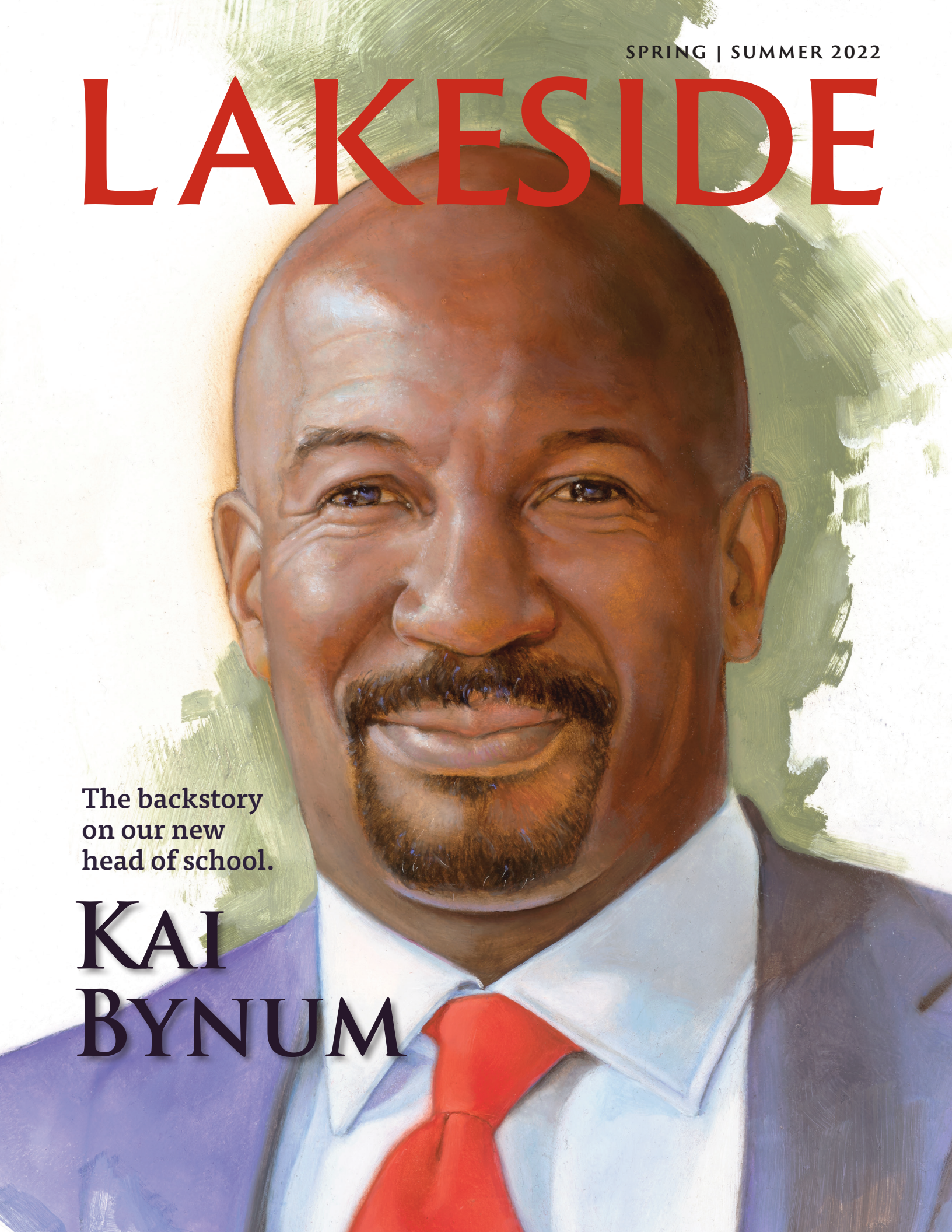


SPRING | SUMMER 2022

LAKE SIDE

The backstory
on our new
head of school.

KAI
BYNUM



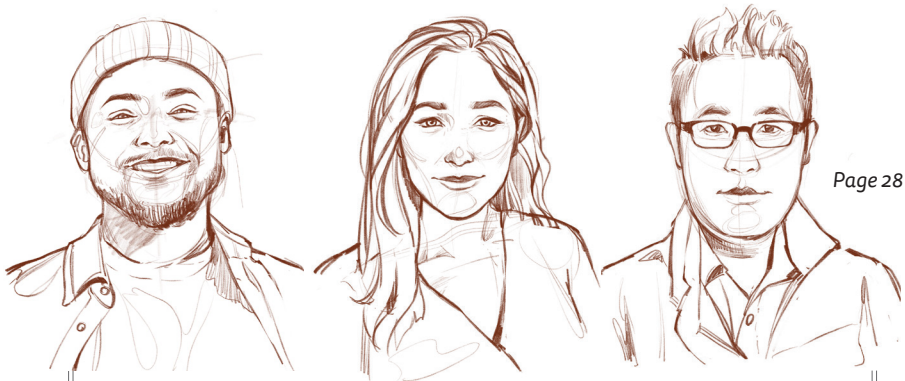
MADE YOU LOOK



EXTRA! EXTRA! In February, an old-school addition to the Upper School campus made a stylish debut: a vending box in Red Square holding copies of the student newspaper, Tatler. The box had been donated by the paper’s printer, Pacific Publishing Company, from its boneyard of old, discarded vending boxes. This particular non-coin-operated version is known as an “honor box.” Advanced art student Torin Bashore ‘22 stripped it and made it distinctively Tatler’s. In a couple of weeks, the box disappeared — only to reappear the following month in a new location, filled with new issues of the paper, and the latest Lakeside tradition was creating a buzz. Shown here: The new face of distribution, located for the moment near the steps of Bliss Hall, displayed the annual April parody issue of the paper.

Photograph by Dain Driscoll ‘22.

Old news in the vending-box graveyard, Pacific Publishing Company, Seattle’s SODO district. This past winter, Tatler gave one of the boxes new life.



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Lakeside magazine is published twice yearly by the communications office of Lakeside School. Views presented in the magazine do not necessarily reflect those of the school.



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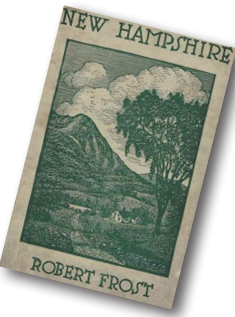
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TALK TO US

We welcome your suggestions and letters. Reach us at magazine@lakesideschool.org; via social media; or Lakeside Magazine, 14050 1st Avenue NE, Seattle, WA 98125-3099.

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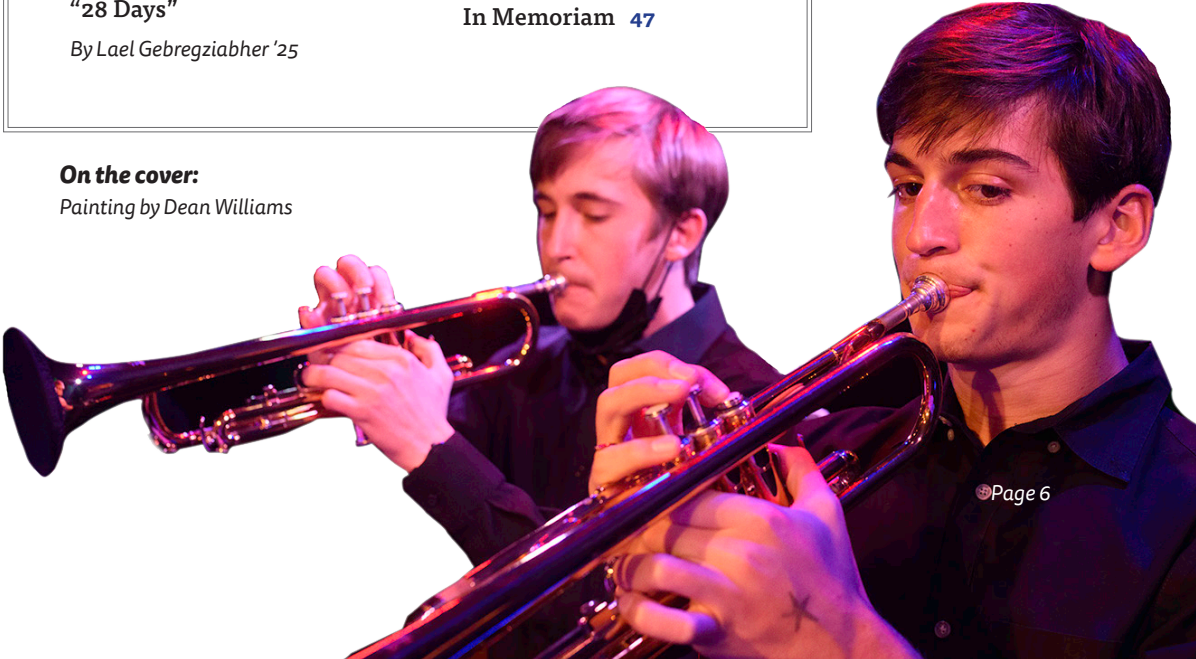


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On the cover:
Painting by Dean Williams



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Campus Briefs

ADMISSIONS

Lakeside had another strong admissions season, receiving 1,072 applications for grades 5 to 12 for the 2022-2023 school year. The 152 newly enrolled students represent a wide diversity of backgrounds and experiences, coming from 89 schools across 49 ZIP codes, and from families where 28 different languages are spoken at home. More than two dozen of the new students hold dual or foreign citizenship. A third of incoming students will receive financial aid toward next year's \$40,080 tuition.

GSL RETURNS

The first casualty of the pandemic at Lakeside was the pause put on the school's signature Global Service Learning program, beginning with the cancellation of the French Polynesia trip in February 2020. A limited number of GSL trips returned this past April. Advanced Ecological Studies students spent two weeks in the Bahamas exploring with local partners the intersection of biology, conservation, sustainability, and economics, while three Lakeside groups traveled to different areas of the Southwest border to deepen their understanding of the cultural, political, economic, and social issues affecting the United States and Mexico.

WRITERS AND ARTISTS

The Scholastic Art & Writing Awards, the nation's longest-running and most prestigious recognition program for students in grades 7 to 12, recognized four Lakesiders this year with national honors. Kaitlyn Chen '24 received a Gold Medal for her drawing, "The Bus Will Leave Without You." Laura Hwang '23 received a Gold Medal for her painting, "Little Lamb." Torin Bashore '22 received a Silver Medal for his art portfolio, "Ink Magic," and Sophia Zhu '27 received a Silver Medal for her poem, "Numbers." Closer to home, four Lakeside art students were recognized by the Bellevue Arts Museum in its spring "20 Under 20" Exhibition, a juried show featuring young regional artists in all visual arts categories: Sydney Yeh '22, Henry Robertson '23, Sam Kelleran '23, and Kaitlyn Chen '24.

