restoration cum-St. Petersburg old-guys homes but Hoyle kibitzes bridge; Julia’s Wednesday (what’s Wednesday?) baking sessions; Aeschylus’s Dilbert discussions are packed; Freud’s synesthesia sing-along is a bore even with Albers coaching color and so on.

“So, except for the aggravation of getting here, all in all all’s pretty good. No bother with cholesterol, high sugar, Losec, Lipitor, moisturizers with or without SPF, raging hormones and fantasy intravenous Viagra and opioids. We still have to brush our teeth in the morning and floss at night.

“So, dear reader and fellow classmates, steel yourself for joining us, but patience—no need to rush—even though we miss you dearly. We’re also busy on do-good stints when not occupied with such as Dilbert (or Peanuts).”

1953

**Eleanore (Ellie) MacMahon Schonfeld** writes, “100 years ago (as of September 2019) our family’s association with FWP began. That is when my mother, Peggy Collins MacMahon Schonfeld ’28, enrolled in the school’s 5th grade and her younger brother and sister, Patrick and Mary Ellen, enrolled in lower grades. The youngest member of the family, Creigh ’38, followed them a few years later. It wouldn’t surprise me if a number of my close contemporaries at the school could make the same claim—Willie Swartchild, the McGuinns and the Negronidas come to mind. As a proud alum I am delighted to see that the school is off to a brilliant start in its second century. Congratulations to the administration and all the wonderful staff.”

1956

**Hope Rogers Haff** writes, “Are there other activists from FWP out there? Any activists in the Boston area? I’m feeling very lucky about still being healthy and am enjoying the relatively low-cost international sport travel now accessible on the Internet.

“I loved sea-kayaking in the islands of Croatia last year, and (easy grade!) barge and biking in southern France this spring. I’ve been retired since 2009 from 45 years of social work. In my last working 10 years, working in Spanish with recent immigrants made me intensely aware how bad social policy is for urban communities and the poor, with the result that I’ve been working on criminal ‘justice’ reform since retirement. I’m on various justice reform committees and a board member of the Massachusetts Bail Fund. This leads to meeting Parkerites in the justice trenches—most notably Ayanna Pressley ’92, now my Representative in the U.S. Congress. Did she learn her eloquence at FWP? I wish I had!”
1958
The most recent generation of Buzz Ruttenberg's family, Sammy Kagan ’19, just graduated. Buzz writes, "Brother Biff Ruttenberg ’62, son Geoffrey Ruttenberg ’85 and Sammy's mom, Ali Kagan ’87, are smiling. We await the graduation of Benjamin ’24. I started at Parker in 2nd grade during the fall of 1946—73 years ago. Every decade has seen family at Parker. I hope some family will join us in the 2030s and beyond so we can achieve a Century of Legacy."

1960
Jim Frank writes, “We are planning to have a get-together of interested class members in Chicago for the 60th anniversary of our Parker graduation in May 2020. Merle and I will be working on that, and details will certainly follow.”

1961
Larry Levin and Hara Levin reported their two granddaughters recently appeared in Charlie and the Chocolate Factory with Kidstage. Their son and grandson were also in the news recently for winning the 2nd grade World Series 32 years apart. It was highlighted in the news stories “Dairy Queen of Northbrook defeats Once Upon a Grill in a One-Run Thriller to Win the Northbrook Action Baseball World Series!” and “2nd Grade World Series, Same Sky Harbor Field, 32 Years Apart.”

Larry Levin with his son (L) and with grown son and grandson.
1962

Prexy Nesbitt was recently honored for his career in social justice by the Social Justice Initiative at the University of Illinois at Chicago. The event featured a short film and remarks by activists, educators and historians.

Prexy Nesbitt (R) with Principal Dan Frank ’74.

1969

Michael Komie wants to thank FWP for having such awesome and warmly welcoming alumni weekend events! He is professor emeritus at The Chicago School of Professional Psychology and maintains his psychoanalytic practice in downtown Chicago. He also had a great time being part of Parker’s Career Day this spring. He thanks Joe Bruno and everyone in the Alumni Office. He does want to remind his classmates never to fold a math paper the way he used to in Mr. M's math classes.

David McKay just celebrated the birth of his fourth grandchild. His daughter Megan lives in New Jersey and has four children, his son Andrew is a software engineer who lives in Boston, and his daughter Katie is a second-year student at Harvard Law School. Where does the time go!

1970

Nick Bogert and his wife Sally moved from Chicago to Lakeside, Michigan in June 2018. He still does some occasional journalism and video production for news organizations and nonprofits. He has joined the board of the local history museum and enjoys putting together exhibits. Sally “plays with horses” at a nearby stable (fortunately for the household budget, Nick and Sally don't own any of those horses). Together, they drive a Meals on Wheels route once a week. His email is nickbogert@yahoo.com.
1975

Andrea Gabor writes, “My upcoming article in Harper's on ‘Big Philanthropy's K–12 Takeover’ will appear in the November issue and will be on the newsstands in mid-October. The article picks up where my critically acclaimed book After the Education Wars, a critique of the corporate ed-reform movement, left off. In brief, I argue that the best ed-reform ideas have already been pioneered by teachers and schools, in both red states and blue, below the radar of the mainstream ed-reform movement; the challenge is to scale the successful experiments in places like NYC, Massachusetts and Texas.”

1977

Suzin Farber Kadish and Jill Chukerman Test co-hosted a party for classmate Barnaby Dinges celebrating the publication of his memoir, Ragged Run. Among those in attendance were classmates Maria Granda Ashby, Susan Campbell, Katie Fox, David Manilow, Elise Paschen, Cheryl Sloane and Tim Stodder; class of ’89 members Matt Brown and Kaela Rowe, both students when Barnaby taught 7th grade at Parker; and alumni Laura Fox ’80, David Lipschultz ’82, Ezra Siegel ’78, Jennifer Alter Warden ’72 and Lisa Zane ’79.

Bill Mintz writes, “On September 7, I became a grandfather for the first time! Greyson Blake Mintz-Young was born to Alice Mintz ’11 and Thomas Young. Everyone is healthy, happy and doing well. Do we have the next generation of Parker students?” (See class of 2011 note from Alice Mintz for a photo.)
1978

Tom “Wambo” Campbell writes, “I’ve been a teacher and administrator at Waynflete School in Portland, Maine for 32+ years now. Last year I jumped into administrator work with both feet and am now the Dean of Educational Operations, in charge of schedules, reporting, logistics and much more. ‘King of Email’ also seems to be part of it! Waynflete was founded in 1898 and is decidedly the ‘Parker of Southern Maine.’ Over the last three or four years, Waynflete has been seeking to expand and export our relational culture model as we try to change the way teenagers interact with the political and social climate present in today’s media. The school has hosted three New England Youth Identity Conferences and launched The Third Thought Initiative, which has received an impressive grant award from the E. E. Ford Foundation. This fall we are running The “Can We?” Project 2.0 (visit vimeo.com/309298751 to see a film about the program) and are greatly excited to be joined by representatives of two schools not in our area, one of which is FWP. I look forward to meeting Justin Brandon, FWP Upper School Head, who will be attending this fall. So cool to close this loop between my alma mater (and first teaching gig) and my current professional setting.”

Stuart Wolf writes, “I am happy to report the feature film I co-produced, Game Day, which was shot in and around Chicago and features many Parker connections, will have its nationwide theatrical release in mid- to late September. With a #MeToo-related theme, Game Day is a dramatic comedy about a brilliant but self-centered tech whiz who discovers success at her new job depends on becoming a team player in the office and on the company’s, up until now, all-male basketball team. Desperate to save her job and her future, she meets a basketball-savvy, inner-city teen, who reluctantly agrees to coach her—an experience that ultimately changes both of their lives forever. The Parker connections include Lisa Zane ’79 with an on-screen role and classmate Kenny Saunders’ art gallery, where we shot a pivotal scene. In addition, classmate Tony Weisman was very generous in allowing us to film extensively in the office of Digitas, the company he ran in Chicago until Dunkin’ Donuts lured him to Boston last year. We even used Tony’s actual office in our film as the office of our lead actress. In addition, my triple threat co-producing partner, who also wrote the script and directed, is John Susman. His mom, Caryl Hollender ’48, was a Parker graduate and is a Lifetime Trustee.

“I have several other projects in development, including a hot-topic, dramatic TV series, Obscenity. I have spent two years co-developing the series with Jane Saltzman ’81, thanks to reconnecting at a Parker reunion, and we are about to pitch to the Hollywood TV world. We are open to anyone in the Parker community who can help us with connections!”
1979

Carroll Bogert appeared on WTTW/Channel 11’s Chicago Tonight in September. She was in town for We Are Witnesses: Chicago, a short-video series about the impact of criminal justice on Chicagoans. She is president of the Marshall Project and has had an interesting career including working for Newsweek and Human Rights Watch.