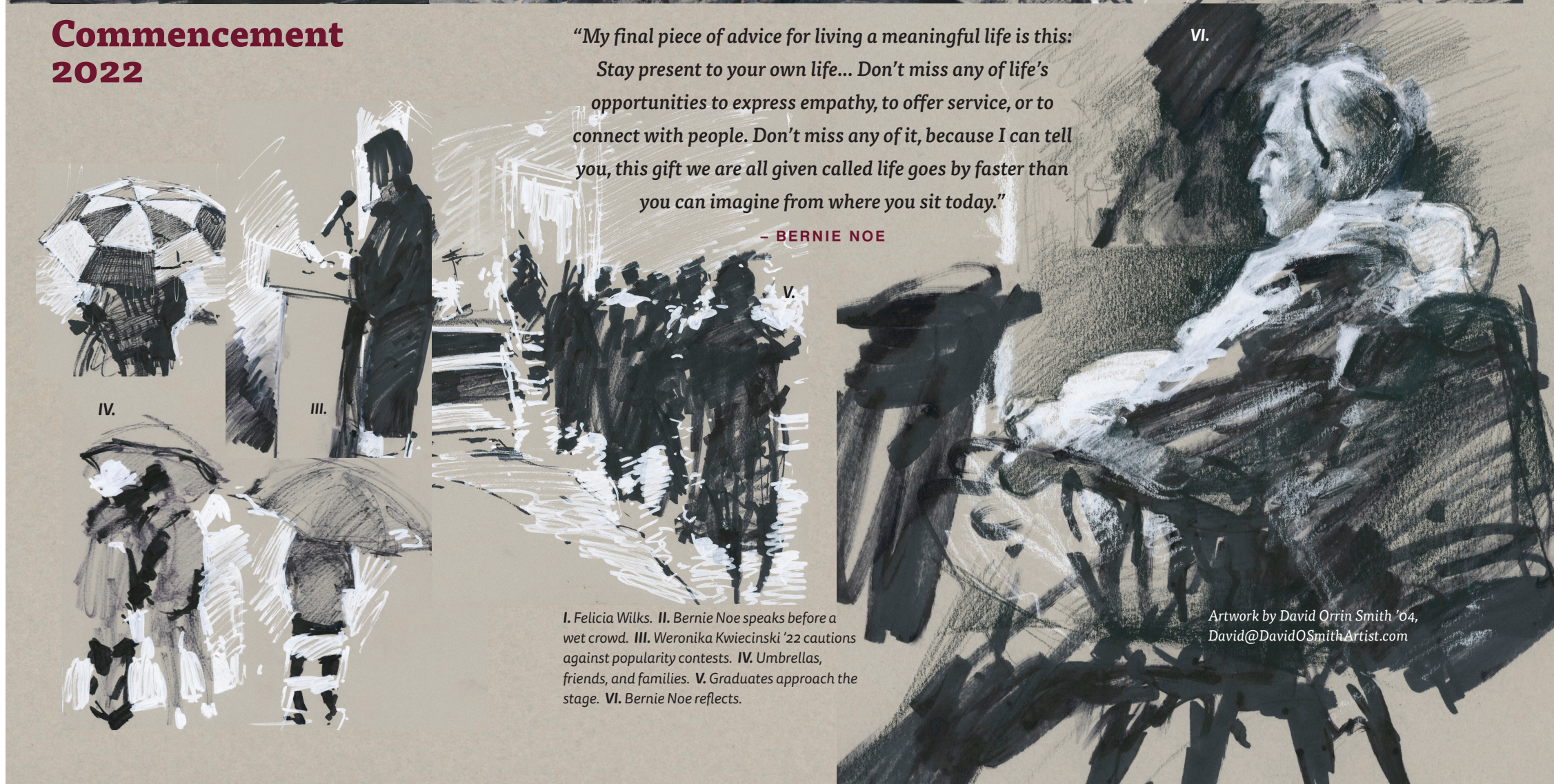
MATHLETES

Exactly 40 Lakesiders qualified this year for the American Invitational Math Exam (AIME), the largest group of qualifiers the school has had since 2006 — including a record number of students (16)

Continued on page 4



Commencement 2022



"My final piece of advice for living a meaningful life is this:

Stay present to your own life... Don't miss any of life's opportunities to express empathy, to offer service, or to connect with people. Don't miss any of it, because I can tell you, this gift we are all given called life goes by faster than you can imagine from where you sit today."

— BERNIE NOE

I. Felicia Wilks. II. Bernie Noe speaks before a wet crowd. III. Weronika Kwiecinski '22 cautions against popularity contests. IV. Umbrellas, friends, and families. V. Graduates approach the stage. VI. Bernie Noe reflects.

Artwork by David Orrin Smith '04,
David@DavidOSmithArtist.com

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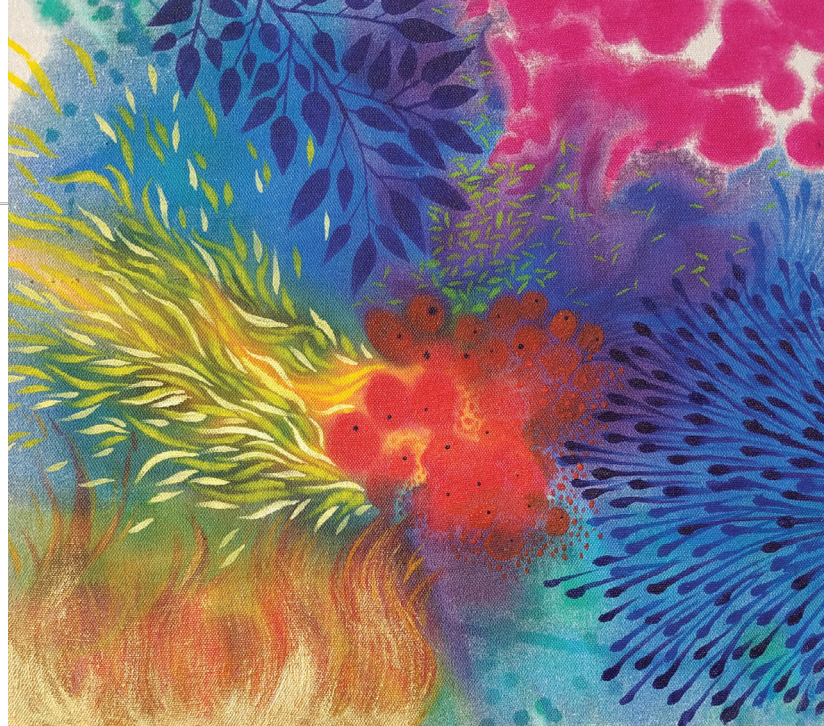
identifying as female. Their results placed these students in the top tenth of 1% of math students nationwide. On the American Mathematics Competitions (AMC) 10A qualifying exam, Lakeside's Amy Cui '26 earned the highest score among all young women in the United States. Edward Yu '23 earned a perfect score on the AMC 12B exam, only the fourth time in Lakeside history that a student has hit that mark. Eight Lakeside students — another single-year record for the school — qualified for the national Math Olympiads.

PRESIDENTIAL SCHOLAR

For the second time in two years, a Lakeside student has been named a U.S. Presidential Scholar. Haley Zimmerman '22 was chosen as one of two Washington state students among a select group of 161 American high school seniors who have demonstrated outstanding academic achievement, artistic excellence, technical expertise, leadership, citizenship, service, and contribution to school and community. Presidential Scholars are invited to cite their most influential teachers; Haley named Lakeside Upper School English teacher Erik Christensen.

TRANSITIONS

Upper School Associate Director Betty Benson has accepted a similar position at Charles Wright Academy in Tacoma. In her announcement, Benson wrote, "Eight years ago, I came to this community by myself and found a family, figuratively and literally! It has been an absolute pleasure and honor to work alongside you all in service of this community." Upper School Director Felicia Wilks also says good-bye (see Page 16).



Our Work Together

FACULTY AND STAFF AT Lakeside — as well as parents, guardians, and students — continue to work on a variety of projects under the umbrella of our equity and inclusion initiative, "Our Work Together: Inclusion, Multiculturalism, Respect." Here are some recent highlights.

At the start of the year, we adopted a new faculty hiring process that draws on the expertise, knowledge, and connections of employees throughout the school. Hiring teams were trained on equitable hiring practices; they used a new hiring resource guide that translates best practices into our culture. We expect this new process will strengthen ongoing efforts to diversify our faculty to ensure that we are building a community in which students see themselves reflected in the adults on campus — a "best-practice" goal repeatedly voiced in listening sessions with students and families.

Once again, Lakeside partnered with other Seattle-area independent schools in presenting the Equity and Inclusion Virtual Speaker Series, offering our communities the opportunity to connect, learn, and engage in topics around equity, inclusion, and anti-racist education and action. This year's lineup included na-

tionally known authors and activists from Indigenous, Asian American, and Black-identifying backgrounds. In March, Lakeside co-hosted the third annual regional Diversity Career Fair. This year, 22 independent schools participated in an effort to increase BIPOC (Black, Indigenous, and people of color) representation in independent schools.

A special focus over the past several months has been learning about bias: what it is and how it manifests in educational settings. Having an awareness of our biases is the first piece of having an equity and inclusion mindset. In addition to conversations in classes and in advisories, Lakeside students (along with parents and guardians) heard from Greg Taylor, a social justice advocate who has worked with organizations around the Pacific Northwest. In February, the school began to roll out a formal policy concerning bias incidents and a reporting tool that better enables students and adults to report harmful bias incidents. This policy is a two-year pilot — we will be gathering information on how it works and ways to improve it over time. As with everything we do, it will evolve as our understanding grows.

— Debbie Bensadon, director of equity and inclusion

Illustration: Michelle Kumata



Our Responsibility as Students

LAST SUMMER, I read the issue of Lakeside's magazine entitled "Black at Lakeside." It was filled with thoughtful conversation around Lakeside's history of racism and the current work the administration and faculty are doing to make sure every member of our community feels welcome and valued.

But there was something missing in the magazine's coverage that, for a while, I couldn't put my finger on. I came to realize that the absent piece was the collective student body. We also needed to be having the interracial and cross-cultural conversations that faculty and alumni — even the parent and guardian community — were engaged in. Most important, white-identifying students like me needed to learn how to better listen to and support our peers of color. Inside Lakeside's privileged and bubbled student body, many white students don't talk about their biases or racial equity because they aren't asked to do so. I wanted to be a part of the move to change this.

In August, I submitted a proposal

for an Upper School-wide initiative that would include guest speakers and small-group conversations oriented around the subjects of diversity, equity, and inclusion. The administration was receptive and, after much discussion, we landed on a series of three assemblies, each one tackling a different demographic of DEI work and all structured around the questions, "What does it mean to be anti-racist, and what does that look like at Lakeside?" Our aim is to end the 2021-2022 school year with a collective understanding of the answer to those questions, both on a personal and community level. At the first assembly, members of the Student Affinity/Alliance Leadership Team, including Black Student Union co-leader Welela Solomon '22 and MIXED co-leader Kara Ovenell '22, talked about the importance of anti-racism in their lives and in our community. For the second, Lakeside's director of equity and inclusion, Debbie Bensadon, hosted a panel in which faculty, staff, and administrators spoke about their experiences with

“

...white-identifying students like me needed to learn how to better listen to and support our peers of color."

anti-racist work. Our final assembly, in May, welcomed guests from several Seattle nonprofits to showcase what anti-racism work can look like outside of Lakeside. Throughout the winter and spring, guided conversations in our small student advisory groups have sparked discussion about racial dynamics at Lakeside and asked students to reflect on their own privileged and marginalized identities.

Anti-racism work is of paramount importance for white students, but every Lakesider is asked to participate because everyone's perspective is essential. All of us have privilege, if only for the fact that we attend this excellent independent school. To embody Lakeside's commitment to equity and inclusiveness, everyone must engage and actively work toward being anti-racist. My hope is that instead of feeling daunted, we will embrace that difficult goal by engaging in these challenging conversations and confronting our own biases. Listening to each other and learning from each other's experiences are where the most impactful education occurs, especially for white-identifying students. It is our responsibility as active social participants to understand what privilege is, how it shapes our experiences in different ways, and how it plays out in our communities.

— Noa Roxborough '22, incoming Morehead-Cain Scholar at the University of North Carolina at Chapel Hill

Photo: Katie M. Simmons

LIVE at the Royal Room

Liz Christensen '24 leans into a lush solo on Maria Schneider's "Prairie Dance." The show in Columbia City was the jazz band's first off-campus performance in more than two years.

ON MARCH 2 — two years to the day after its last public appearance at Benaroya Hall had been canceled amidst the emerging pandemic — the Lakeside School Jazz Band performed again in front of a live audience. Playing to a full house at the Royal Room in Columbia City, one of Seattle's iconic jazz venues, the band performed a set of new tunes and old favorites, featuring compositions by Duke Ellington, Thad Jones, Maria Schneider, and Charles Mingus.

"Performance is the centerpiece of what we're trying to do," said jazz band teacher Eric Patterson. "We want to create a beautiful experience for people in the room, in

the moment. You can't replicate that in a classroom. It's a completely different energy that is so important for the development of musicians — and for appreciating what art means in our community." Alto sax player Liz Christensen '24, one of the evening's soloists, said, "There's a quote I like that says, 'You don't rise to the occasion; you fall to the level of your preparation.' We were a little nervous, but Mr. Patterson prepared us really well. We were ready for the Royal Room."

Watch a six-minute video featuring the jazz band performance and reflections on the value and joy of live music: bit.ly/LakesideJazz

Photo: Zorn B. Taylor

Upper School Welcomes Ryan Boccuzzi

SEVEREN MONTHS after his hiring was announced, Ryan Boccuzzi officially began work on July 1 as the new director of the Upper School. Boccuzzi joins Lakeside after serving in the same position for seven years at Brentwood School, a leading independent day school in Los Angeles. At Brentwood, he oversaw all operations of the high school and was a member of the leadership team for the entire K-12 school of 1,200 students.

Like many administrators, Boccuzzi came up through the teaching ranks, starting out as a science teacher and soccer coach at Worcester Academy in Worcester, Massachusetts, and subsequently at Rolling Hills Preparatory and Renaissance Schools in San Pedro, California. There, he took on the



Maine, where he majored in physics, minored in math, and captained the varsity soccer team. He has worked in independent schools for more than 17 years. In a March interview with Tatler's Hallie Xu '23, Boccuzzi noted that independent schools differ from public and charter schools in having flexibility to personalize and change academic content and programs without the constraint of state-mandated curricula or

added role of dean of students before being named director of the upper schools in 2011.

A native of Connecticut, Boccuzzi attended Colby College in Waterville, Maine, where he majored in physics, minored in math, and captained the varsity soccer team. He has worked in independent schools for more than 17 years. In a March interview with Tatler's Hallie Xu '23, Boccuzzi noted that independent schools differ from public and charter schools in having flexibility to personalize and change academic content and programs without the constraint of state-mandated curricula or

standardized tests. "I believe that independent schools have a responsibility to be creative and adaptable in what we teach in order to better prepare students for the world at large," he explained.

The move brings Boccuzzi back to the childhood environs of his wife, Elsa, who grew up in Olympia and attended the University of Washington. (They named their dog, Edgar, after longtime Seattle Mariner Edgar Martinez.) With each Lakeside visit Boccuzzi made between November and July, he felt more excited, he said, and more humbled. "I'm conscious of the fact that every single person here knows this community better than I do," he told a student during a visit in early May. "I'm keen to learn from all of you."

SYLLABUS

S408: The Blue Planet

WHERE DOES Los Angeles get its fresh water? How did lead get into the drinking water in Flint, Michigan? Do ecosystems have the right to clean water, too? (And can we enforce that?) These questions, and more, are a part of the new Upper School science elective called The Blue Planet, in which we study one of our natural resources in peril — fresh water. This resource makes up less than 0.1% of the water on our blue planet, but it is a resource that we have worked to manage and maintain for centuries.

The curriculum is designed in increasingly larger viewpoints, from a molecule to a managed resource to a human right. We learn about the impacts of environmental condition on a body of water and how this helps to explain why Los Angeles now uses "shade balls" (see National Geographic, August 2015) in its reservoirs to reduce water loss and carcinogen production from light. Partnering with local nonprofit Mid Sound Fisheries Enhancement Group, students study and help repair the Sammamish River, learning about the connections be-



tween urban development, salmon, and Native American fishing rights. As a commodity, water is bought and sold, and we explore how this impacts the Sea of Cortez near Baja California through what photographer Pete McBride learned (we watch the video published by the Yale School of the Environment) on his journey down the overused Colorado River.

Our largest lens focuses on the management of water in a crisis, such as in Love Canal, New York, or Hanford, Washington, and the impacts this has on different communities, especially marginalized ones. Students are responsible for the syllabus here, gathering written and visual evidence on the issue and

finding resources for us to review before guiding us in a discussion about accountability and responsibility. Throughout the course, we're also looking for solutions, such as in the movie "Brave Blue World," which highlights how small innovations, such as a drop in a bucket, can change the future of our communities.

— Nickie Wallace, Upper School science teacher

Photo: Jon Purcell '23; illustration: Fred Birchman

A State Championship for Girls Soccer, Plus Other Accolades



The Lions girls soccer team celebrates around the WIAA 3A state championship trophy after a dominant, 19-win season.

THE 2021 GIRLS SOCCER season began right alongside every other fall sports team at Lakeside: in the dry mid-August heat. And as late-summer turned into fall turned into early-winter November, the Lions remained the hottest team in the state. The veteran team scored 65 goals during the season to their opponents' 12, and captured the Washington Interscholastic Activities Association (WIAA) 3A state championship trophy on November 19 at Sparks Stadium in Puyallup.

It wasn't just state dominance the girls declared: it was also a chase after Lakeside girls soccer history. Nearly every record the team keeps is now held by the 2021 team or an individual from it: goals scored in a season by a team;

wins in a season by a team (19); individual goals in a career (28, Cate Lewison '22); and individual goals in a season (22, also by Lewison). Goalkeeper Hannah Dickinson '22, who jumped in front of the final shootout penalty kick in the

state semifinal to send the Lions to the state championship game, now holds the marks for individual goalkeeper saves in a career (181) and in a game (10), and was named 2021 Washington State Soccer Coaches Association Player of the Year. Program head and head varsity coach Derrek Falor was named Metro League Coach of the Year. The girls swim and dive team made waves of their own in the fall, taking home their eighth Metro League championship trophy in the last ten years, and earning second in the WIAA 3A championship meet. Ninth grader Ella Jablonski '25 won the individual 100 butterfly event in a school-

record 53.77 seconds. Program head and head coach Susan Mayfield was named WIAA 3A Coach of the Year. In the fall, volleyball also took home the Metro League trophy and advanced to the state championship tournament, while Rebecca DePencier Piñero '23 was named Metro League MVP, and program head and head varsity coach Jeff Kim was named Metro League Coach of the Year. Senior Charlie Martinez and junior Megan Kolenski both raced in the state championship cross country race, where they placed 21st and 71st respectively. Football was named WIAA 3A Academic State Champions with a team 3.64 GPA. Golfers James Lazar '22 and Ky Choi '23 competed in the boys WIAA 3A state tournament, where Lazar went on to finish eighth. On the girls' side, golfer Liz Christensen '24 also qualified for the state tournament.

The winter season began with the same high energy, as the boys swim and dive team raced to an undefeated regular season, and both boys and girls varsity basketball teams sprinted out to 2-0 starts. Boys swim would claim their own Metro League champion-

ship, as senior Derek Young won first place in the individual 50 Free (20.99 seconds) and 100 Butterfly (50.05 seconds). They would go on to mirror the girls as WIAA 3A state runners-up. Girls basketball would win their way to appearances in the Metro League championship game, Sea-King District 2 championship game, and WIAA 3A state championship tournament. Program head and head varsity coach Mia Augustavo-Fisher was named Metro League Coach of the Year, and Claire O'Connor '23 was named Metro League MVP. The Lions wrestling squad was named WIAA 3A Academic State Champions, with a team GPA of 3.73. In the spring season, Metro League championship trophies were won by the boys soccer team and by girls and boys tennis. The boys soccer team advanced to a runner-up finish in the state, while both tennis teams — for the first time in school history — swept side-by-side state titles. Girls lacrosse had another successful season, highlighted by a regular season 13-12 win over Seattle Prep, and advanced to the Washington Schoolgirls Lacrosse Association state quarterfinal game.