Andy Chukerman recently had the privilege of playing principal piano with the Pasadena Pops Symphony Orchestra under the baton of Maestro Michael Feinstein, who also serves as the orchestra’s music director, with guest vocalists including Broadway’s Melissa Errico and Grey’s Anatomy’s Kevin McKidd, at a beautiful outdoor venue before an audience of 2000+. He also continues to compose for Lifetime Network Original Movies and is currently recording his new musical, The Piaggi Suite.

Andy Chukerman (R) with fellow Occidental College alum Ray Burkhart.

1983

Kevin Flynn writes, “Just had my 10-year anniversary as a senior content manager and Web publisher at Motorola. But for my fulfillment, I’m an art photographer and the president of the Edgewater Artists In Motion 501(c)(3) arts organization. We have a permanent space, Gallery 1070, where I curate art exhibits throughout the year, and a concert space, where I produce and throw concerts, including night-time full-fledged rock concerts and Sunday afternoon acoustic brunch concerts. In addition, we have our annual Edgewater Arts Festival this year with 100 artist booths, three stages of music with 28 bands, beer garden, food and a dedicated children’s interactive center. Check out last year’s festival at youtube.com/watch?v=RowMHI9766w.”

Elizabeth Imm works for SAP, a software company in Paris, France. Her focus is on customer engagement initiatives as well as diversity and inclusion issues to change the trend of women joining and staying in technical fields. She has two boys, 18 and 19, who are heading off to college, one in hospitality management in Switzerland and one in game arts in Vermont. She recently attended her fantastic 35th class reunion and hopes to come back again, sooner rather than later!
1984

Jason Walker writes, “I’m pleased to report the news of my marriage to the painter/curator/teacher Gwendolyn Zabicki on January 15, 2019 and the birth of our daughter Theodora Yeshaiyah Walker on March 15, 2019. All are happy and healthy.”

1987

Natalie Bullock Brown recently worked on the film *Cooked: Survival by Zip Code*, based on the book *Heat Wave* by fellow alum Eric Klinenberg ’89, who was in Chicago last month for a screening with director Judith Helfand. Learn more about the film and screening event at cookedthefilm.com.

Chris Olin writes, “We had a mini reunion for students of Richard Locke who now reside in California. Richard taught 7th grade history/social sciences to us at the beginning of his illustrious teaching career. He is now the provost at Brown University. It was so fun to get the group together. I am so grateful for all the wonderful members of the Parker community, students and teachers alike!”

1991

Casey Benjamin and Jonathan Singer are celebrating their fourth year together in love and third year in business. They started JuJu Supply after Casey’s second bout with cancer. They split their time between Brooklyn, Three Oaks in Michigan and Chicago. Check out the “about us” link on the site Jujusupply.com for more info about the business. They sell intentional jewelry to help people get through difficult times. Jon also runs a production business called dear Jon: dearjon.tv.

Steve Feldman writes, “I'm not running for judge again. However, I am an amateur racquetball player. I was featured on Living Healthy Chicago on WGN-TV where I talked about the benefits of playing racquetball. You can view it at wgntv.com/2019/09/21/the-healthy-habit-of-racquetball/.”

1994

George Mason traveled to Mexico City and elsewhere several times recently for performances, art and food. He used his Parker Spanish to get into and out of a variety of situations. Separately, he traveled to Windsor, England on a six-hour notice for the Royal Wedding. Later in the evening he reclined on the Queen’s front lawn by the castle’s main turret and enjoyed a steak and kidney pie with a can of beer. This was his first trip to the UK and everything was new, although it seemed that one could find your favorite PBS character among the personalities. Regretfully, he did not see or hear any “Travellers” on his excursion. Later in the trip, he was shopping for a royal t-shirt at Kensington Palace when he heard a loud noise. A helicopter landed in the garden and out walked the guy that married Kate Middleton plus someone who looked like Fergie’s ex-husband. George plans to return to CDMX and maybe the UK.

1997

Alex Elson writes, “I’m writing to share a neat FWP moment from the halls of Congress earlier this summer. In January 2018, I co-founded a nonprofit, litigation-based organization called Student Defense (defendstudents.org). We fight for students’ rights on issues of student debt and predatory for-profit colleges, frequently suing the Trump administration to stop reckless rollbacks of consumer protection rules and to require loan forgiveness for students who were defrauded by their school.”
“Earlier this summer, one of our clients, a college student who was ripped off by a predatory, for-profit college in Chicago, testified before Rep. Ayanna Pressley (Parker class of ’92) and the House Oversight Committee in a hearing examining for-profit college oversight and student debt. Rep. Pressley is helping to give students like our client (and thousands of others) a voice. I caught up with her after the hearing and shared that she was a senior at Parker when I was in 7th grade. We shared a nice moment of appreciation for our Parker education and snapped the attached photo (along with Rep. Tlaib and one of my colleagues). Just thought I would share, as it was a very cool moment!”

(L–R) U.S. Representative (Michigan) Rashida Tlaib, Eric Rothschild, U.S. Representative (Massachusetts) Ayanna Pressley ’92 and Alex Elson.

1999

Chas Lacaillade founded the talent management company Bottle Rocket Management in 2015, and it has grown to become one of the most highly regarded next gen talent management companies specializing in digital native talent. BRM is based out of Santa Monica, California.

Catherine Merritt (Whelan-Wuest) is living in Evanston with her husband and their two sons, Teddy and Archie. Last fall she launched a unique marketing agency called Spool (spoolmarketing.com) and, after an exciting first year in business, will be launching a venture arm to Spool to invest in social-impact-minded companies and people. She is also currently training for the 2020 AIDSLifeCycle ride (which she did in 2018 with fellow FWP alum Carlos Guzman ’01), where she’ll ride her bicycle from San Francisco to LA (545 miles) in seven days. If there are any other FWP folks on the West Coast who are interested, she’d love to have more riding buddies. Feel free to reach out for coffee anytime: catherine@spoolmarketing.com.

2003

Jordan Frazes launched her new PR creative agency Frazes Creative this summer. Email her at jordan@frazescreative.com for more information.
2004
Julie Raskin is executive director of the Foundation for New York’s Strongest (nycstrongest.org).

NYC classmates were grateful to get together for dinner on June 15.


2011
Alice Mintz ’11 writes,
“ I attended FWP from JK through 8th grade; my brothers (Benjamin ’16 and Noah ’12) and aunt (Sari ’78) are also Parker alumni. My father Bill Mintz ’77 suggested I reach out to make an announcement! My husband, Thomas Young, and I just welcomed our first child, Greyson Blake. He was born September 7, and we could not be more thrilled. We cannot wait for him to become part of the Parker community one day.”

2016
Zoe Spence is doing well on the Notre Dame Women’s Tennis Team. Hear from her at facebook.com/watch/?v=385614175374476.

Ben Weiss is a junior at Yale (mechanical engineering major) and a social entrepreneur. He has co-founded Havenly, a nonprofit that provides job training for refugees to “earn while they learn” about industrial baking and food safety. Classes cover food safety certification, digital and financial literacy, ESL, resume building and measurements and proportions. At the end of the program, fellows are placed in jobs with local businesses. For more information, visit havenlytreats.com.
In Memoriam

Ron Kalom ’52, after graduating from Parker, “joined the army and served his nation for three years,” according to an obituary in the Taos News. “Later, he attended Roosevelt University in Chicago where he majored in English. A man of many interests, Ron continued his studies at the Hebrew Union College in Cincinnati, Ohio. His interest in Judaism led him to Israel where he lived for a period of time, solidifying his Hebrew and studying at the University in Jerusalem. He moved back to Chicago in the mid-’60s and became a social worker on the Near North Side of the city. He worked with the downtrodden and with gang members, helping to provide resources as well as finding peaceful ways to resolve conflicts. This early work led the way for his lifelong dedication to helping those in need. In 1967, he met the love of his life, Carolyn, and they began a life of shared passion for theater and adventure. Carolyn worked at Second City, the famous comedy club, and Ron had been active in theater since high school. After the violent debacle of the 1968 Democratic Convention in Chicago, Ron and Carolyn decided it was time to get out of the city. With their daughter Noelle, they packed their VW Bug and headed west for Boulder, Colorado. Boulder was beautiful, but Ron’s passion for D.H. Lawrence led them to a place called Taos, New Mexico. On October 5, 1968, Ron, Carolyn and Noelle arrived in Taos, which they loved, but it seemed there wasn't any way to make a living, nor were there any good restaurants. After eating at a local spot called Big Brads, Ron ran outside and yelled at the moon and the stars, “Even I can do better than that!” Shortly thereafter Ron and Carolyn rented a little spot on Guadalupe Plaza and opened The House of Taos, a pizzeria, where ‘everyone is welcome, families, children, even hippies.’ It became Taos’ meeting place. Ron meticulously assembled the pizzas. He wanted each pie to be perfect, and the customers loved it. Ron was ever the ad hoc social worker and never too busy to help those in need.