Baseball fielded a young team, but held their own in a competitive Metro League schedule, advancing to the Metro League quarterfinals. Boys crew notched 14 top-3 finishes in various regattas since their fall season, and along with the girls team, competed in the Northwest Youth Rowing Championships in Vancouver, Washington, in late May. The boys 4+, 2-, and the girls U16 4+ boats went on to represent the Lions at the USRowing Youth National Regatta in Sarasota, Florida. The track and field team qualified 18 athletes for the Metro League championship meet, and from that group, five competed in the Sea-King District 2 championship meet: Charlie Martinez '22 (1600 and 3200 meter), Michael Nelson '22 (110 Hurdles and discus), Andy Stanciu '22 (400 meter and 4x400 meter), Mariah Pritchard '22 (pole vault), and Eliza Hawley '22 (800 meter). Boys lacrosse welcomed to the helm new program head and head coach and Upper School physics teacher, Michael Black.

Mike Lengel is the creative content director for Lakeside Athletics, football program head, and the digital content producer for Lakeside School. Reach him at mike.lengel@lakesideschool.org.

The April 5 social media feed from the athletics office featured ninth grade tennis phenoms, Jack Scott and Addie Streidl.

Follow Lakeside Athletics



on Twitter at @LakesideLions

THE APRIL 5 SOCIAL MEDIA FEED FROM THE ATHLETICS OFFICE FEATURED NINTH GRADE TENNIS PHENOMS, JACK SCOTT AND ADDIE STREIDL.

Follow Lakeside Athletics

on Twitter at @LakesideLions

LIONS WIN.

LAKESIDE 10 | 0 BISHOP BLANCHET

Jack S.: 6-1 6-0
Vincent Z./Justin Y.: 6-1, 6-1
Brian K./Raymond K.: 6-2 6-0

Addie S.: 6-1, 6-0
Claire C./Margaret L.: 6-4 6-3
Caroline C./Natalie B.: 6-0 6-2

THURSDAY, APRIL 5 2022

VS. HOLY NAMES/OTSEA | THURSDAY, APRIL 6 | 3:30 P.M. | LOWER WOODLAND PARK

[GO LIONS]

INSIDE LAKESIDE

STUDENT SHOWCASE



ARTIST ELISSA MARTIAL '22

Artist's Statement:

Human beings experience
"sparks" all the time — a spark
of inspiration, hope, genius,
chemistry, feeling... everybody
has a spark of some kind within
them. Sparks are what bring light
to darkness; they start the flame.
Sparks are beautiful, captivating
things, and I created this painting
to capture that.

You can see more of Elissa's art in
this issue on pages 28-33 and at
her website, wavyline.com

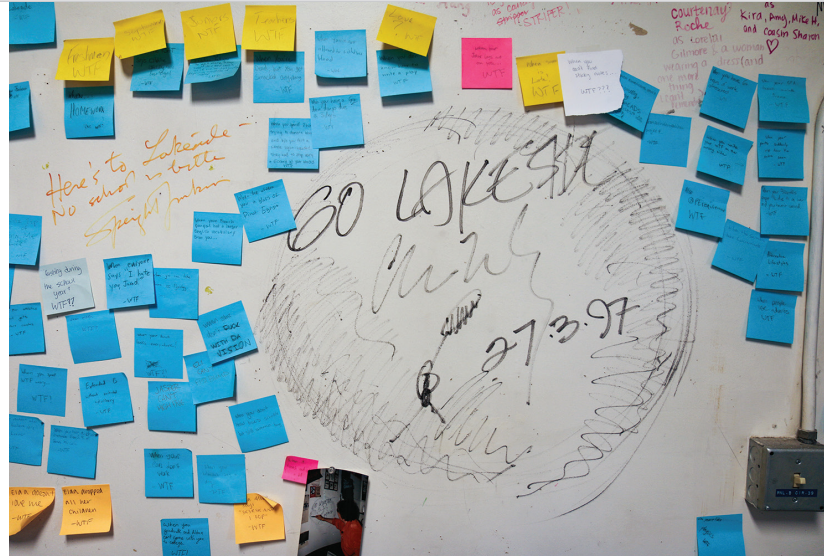
What Gets Saved

RECENTLY, UPPER SCHOOL drama teacher Alban Dennis visited me in my office with an interesting question. “Is there any way to stop the signatures on the walls of my office from fading?” He was referring to two signatures in particular: those of glass artist Dale Chihuly, the Dan Ayrault Memorial Lecturer in 1997, and playwright August Wilson, who came to campus and spoke two years after that. Each had used a felt-tipped marker to sign the office wall, their autographs mixed in with those of art students from decades back. Sadly, I wasn’t able to offer a magical solution. Ink fades, even permanent marker ink. Over time, those autographs will eventually disappear.

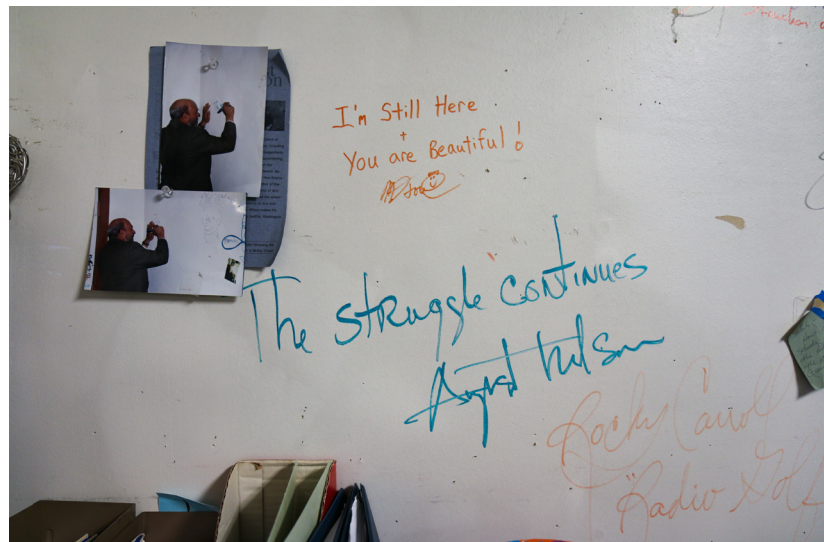
But Alban’s question got me thinking about history, historical markers, and the passage of time. It’s not only visiting artists and student performers who leave their marks on the school; students long graduated are memorialized on the walls of Bliss Hall’s bell tower, on wallboard cut from the building’s fourth floor before its transition from art department to staff offices, and, in one case, on a 700-pound tombstone planted in the grass to the north of McKay Chapel. These marks have been left deliberately, proudly, possibly with the expectation that they will be there as long as the school remains. But what happens when markers represent, or even celebrate, past attitudes that conflict with the school’s current values?

Shortly after I became archivist at Lakeside, I received a tour of Bliss Hall’s bell tower, a privilege granted to seniors and staff upon special request and only when accompanied by members of the maintenance team who have keys (and hard hats). Maintenance foreman Rob Burgess and I ascended the pull-down ladder into a cramped but light-filled wooden interior, student signatures and graffiti of all sizes and colors adorning the walls. The old bronze bell still sits on the floor one level up, no longer in use, itself a victim of long-since-graduated seniors wielding paintbrushes. There are inscriptions up there, though I didn’t notice them, that are offensive. Many years ago, I was asked if I thought they should be painted over. My thinking then was that history is not always pretty. It often directly conflicts with our current values and ethics. Yet the presence of offensive history provides us with a prompt for addressing past values (and policies and attitudes) and coming to terms with them, to apologize for them, and work to repair damage done by them, ultimately creating a path forward. If you paint over those inscriptions up in the bell tower, you deny that they ever existed, along with the suffering of those they may have harmed. Essentially, in this case you literally white-wash history. And by doing that, you risk blocking any attempts at truth, reparation, or reconciliation.

Bliss Hall’s fourth floor (also, for a time, known as the



The signatures of glassmaker Dale Chihuly (above) and playwright August Wilson (below) have become a part of the drama department’s visual history. What happens when even permanent marker proves not to leave a permanent mark? Archivists have no simple answers.



“attic”) has been many different things. In the 1930s and ’40s, it was home to Lakeside’s Rifle Club. Legend has it that before that floor’s renovation, the walls still showed bullet holes. Photos of the space during its art department days, from the ’60s to the late ’90s, exude a mix of rebelliousness and insight that simultaneously attracts and repels. There’s a sense that students were given free rein to write or draw whatever they wished, whatever was deemed normal and acceptable for teenagers at the time. When Pigott Family Art Center was built and the fourth floor of Bliss was renovated to serve as offices, parts of the old wallboard were cut and framed to be mounted on the walls of the new arts building. I asked Al Snapp, former art department head and longtime faculty member, what the intention was for those pieces. He couldn’t recall who decided what to save, though he did remember that the pieces were intended to adorn

the walls of the new building only temporarily, until new student art could be shown. The sections chosen were paintings of the Beatles and of their Yellow Submarine, homages to pop culture of an era. But it was the students who had created them, who expressed their own interests and attitudes through them, who had marked the space as their own, that imbued meaning into that art. When the school selected sections and removed and framed them for display in the new space without context or explanation, did the meaning fall away?

When thinking about how to preserve the Dale Chihuly and August Wilson signatures on Alban’s office walls, the idea to cut them out and frame them behind UV-protective glass occurred to me. But even though that would prolong their existence, it wouldn’t preserve their meaning. I would argue that if we are to honor the marks that past artists and students have made on Lakeside’s campus, we need to preserve — and provide the viewer with — the context in which they were created. It is the context of these markings that creates meaning. Context is a powerful thing; it’s an essential part of understanding and thinking critically about our history.

Lack of context can do more than erase meaning, however; it can also cause harm. Trouble arises when historical markers representing past attitudes or beliefs are displayed without the benefit of historical context, especially when those markers celebrate attitudes of the past that conflict with contemporary values. Take, for example, the polarizing debate around Civil War-era statues throughout the country.

Or take, for example, that tombstone by McKay Chapel. A gift of the last all-male class to graduate from Lakeside before the school merged with St. Nicholas and became coed, the granite stone was conceived by several members of the class of ’71 as a way to memorialize a school that would be no more: Lakeside School for boys. What I discovered nearly a decade ago while researching the merger between Lakeside and St. Nick was that the students who planted the tombstone weren’t anti-coeducation. Rather, they explained that they had cherished the experience of an all-boys school and wanted to mark the “death” of the “Lakeside boy” as they knew him. Their intentions, they believed, were not chauvinistic. At the time, this seemed reasonable to me. The intention was to celebrate a bygone era, after all. The school was moving on.

It’s been nearly 10 years since I did that research. I’ve had many conversations with members of the faculty, staff, and administration since then. I’ve attended several workshops dedicated to diversity, equity, and inclusion. Today, it seems to me that regardless of intention, it is the impact of a marker that ultimately matters.