“In January 1970 their second daughter, Naomi, was born. Now they were four. In 1977, Ron and Carolyn sold The House of Taos. This left time for Ron to pursue his loves, theater and Judaism. A gifted actor with a sonorous voice, he performed in many community plays including Deirdre of the Sorrows, West Side Story, Guys and Dolls, The Diary of Anne Frank—where he played the father to his daughter Noelle who had the lead role—and his legendary role of Tevye in Fiddler on the Roof. Ron was a lover of music, especially classical. He hosted a classical music and community forum show on KXRT (the precursor to KTAO) for many years. Ron was the unofficial Jewish leader in Taos. He led Saturday morning services, first at The House of Taos and later in private homes and other venues. On April 6, 1974, he led the first ‘West Side Community Seder.’ He wrote the Haggadah for the service, a rendition of which still circulates the Passover seders of Taos to this day. Ron prepared several youths for Bar and Bat Mitzvot over the years.
“In June of 1993, he helped found the Taos Minyan, a prayer and study group that met every Sabbath morning. Ron was an astute scholar of Torah—his motto was, ‘There is never any such thing as a stupid question.’ Many benefitted from his profound grasp of spiritual material. For years, he led High Holiday Services in Taos. Ron’s love of Judaism was inspired by two legendary rabbis: Abraham Joshua Heschel, who marched with Martin Luther King, and Shlomo Carlebach, the free-spirited troubadour of modern Jewish liturgy. He practiced what he called his ‘Moses Mission, perseverance, truth seeking in every generation, peace seeking in every minute.’ Ron knew your birthday, your anniversary, the memorial of your loved one or when you moved into a new space. He was a copious note taker and kept track of dates on a large calendar that became known as the ‘Kalom-dar.’ Each year, he copied the dates over on a fresh calendar and added or subtracted the appropriate information. He counted and he cared.

“If you knew Ron for any length of time you would get a letter written on one of his many portable typewriters. His writing was delicious, well-crafted and flowed like a mountain stream. He loved to write and he loved fine literature. Robert Frost and Ralph Waldo Emerson were two of his favorites. Ron wrote these words on life: ‘Between aging and old is the approach of something new. Between aging and old is the approach of something never before so intimately encountered, something that calls into our deepest and darkest corners for response. It has much to do with slowing the personal while coping with external acceleration. It allows for the profound consideration, respect (and review), and an unbearably intense love within the miraculous we have heretofore called LIFE.’ Donations to honor Ron Kalom may be made to the Cathleen Tomlinson Fund that promotes literacy for Taos children at the Taos Community Foundation, P O Box 1925, Taos, NM 87571.”

Classmate Jack Mendelsohn writes, “Ron was the best man at my 1958 wedding in the University of Chicago’s Rockefeller Chapel.”

Jennifer Ann Wilson (née Thwaites) ’52, according to her son, Michael, “was born in New York City in 1934 to Mollie and John, an English art critic and diplomat who was working at the British Consulate in Chicago. Her younger sister, Jaquet, who now lives in Colchester, England, was born in Chicago and also attended Parker. After leaving the school, Jennifer moved to England with her mother and sister, attending North London Collegiate School, then Cambridge University for a degree in English literature. She met and married my father, Clive Wilson, in London. Jennifer had various jobs, working in the Civil Service and as a commercial copywriter, and looked after our home and family. She also assisted Clive with his graphic design business.

“Mum always talked about Parker with great fondness and kept in touch with a handful of friends from there over many years, including Pat Eldredge (née Sawyier) and Hattula Moholy-Nagy ’51. She attended a school reunion in the early 2000s and kept a 4th grade yearbook that she would often take out at family gatherings.”
Classmate Pat Sawyier Eldredge writes, “My most vivid memory of your mother in our grade-school days is from 4th grade with our unforgettable teacher Miss Mary Davis. Everything we did that year was centered on Ancient Greece. We had a store of costumes so that we could instantly turn into a Greek god or hero. The room in the old school building had a balcony, so *deus ex machina* happened regularly. I remember how convincingly Jennifer became Aphrodite on one occasion. The perfect goddess!”