Early this year, I heard from a colleague that her advisory had had an emotional discussion about the tombstone. She said students couldn’t believe that something so misogynistic, so blatantly anti-Lakeside values, hadn’t been removed. My first reaction was to lament the absence of context. Com-



Seniors in 1971 planted the gift of a tombstone symbolizing the death of their all-male era. Does such a monument continue to deserve a place on today’s changed campus? Who, in the end, should decide?

munity members just didn’t understand the intent of the marker! But later, during a discussion with Upper School history teacher Nancy Rawles, I was struck by her words and reminded of all the school’s equity and inclusion work I had been a party to. Rawles pointed out that the language on the public-facing side of the tombstone, “In memory of the passing of the last all male Lakeside senior class,” was problematic. If we substituted “male” for “white,” she asked, would the tombstone — context or no — still stand?

I had heard this very argument from a former faculty member, but my response had always been that Lakeside wasn’t a chauvinistic school, that the young men who planted the tombstone didn’t want to restrict entrance to young women — I reasoned that the substitution of “male” for “white” didn’t equate because there wasn’t a history of intentional exclusion at Lakeside. But I realized for the first time that the intent made no difference. The language itself celebrates a time before young women (or, rather, non-males) were welcomed into the student community. It suggests that their inclusion meant the death of the former institution, and that that death was cause for mourning. And, though the change may have felt like a death to some alumni, does that justify that a public marker, erected by a small group of students, remain 40 years later on the lawn of Lakeside, a school with a deep commitment toward academic excellence, diversity and inclusion, global engagement, and ethical spirits?

Lorelei Schwarz ’25 who writes for Tatler, was among the students in my colleague’s advisory. She reached out to me for more information about the tombstone, and later convened a conversation with the ’71 alumni who planted it and would

Continued on page 15

Lakeside Lecture Series

Mark J. Bebie '70 Memorial
Lecture | Oct. 19, 2022

Dr. Mona Hanna-Attisha

AUTHOR OF the bestselling book “What the Eyes Don’t See: A Story of Crisis, Resistance, and Hope in an American City,” Hanna-Attisha is founder and director of the Michigan State University and Hurley Children’s Hospital Pediatric Public Health Initiative, an innovative and model public health program in Flint, Michigan. A pediatrician, scientist, activist, and author, she has testified four times before Congress and was awarded the Freedom of Expression Courage Award by PEN America. She was named one of Time magazine’s 100 Most Influential People in the World and recognized as one of USA Today’s Women of the Century for her role in uncovering the Flint water crisis and leading recovery efforts. Most recently, Hanna-Attisha received the 2020 CDC Foundation’s Fries Prize for Improving Health.

Jerry St. Dennis Speaker
on Economics | Dec. 15, 2022

Per Espen Stoknes

PER ESPEN STOKNES is a TED Global speaker, a psychologist with a Ph.D. in economics, and the director of the Centre for Sustainability and Energy at the Norwegian Business School in Oslo. An experienced foresight facilitator and academic, he’s also a serial entrepreneur, including co-founding clean-tech company Gas-Plas. He is the author of several books, including “Money & Soul” (2009) and the award-winning “What We Think

About When We Try Not to Think About Global Warming” (2015). He has served as a member of the Norwegian Parliament and on the board of directors for EU Mission: Adaptation to Climate Change, and has been a central contributor to the Club of Rome’s Earth4All.life project.

Note: The economics lecture is a school-day visit for students only, with no evening lecture.

Bernie Noe Endowed Lecture on
Ethics and Politics | Feb. 9, 2023

Michael Sandel

MICHAEL SANDEL, a professor of political philosophy at Harvard, has been described as “the most relevant living philosopher,” a “rock-star moralist” (Newsweek), and “currently the most popular professor in the world” (Die Zeit). His writings — on justice, ethics, democracy, and markets — have been translated into 27 languages. His legendary course “Justice” is the first Harvard course to be made freely available online and on television. It has been viewed by tens of millions of people around the world, including in China, where China Newsweek named him the “most influential foreign figure of the year.” Sandel’s books relate the big questions of political philosophy to the most vexing issues of our time. His BBC programs “The Public Philosopher” and “The Global Philosopher” explore the philosophical ideas underlying news headlines around the world, including violence against women, corruption and everyday life, and the daunting global challenges of climate change and mass immigration.

Dan Ayrault Memorial Lecture |
March 15, 2023

Tess Rinearson '11

LAKESIDE GRADUATE Tess Rinearson leads the newly formed crypto team at Twitter. She came to Twitter from the Interchain Foundation, where, as vice president of engineering, she led teams building open-source infrastructure for many leading blockchain networks, including Cosmos. Among other things, these teams were responsible for Tendermint Core, a popular proof-of-stake consensus engine, and the Inter-Blockchain Communication Protocol, a leading interoperability standard. As an engineer or a leader of engineering teams, Tess has been working since 2015 in the blockchain industry, developing new protocols and integrating cutting-edge cryptography. Rinearson studied computer science at the University of Pennsylvania and Carnegie Mellon University before leaving to join the early engineering team at Medium. A frequent panelist and presenter at both developer and blockchain conferences, she serves on the board of the Mina Foundation, which is building the world’s lightest blockchain protocol. ✨

LECTURES IN THE SERIES take place on the Lakeside School’s Upper School campus and — with the exception of the economics lecture — are free and open to the Lakeside community. Speakers are chosen by a selection committee drawn from Lakeside faculty, staff, parents/guardians, alumni, students, and trustees. The views and opinions expressed by speakers are their own and do not necessarily represent the views of Lakeside School. Learn more: lakesideschool.org/about-us/lakeside-lecture-series

FACULTY & STAFF NOTES

News and sightings from outside the classroom



Jay Waltmunson
and The Brooders.

The National High School Strength Coaches Association has inducted Lakeside’s head strength and conditioning coach, **Rick Huegli**, into its Hall of Fame Class of 2022. Commenting on the selection, Director of Athletics Chris Hartley said, “It’s not a surprise that this organization would choose Rick to be in its Hall of Fame. He represents their mission to ‘educate, equip, and empower coaches to make a positive impact in the lives of student-athletes.’” • During the annual winter meeting of the American Association of Physics Teachers (AAPT), Lakeside’s **Dimitri Dounas-Frazer** was awarded the association’s Homer L. Dodge Citation for Distinguished Service to AAPT. In the nomination for the award, a Lakeside colleague noted that “Dimitri shows up for others and exhibits compassion and care. He does not shy away from doing the unglamorous, time-consuming work to be a true advocate and ally for others.” • Upper School librarians **Monica Gu** and **Carly Pansulla** co-presented at the Association of Independent School Librarians annual conference on creating and supporting a student library board. (Lakeside’s student library board currently consists of 18 Upper School students.) • Workshop presenters at the National Association of Independent Schools’ 2021 People of Color Conference included Lakeside’s **Julie Keller '03 Lutton**, **Felicia Wilks**, and **Debbie Bensadon** (and also Lakeside Parent and Guardian Association leaders **Winston Yeung** and **April Joseph**). • Returning to the institution where she had been an associate professor before coming to Lakeside, Upper School English teacher **Lindsay Aegerter** delivered a series of lectures about memoirs from southern Africa to students in an extended learning program at the University of North Carolina at Wilmington. • Singer-songwriter (and Upper School/Middle School languages teacher) **Jay Waltmunson** and his northwest Americana band, The Brooders, returned to the live stage this winter and spring with shows at several Seattle-area clubs. Some of the sets featured Waltmunson’s 16-year-old daughter on vocals. • This spring, **Merissa Reed** began hosting a booth at the Fremont Market. “My collections are all vintage/durable/curated with love for sustainable living,” says Reed, who has worked with local educators, craftspeople, and policy makers in Seattle and New Orleans on potential partnerships. “This experiment is part of my research into the world of secondary markets and experiential sustainable education. I plan to work full time this summer on these endeavors!” ✨

FROM THE ARCHIVES

Continued from page 13

have walked among the first female students on their way to classes. What do you think should happen to the tombstone? I asked her. “I think it should be removed and put in the archives,” she said. She understands the importance of history, but to her, this is about student advocacy. When she first saw it, it confused her. “Who had thought to do this?” she wondered. “And why hadn’t the school taken it down?” She described the monument as off-putting, that it doesn’t represent the current qualities of Lakeside, so she doesn’t understand why it’s a permanent fixture on our campus. “It was students who planted it, then it should be students who have it removed,” she said. Lorelei is a freshman — she has three more years at Lakeside — and she said she’s going to make this her mission while she’s here. “These kinds of things aren’t meant to be permanent,” she argued, and she acknowledged that this would set a sort of precedent for future landmarks, that today’s values are not carved in stone, because Lakeside’s core principles will continue to evolve.

I think Lorelei makes a great case. Our discussion reminded me of what Denise Simmons, former mayor of Cambridge, Massachusetts, argued: “If you know there is a piece of historical documentation that perpetuates mythology and you do nothing about it, you are complicit in perpetuating harm.” The tombstone, without context or explanation, suggests that Lakeside’s move to coeducation was a mournful event. If we leave it as-is, I believe we’re complicit in any harm that suggestion causes. But I also agree with art historian Erin L. Thomsen, who advocates for “reactivating” rather than removing historical monuments when she says that “... just making a monument vanish does nothing. But taking a monument down, or modifying it in a way that lets us talk about our future, how our community should change, can be incredibly powerful.” She believes that historical monuments “still have a role to play... but toward equality, not oppression.”

Instead of whitewashing history by removing and erasing historical markers, what if we could somehow “reactivate” them, preserving their power to stimulate important conversations about our past and our future? I’m hopeful that Lorelei and her classmates will push the school to do something about the tombstone — something that will continue to engage Lakesiders in the past while simultaneously honoring what we value today and tomorrow. ✨

— Leslie Schuyler, archivist of the Jane Carlson Williams '60 Archives. Visit the archives webpage: lakesideschool.org/about-us/history-archives. See images from inside the Bliss Hall bell tower at lakesideschool.org/magazine.



Per Espen
Stoknes

Tess
Rinearson '11

Dr. Mona
Hanna-Attisha

Michael
Sandel

Felicia Wilks: Parting Thoughts

ON A BARELY-SPRING Thursday morning during her final semester at Lakeside, Felicia Wilks takes time out of a busy schedule to reflect on her five years as Upper School director and the impacts she has had on the school. There is perhaps no clearer contribution than her love for her advisories. “My advisory that graduated last year — was that 2021? — we did ethical dilemmas all the time,” she says. Debating her own ethical dilemma, she hesitates, then decides to tell me, “We would go to IHOP periodically as an advisory, which was always fun.” She laughs. She proudly notes her advisees’ 30-move Jenga record (achieved over two advisories) and their impressive collection of Mr. Potato Heads, retrieved from an unclaimed basket in the faculty room.

During a wide-ranging conversation, we discuss the role of resources in a community’s identity (inextricable, we discover, but not the whole story), the need for excellence in ever-changing education and research, and, in the context of Ms. Wilks’ imminent move to New York City to become head of The Spence School, the absurdity of simply walking into the street and assuming cars will stop. (“That just terrifies me,” she says. “That’s not how it is where I come from.”) But time and time again, our conversation returns to wellness. “I probably sound like a broken record,” Wilks says, but her advice for students is still “to listen to yourself and respond!” Every meaningful accomplishment in her time at Lakeside, she notes, touches on student wellness: the sexual misconduct policy she helped shape; the investments for which she advocated in 10th and 11th grade wellness; the new class



Outgoing Upper School director Felicia Wilks, center, in her element: enjoying a light moment surrounded by students in her advisory.

schedule, which aims to help students better manage homework loads. This engagement with student health is about balance, she says: “paying as much attention to yourself as you do to the things that you create or are responsible for.” As she prepares for her next step beyond Lakeside, one message remains clear: “Take care of yourselves.”

— Aaron Zhang '23

They Made Us Better

IT’S BEEN A CUSTOM of this magazine to recognize retiring faculty and staff members who have served Lakeside for 20 years or more. Two members of this year’s cohort — Zinda Foster, who worked in many roles across the school before retiring as the Upper School service learning coordinator, Head of School Bernie Noe — received special recognition this spring as co-recipients of Lakeside’s Distinguished Service Award. You can read about some of their contributions on the opposite page.

In addition to Noe and Foster, this year we also recognize two stalwarts of the Middle School faculty. Language teacher Lucy Goldman says au revoir after having taught at Lakeside for four decades. Goldman became known for



Lucy Goldman, left, and Susie Mortensen put a spirited face on the Middle School for more than two decades. They retired this past June.

many things — her toughness on 8th grade hikes, her understated sense of fun in faculty meetings and lunchroom conversations — but she will be best remembered for her devotion to teaching French to students in a vivid, memorable way. One of her pupils once said,

“Madame is a national treasure!” There are bright memories of English teacher Susie Mortensen shared by colleagues: the spontaneous breaking out into Broadway musical songs, the absurd, eye-catching walks down the hallway as she imitated John Cleese’s “Ministry of Silly Walks,” the relentlessness she showed in developing a creative online curriculum even while struggling with the ins-and-outs of the new virtual technologies. She had a reputation for balancing warmth and discipline, for being unfailingly positive and honest at the same time. That rare combination of traits made the English department, and the Middle School — and the young writers and readers in her classrooms — better at what they did.

Photo: Tom Reese (Wilks)

Bernie Noe, Zinda Foster

During the Upper School commencement on June 9, two retiring Lakeside mainstays were recognized with the Willard J. Wright ’32 Distinguished Service Award. Following are excerpts from the citations. For the complete text, visit lakesideschool.org/about-us/news-and-announcements.

BERNIE NOE arrived at Lakeside in 1999, thinking big. His vision was of an academically excellent, globally attuned school serving students from all walks, not just the privileged, and contributing good beyond campus borders. In his 23 years at the helm, he has amply realized that vision. Bernie guided Lakeside to become future-focused, to prepare students for a fast-changing world. “Bold and doable,” as he named one initiative, defined his ideas: innovative, but not pipe dreams, achievable with the right leadership.

In 2003, he convened a communitywide Mission Focus group, which, through consensus, established three pillars for the mission: academic excellence, diversity, and global citizenship. These formed the enduring foundation for his hallmark endeavors.

Bernie furthered Lakeside’s diversity. Today, a majority of students identify as people of color and a third receive financial aid, which expanded to cover everything Lakeside offers, including overseas trips. He has worked this year to ensure that diversity, equity, and inclusion are at the forefront of the school’s priorities.

Bernie’s influence doesn’t stop there: the school’s signature Global Service Learning program; Lakeside Summer School, open to non-Lakesiders; Global Online Academy, with 120 schools in 30 countries joining Lakeside; expansion of Lakeside Educational Enrichment Program, serving public school students; and The Downtown School, a lower-cost, centrally located, no-frills model. Bernie continually sought ways to provide a Lakeside-quality education to more students. These successful programs, along with Bernie’s service on the board of the National Association of Independent Schools, including as president, all raised Lakeside’s national profile.

Students were always Bernie’s North Star. He stayed attuned by leading an advisory group, teaching his popular genocide class, and meeting regularly with student groups. The quintessential servant leader, Bernie instilled in students that those lucky enough to get a Lakeside education justify that privilege by doing good in the world. A recent alumni survey showed they took that to heart.



Photos: Tom Reese (Noe); Katie M. Simmon/Skye McCaw '17 (Foster)



FOR CLOSE TO 20 years, ZINDA FOSTER has run the Lakeside School Upper School service learning program with grace, intelligence, firmness, and a commitment to teaching our students the importance of helping those in our society who can use a little extra help. Zinda has guided our students to service opportunities that she thought would best suit their interests, while at the same time make the most of their gifts.

In her early days at Lakeside, Zinda and T.J. Vassar ran the LEEP program. In the words of Jamie Asaka ’96, T.J. was the godfather and Zinda the godmother of that program, and they created an environment of love, community, and deep learning for all students. As a native of the Central District and a student at Garfield High School, Zinda remains deeply connected to her community, as well as to her church, First African Methodist Episcopal. She has been equally connected and committed to Lakeside. Zinda connected Black families to Lakeside and then looked after those students once they arrived on campus. In addition to bringing students to Lakeside, she frequented the halls of Garfield, Franklin, and other schools to check up on LEEPers, and stopped by Washington, Meany, and Mercer to recruit new LEEP kids for the coming summer.

Zinda’s office welcomed a steady stream of students in need of advice, a snack, some tough love, support, a nap, a quiet place to cry. She loved the students and held them to a high standard of excellence. She has impacted the lives of thousands.

In her years at Lakeside, Zinda has also coached, worked in admissions, been an outstanding advisor, led Outdoor Program and Global Service Learning trips, and started our Upper School student center. This last role she took on just four years ago, establishing a healthy and inclusive atmosphere in the student center and creating a space where all students, from all grades, are welcome to relax.

There is no one who deserves this award more than Zinda Foster. She is a woman of faith and service who embodies our mission and has served the school for over two decades.

✿

They came back, during a pandemic, from Rhode Island and Minnesota and New York. They shared a unique responsibility and a singular bond: All had served as senior administrators at Lakeside over the past two decades and had been shaped by the experience. • They personified one of the challenges and mixed blessings at a national feeder school like Lakeside, a place that intentionally attracts, recruits, and hires supremely talented and ambitious educators, then equips them to become leaders in their own right. • At an afternoon board meeting in the Fireplace Room, and afterward, during a four-hour conversation in a private dining room atop the Space Needle, they gathered and shared reflections on what they'd taken from Lakeside. And bid farewell to the leader they had learned from, Bernie Noe.

Left to right: Than Healy, Elaine Schneider '82 Christensen, Anne Stavney '81, Booth Kyle, Sue Belcher, Felicia Wilks, Michael Nachbar, Alixe Callen.

The Heads Dinner



🍷 **Than:** I have learned so much from this school. To the degree I have been successful, that success relies on 12 years at Lakeside and learning from Bernie. I remember how Bernie would jump in, even before an idea had been thought out for many years. Sometimes you have to simply take action, like with GOA and The Downtown School. Most schools would have thought those things to death. I also have watched Bernie reinvent himself, to keep himself from becoming too comfortable. He's come up with creative ways to keep his edge in the kind of job that can quickly become cushy and comfortable. Others just don't approach being a head of school that way. 🍷 **Elaine:** One of the things I learned is to be ambitious about the place where we are; we can always be better. The second thing is working really hard and having clear boundaries. The work can take 24 hours a day. I saw how important it was for Bernie to make time for family and himself, to have rituals that ensured he'd stay healthy. 🍷 **Anne:** I think of something I call "anticipatory judgment." To anticipate and think five steps ahead about a situation or how someone will respond, and then to plan back from that. I learned that from watching Bernie, from hearing him talk about the whys of how things went when they hadn't gone as we expected. It's a tremendously valuable quality. 🍷 **Booth:** I learned from Bernie to be prepared for every meeting I was going to have. In tense moments, now, I imagine my former mentor in similar moments: In my head, I watch what he did in those same instances and try to do the same. 🍷 **Sue:** I learned to bring an agenda and data to guide meetings and decision-making. When I was hired, Than and Anne were the Upper School and Middle School directors. Elaine was running Upper School department head meetings. We had a monthly meeting of department heads. Among all those meetings, there

was a lot of explicit teaching of leadership, vision, and management skills — the same way we help students learn, through being explicit about what we are doing. We learned through case studies and examples in ways that were so transformative. As a school, Lakeside cultivates a bench and gives people the skills they need to thrive. That's a system that Bernie created. 🍷 **Felicia:** I have learned that excellent schools and organizations are not static, but rather places always striving to be excellent, always engaging in best practice as it evolves. And, for us, always paying attention to the students in front of us and their needs. I have also learned the value of research: looking to other great schools, for sure, but also looking to other organizations — to businesses, to nonprofits — for their good, innovative thinking. We bring back what we learn and filter it through our mission. 🍷 **Michael:** Something we all talk about regarding what we bring to our schools from Lakeside is how having worked at such a high-functioning place informs our work today. Seeing what it looked like when the ceiling is raised so high. How we went through every day here was different because of the attention to detail — learning from the others in this room, and from Bernie. Lakeside operates at a whole other level, and we each have brought that understanding to our new schools. If you have not worked at a place like that, you can't even set the same kind of bar. That came from the top. 🍷 **Alix:** As a head, you need to be a thought leader. Bernie's level of reading and drawing on different ideas every day set an example for me. And I agree with what Michael said: Most schools do not run like this. It has to do with work ethic, dedication to the place, and high standards. It's important to acknowledge that. That it is a really big job, and it means paying attention to everything all the time. Bernie kept every ball really high in the air.

Photo: Katie M. Simmons



Left to right: Anne Stavney '81, The Blake School, Hopkins, Minnesota; Elaine Schneider '82 Christensen, Open Window School, Bellevue, Washington; Felicia Wilks, The Spence School, New York, New York; Booth Kyle, Indian Creek School, Crownsville, Maryland; Michael Nachbar, Global Online Academy; Bernie Noe, Lakeside School; Sue Belcher, The Downtown School; A Lakeside School, Seattle, Washington; Alixe Callen, St. George's School, Middletown, Rhode Island (becoming head of Milton Academy, Milton, Massachusetts, in 2023); Than Healy, Menlo School, Atherton, California (front). Unable to attend: Amani Reed, head of The School at Columbia University, New York, New York.