Laura Foster ’66, according to an obituary in *The Philadelphia Inquirer*, “spent 22 years at the [Please Touch Museum], starting in 1991 as director of development and marketing. On Nov. 11, 2009, she assumed the title of president and CEO, succeeding Nancy D. Kolb. It was a smooth segue for Ms. Foster, who was already a member of the museum’s management team. Rather than looking outside the organization for a CEO, Kolb had prepared her for the role. Ms. Foster was delighted with the challenge: ‘I like to have fun,’ she was quoted in the Sept. 8, 2009, *Inquirer* as saying.

“In 2008, the museum left its home on 21st Street in Center City for larger quarters in Fairmount Park. Ms. Foster and Kolb were instrumental in making the move a success. ‘I’m really proud of what we created here,’ Ms. Foster said. ‘...How fortunate Please Touch Museum was to have had her as a leader and partner in creating Philadelphia’s children’s museum,’ said Patricia Wellenbach, the museum’s president and CEO. ‘She will be missed, but will always have a place in our history and our hearts.’

“Ms. Foster was responsible for fostering the Great Friend to Kids Award, which recognizes those who have enriched the lives of children in the Philadelphia area. She also collaborated on projects with the Franklin Institute and the Rosenbach Museum and Library. Before joining Please Touch, she was the executive director of the Pennsylvania Trial Lawyers Association for 11 years. After leaving Please Touch in 2013, she served as interim executive director of the Association of Children’s Museums. She retired in 2014.

“Born in Chicago, Ms. Foster graduated from Francis W. Parker School there. She earned a bachelor’s degree in anthropology from Barnard College in 1970 and a degree from the University of Baltimore School of Law in 1976. She practiced law briefly.

“Ms. Foster was an associate professor in the University of the Arts Graduate Museum Studies Program from 2004 until earlier this year. ‘She loved teaching,’ said her husband, Aaron Goldblatt. A believer in civic volunteerism, she was chair of the board of the Wagner Free Institute of Science, a natural-history museum and learning center in Philadelphia dating back to the 1800s. The institute posted a remembrance on its website. ‘Laura was known for her energy and vision, and as a warm, compassionate and sensitive leader,’ the post said. ‘Throughout her career, she was a mentor and model for staff, volunteers, and board members.’
“Ms. Foster was a board member of the Greater Philadelphia Cultural Alliance, the American Alliance of Museums and the Association of Children's Museums. She was also a longtime supporter of the Women's Medical Fund, a pro-choice organization, and mentored many women across the country who aspired to become museum professionals.

“When not working or volunteering, Ms. Foster enjoyed spending time with her grandchildren, and reading crime fiction and the obituaries. She married James Campbell, an architect. They had two children before divorcing. He survives. She married Goldblatt, a museum exhibit designer, in 2000.

“Donations may be made to the Women's Medical Fund (womensmedicalfund.org/donate) or to the Wagner Free Institute of Science.”

Christopher Martin Imm ’82 and his family spent the earlier part of their lives in Ipswich, Massachusetts before moving to Chicago in 1978 and then moved back to the area in 1989. Please contact his sister Elizabeth Imm by email, elizabeth_vb14@hotmail.com, for more information or to share your memories and photos of Christopher. Family members and friends are assembling these moments for his children, Francesa, born 1994, and Nicholas, born 1997. Christopher made some dear friends at Parker including students and teachers, who all had a positive impact on his life.

CORRECTION:
In the Spring 2019 issue, on page 14, the student identified as Eric Warshaw is named Isaac Warshaw; on page 15, the photo for Micah Derringer should have been this photo.
High Jump Celebrates 30 Years of Lasting Impact

Parker’s commitment to educating for character and citizenship harks back to the school’s founding in 1901, and the school has not stood alone in its desire to provide Chicago-area students with the best possible educational experience.

In 1989, creative cooperation was the order of the day when leaders from Parker and the Latin School of Chicago put their heads together and, with funding from the Lloyd A. Fry Foundation, helped to establish High Jump. Thirty years and more than 1,600 alumni later, High Jump continues its proud mission of equalizing access to excellent area schools for Chicago middle school students who have limited financial resources.

Parker has been proud to watch its partnership with High Jump grow through the years, including establishing a second High Jump campus at Parker in 2012 to increase opportunities to attend these schools and further close the education opportunity gap in Chicago.

To date, more than 30 High Jump alumni have graduated from Parker, and 19 High Jump alumni are currently students in Parker’s Upper School.

Parker congratulates High Jump on this momentous occasion and looks forward to many more years of collaboration and service.