Heads of School

Photographed by Katie M. Simmons in the Wright Community Center, Lakeside School, March 24, 2022.



Kai Bynum, photographed
in the Lakeside Middle
School library, June 2021.

Incoming Head of School Kai Bynum
talks about literature, vulnerability,
and the path that led him to Lakeside.

“SOMETHING THAT WE CONNECT TO”

BY MEGAN BURBANK

“I guess the narrative, you could say, is, ‘He didn’t intend to talk about literature, but once he got back on campus, he couldn’t stop,’” says Kai Bynum from the café table where he sits inside the University Bookstore, at the edge of the University of Washington. Bynum, who will begin his role as head of school at Lakeside this summer, had other plans for today. He had wanted to meet up at the Drumheller Fountain, where, when the sun is out, the sky seems to open up and Mount Rainier cradles the campus in arms of outstretched evergreen. It’s a spot that Bynum, a UW alumnus, holds dear.

But as it so often does in the Northwest, the weather had other plans, alternate arrangements were necessary, and so he has swapped the mountain vista for a perch among racks of Husky gear, shelves of books, and conversation punctuated by the hiss of espresso shots being pulled.

Still, as he recalls his college experience, the environs seem oddly germane to the specifics of Bynum’s story. He was a football player at UW, and while he majored in history, this campus was where he explored and solidified his love of literature, which would go on to inform his teaching, his trajectory through advanced degrees from Harvard, Columbia, and the University of Pennsylvania, and a career in education. Since 2016, he has been head of school at the Hopkins School in Connecticut.

Now he’s back in the U District, os-

cillating fluidly from F. Scott Fitzgerald to Elizabeth Bishop to Chuck Palahniuk to Sylvia Plath to David Foster Wallace to Toad the Wet Sprocket, his enthusiasm for literature and language palpable and contagious. Narrative isn’t just how he’s making sense of his own proclivities today; it’s how he sees the world. “I keep going to literature. I don’t know why — it’s because I’m back,” he says. “That’s why. I’m back on campus. It’s pulling all this out of me.”

In July, Bynum will be back here to stay. As Bernie Noe hands over the reins at Lakeside after 23 years of service, it will be a homecoming of sorts for Bynum. Though he spent his early adolescence in Oklahoma, his formative teenage years unfolded in the Northwest. As a 7th grader, he moved to Olympia when his mother took an appointment as a warden at a local prison. His father was hired to be Washington state’s director of security technology. Bynum attended Capital High School. He learned to fly-fish with his godfather during trips to Alaska.

After graduating early from high school, Bynum played football and studied literature and history at the University of Washington, pursuing interests that had begun in his younger years. When he was a teenager in Olympia, Bynum was exposed early to the heavy-metal energy of ’90s alternative rock and marinated in the intellectual and musical proximity to the Evergreen State College, where grunge bands often made appearanc-

es, overlapping a nontraditional approach to academia.

“Evergreen,” he says, “had this really cool music-plus-intellectual thing happening, and so you would hear these thinkers and writers and professors from all over the world coming to Evergreen and giving talks, and then you’d go listen to bands like early-stage Nirvana playing in some random spot.” When he started college, he says, “UW was just like a bigger, better, more diverse version of all of that.”

It was the spring of 1996 when Bynum enrolled, a time when Seattle had more in common with Olympia than with the city it is today. Grunge and riot grrrl weren’t dead yet. Starbucks and Microsoft were still growing; Amazon had yet to go public. And, Bynum remembers, “You still could go listen to Pearl Jam.” He once ran security at one of the band’s shows.

Mostly, though, Bynum trained and competed with the football team — then joined the coaching staff when injuries cut short his playing career — and threw himself into academics, exceeding UW’s required course load most semesters.

Bynum majored in history, but he had always loved literature. He had resonated with Walt Whitman’s poetry as a teenager and still remembers the first time he read Jack Kerouac as a student, which “just changed everything.” Bynum fell in love with the Beat Generation. “And that just took me down a rabbit hole,” he says.

In some ways, he never emerged: He

"SOMETHING THAT WE CONNECT TO"

would end up teaching English. In the meantime, he read everything from Kerouac to Allen Ginsberg. Asked even now to force-rank his favorite Beats, he doesn't hesitate: Gregory Corso takes the top spot, followed by Ginsberg and Ferlinghetti in a tie for second. (Rainier Maria Rilke, Walt Whitman, and Mary Oliver are his top three poets outside the Beats.) Bynum admires Ginsberg in particular for the sense of vulnerability in his work. "He's willing to be vulnerable, which allowed him to be more open and authentic about some things even the Beats weren't, like, Jack wasn't," he says. "[Kerouac] couldn't always fully acknowledge his own identity in spaces, and Gins is like, 'Dude, just be who you are. You're going to get hurt, yes, but you'll also be you.'"

Not coincidentally, this ethos of embracing vulnerability and authenticity

aligns with Bynum's approach to pedagogy, one rooted in fostering students' emotional growth as well as their academic achievements. When Bynum talks about the spirituality of education, he doesn't mean religion, "but just how you connect to something else, and I think a classroom can do that."

It's something he encountered as a UW student and pursued in his graduate education, most explicitly in his doctorate in educational and organizational leadership from the University of Pennsylvania. (Bynum also has two master's degrees: one in education from Columbia, the other in liberal arts from Harvard.) In one of his first courses at Penn, Bynum's professor, Peter Kuriloff, made an offhand comment that seemed tailor-made for Bynum and his interests: "I fly-fish when I want to be closer to God."

"And I'm like, there's my guy," says Bynum. Kuriloff ended up advising Bynum's dissertation on spirituality and emotional intelligence in education.

Prizing emotional skillfulness is a clear through line in Bynum's approach to teaching and managing the life of a school. It's rooted in the idea that students should be able to bring their full identities to the classroom, to eschew the posturing of Kerouac for a Ginsberg-like openness. In his previous position as an English teacher, and in the administrative roles he held at subsequent schools, Bynum tried to cultivate educational environments where students are encouraged to contain Whitman's multitudes. It's important that they can "bring yourself, be authentic, be true — because I haven't always been able to do that myself."

Thinking back to his high school days, Bynum recalls being forced by a music teacher to choose between playing music and playing sports. At the UW, Bynum says, his various identities — football player, fraternity brother, intellectual — often felt in conflict with each other. And sloughing off pieces of who you are, while occasionally an expedient way to

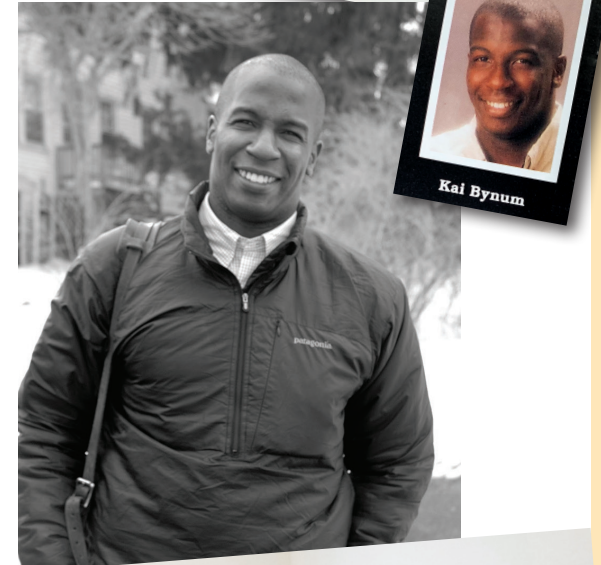
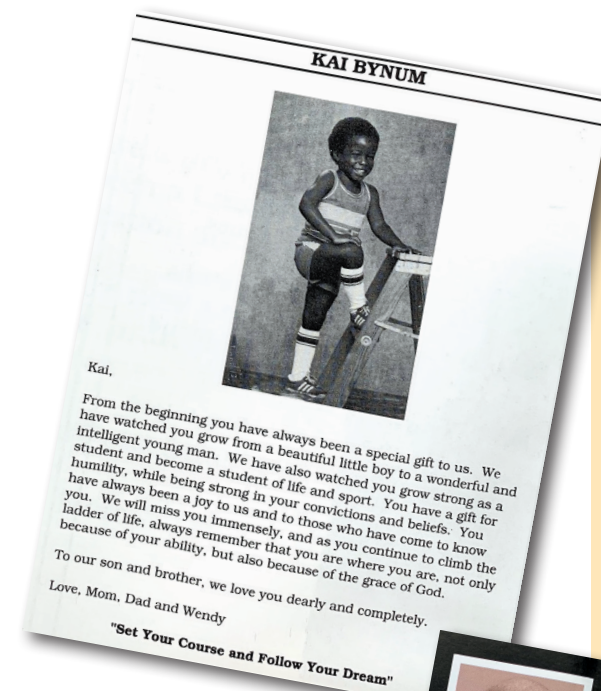
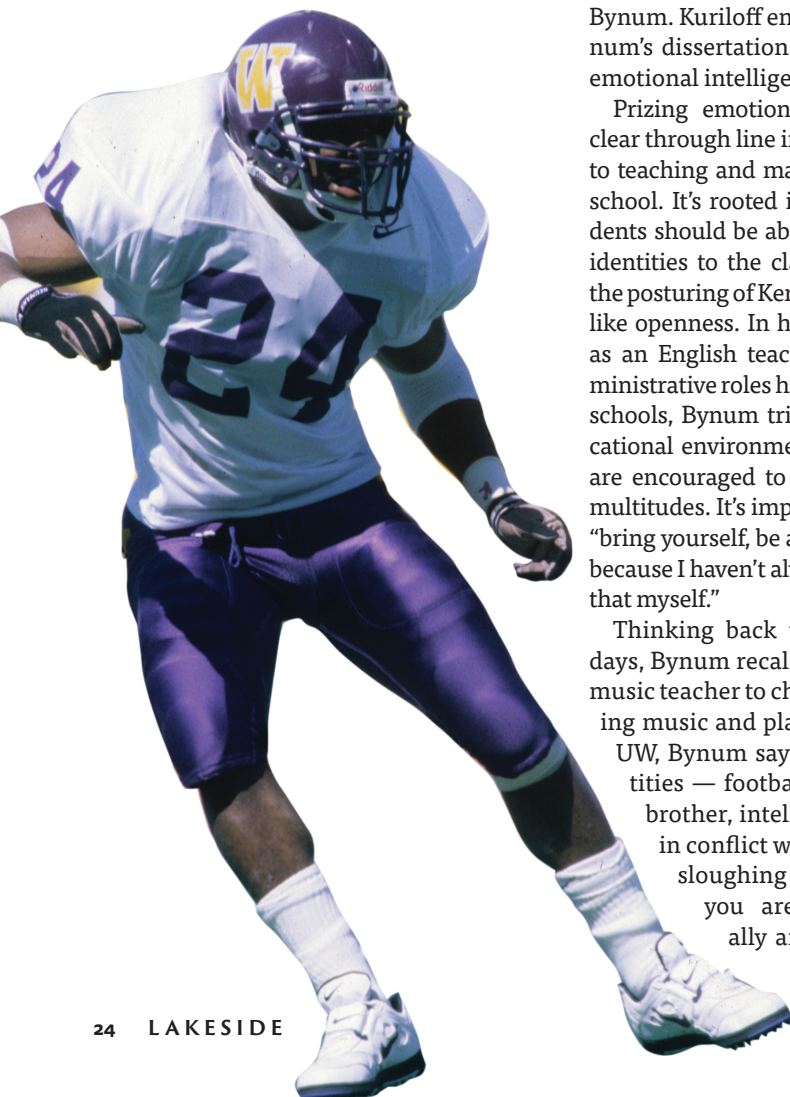
navigate a socially stratified world, can be self-effacing and at odds with intellectual inquiry and meaningful classroom exchange.

It can also serve to reinforce longstanding modes of oppression, especially when a student's self-concept is limited to something as reductive as checking a box signifying gender or race, like the kind that shows up on a standardized test. "What is that for?" asks Bynum, invoking James Baldwin's statement that "shapelessness is freedom." "Is it for you? Is it for your benefit? No, it's for others to understand you, or — through their lens, through their resources — to understand you and then to put you in a category, so they can make assumptions about who they think you should be, and how well you should operate, or what you should do with your life."

The reality of identity, he says, is much more fluid. And as an educator, he wants to make space for this complexity, to allow room for a student's self to be "bigger and dynamic." He envisions an educational universe where kids don't have to make a choice between the arts and athletics. Where they don't need to check a box, because they're in a space big enough for all layers of identity. "They just kind of bring their full selves into the space and the vulnerability of that in the Ginsberg sense," he says. "But through that, you're going to find some pretty amazing things. You're going to find a part of yourself. You might have found it otherwise, but you may not have."

The space Bynum envisions is also big enough for students to imagine what knowledge could look like, he says, as expressed in a poem such as Elizabeth Bishop's "At the Fish Houses," which embodies "what we imagine knowledge to be" through visceral, somatic descriptions of a hand dipping into the shock of cold seawater. Students shouldn't be afraid to imagine, Bynum says, or of "creating a framework for people to seek knowledge — broadly stated — not

Continued on page 26



A Bynum scrapbook: Playing linebacker at UW (opposite). Memories from his senior yearbook at Olympia's Capital High School (top). Teaching English at The Governor's Academy (middle). Engaging with students as head of Hopkins School (bottom).

A Heightened Level of Transition

THE TRANSITION at Lakeside from longtime head Bernie Noe to Kai Bynum comes at a time of rapid change in independent school leadership — and a sea change in education more broadly.

"There are more head searches in play than we've typically seen," explains Vince Watchorn, project lead on the Head of School Database, a resource for independent schools to help in recruiting and retaining leaders. There has been "a heightened level of school transition" resulting from expedited retirements, new heads stepping in for the first time, and major generational changes and deepening social values throughout independent education.

The COVID-19 pandemic has contributed to the acceleration. Watchorn says it's been "a tectonic shift" for heads who led schools before the outbreak of the pandemic — some of whom have opted for an early retirement rather than continue leading in a time of uncertainty and unprecedented health and safety challenges. For those who came after, it's a different story. "For new heads who have come up through the COVID time, they've been in support roles, as COVID became a part of our lives," he says. "They understand in a more native way what headship is in this environment."

Watchorn says changes in headship also reflect shifting values within independent education. "I think the awareness around cultural competency is a much more expected basic in school leadership than it used to be," he says. Qualities like that have always been important, he says, "but they've gone from being benefits in hiring to being basics, and that is a significant growth in a short time."

Even before COVID-19, a younger generation of heads began making its

way into leadership, while midcareer heads, too, have also been moving around. Ronnie Codrington-Cazeau, former head at The Evergreen School in Shoreline who was recently hired as head at University Prep, knows this dynamic well. Codrington-Cazeau, who served on Lakeside's head of school search committee and whose son is a Lakeside graduate, says that while plenty of heads have reached retirement, many in midcareer are finding opportunity by changing schools.

"The job of a head of school is hard, and the number-one priority of prospective heads is to find a school that's a good fit, a place where you could see yourself actually ending your career," she says. For some midcareer heads, that planned "someday" has come sooner than expected. When that happens, it can be a revitalizing opportunity for schools. "We hate saying goodbye to the leader that we love and trust and care about," says Codrington-Cazeau, "yet change can be good."

As a sign of the scale of the expected generational shift, outgoing head of school Bernie Noe has recently partnered with former head Jim Best of The Dalton School in New York City to found a company called the Leader Network. In explaining his post-Lakeside plans to a student reporter on Tatler this past spring, Noe said, "First off, one-third of all school heads in America will retire in the next five years. Second: It is a very challenging time to be a school head due to COVID-19 and the recent racial reconciliation efforts. But it's challenging in a good way." The network will coach new heads of schools on how to strategize and form board relationships, how to raise money, and how to remain informed of the ongoing changes affecting independent school education.

— Megan Burbank and Jim Collins

"SOMETHING THAT WE CONNECT TO"

Continued from page 24

just what you read, but how you understand yourself even, the knowledge of self, the knowledge of others, the knowledge of connection."

When he was an English teacher, Bynum would tell his students, "Ten, 15 years from now, when I see you, if you don't remember a detail from *Huck Finn*, I couldn't care less ... but if you remember the emotion, and how you thought about it, rightly or wrongly ... how it helped you understand somebody else, how you analyzed a piece and how you were deeply offended or elated — I think that's one book that does both for people, present company included — how it gets you to understand the imagination, understand that other space, is the key."

Vehicles for this discovery can take the form of a poem or a Harkness discussion, says Bynum. Or, in the case of one class at an all-boys school in Boston, Chuck Palahniuk's "Fight Club," which Bynum taught at a time when the book didn't commonly appear in high school curricula. ("It was one of the things — you ask for forgiveness instead of permission," he says.) He paired it with Sylvia Plath's "In Plaster." The works share undercurrents of mordant humor, extremely unreliable narrators, and madness expressed through a fractured self that doesn't quite notice it's fractured. The pairing might not be obvious, but Bynum says the two authors "married well."

"I told the boys, 'Yeah, [Plath] had to check the box of being psychotic, true, and I certainly don't condone her actions in the end, but the collision of her intellect and her vulnerability on the page was absolutely staggering. Imagine being able to talk about yourself in that way and being free enough to write it and just let it exist in the world.'"

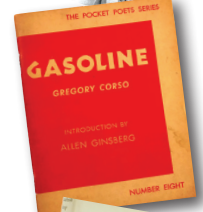
It was a class of seniors in the spring of their final year of high school, normally a time when "kids are ready to go." But when he walked into class to teach, Bynum saw something else: "Each student was at the table with his book and his pencil ... very ready, like: 'Let's do this right.'"

Through Plath and Palahniuk, the boys connected; two seemingly incongruous authors became a conduit for understanding and growth.

"There was one boy in particular who was the intellectual driving force in that unit," says Bynum. "He was a bright kid, but he wasn't always present. He was present for this stuff. He wasn't the best student, but all the kids fed off his energy."

Sometimes the right book finds you at the right time.

It did for Bynum. At the UW, he connected



Deep influences, from top: James Baldwin, Gregory Corso, Elizabeth Bishop, Whitman, Plath, Ginsberg, Jack Kerouac.

with Shakespeare under the tutelage of a professor named John Webster, who oversaw an independent study Bynum recalls as "without a doubt the most eye-opening and affirming pure literature experience I've ever had."

Bynum had read "Hamlet" in high school, but it hadn't quite landed for him. Now, as a young adult, he found the experience of reading the play newly visceral. "I remember reading in one of the random parks we have around campus, reading 'Hamlet' by myself, and just crying," as the complications and paralysis of the character set in. Bynum felt the same way about "Macbeth," a tragic play whose productions often ramp up its ghoulish elements rather than mining the emotions behind them. "I remember feeling the conflict that Lady Macbeth felt, and having to write about those things," he says. "You know: 'Tis safer to be that which we destroy / Than by destruction dwell in doubtful joy.'"

On his recent visit to Seattle ahead of starting at Lakeside, Bynum and his partner made a stop at the UW, where Bynum once wrestled with those Shakespeare lines as a student. The two made it to the Drumheller Fountain. Bynum's partner, who had never been to the campus before, "looked up, and he was like, 'Wow, I could see why you liked it here. I didn't imagine it would look like this,'" recalls Bynum. I said, "Yeah, it's a pretty emotive place."

In his sessions with Webster, Bynum remembers writing about Shakespeare's plays, and the two "would have a pint somewhere and talk and read and write, and it was that back-and-forth..." It was an affirming experience. Bynum remembers thinking to himself: "This is it for me. This is exactly what I want to do."

As he prepares to take on his new role at Lakeside, Bynum is in some respects re-entering this student mode. Rather than come in with a predetermined agenda, he says, "My goal, certainly in the first year, is just to learn — learn the school, learn the people, learn the kids, learn the faculty and staff, learn the alums, learn the parents and guardians, and not to presume anything or assume anything."

Hearing from the community is where he plans to begin, listening to "hopes and dreams, conflicts, frustrations, joys — all those things."

From there, Bynum hopes to cultivate an environment that serves both students at Lakeside and the community in general.

"We have an opportunity and an obligation to have an impact beyond our

campus. ... It's very rare, places that have the potential to do what we can do," he says. "But it starts first making sure that people feel connected, feel loved, feel like it's a place where they can think and be themselves and be free, but also connect in a community and have that respect for one another. Until you have that, nothing else is going to work."

There was a time in Bynum's life when he might have committed to a very different career path, one that would likely benefit from this same approach: coaching football. Bynum began playing football as a middle schooler and was drawn in particular to "the thinking game behind the game" — the elements of strategy and preparation. Football may not seem like an obvious parallel to close-reading literature, but it's no less intricate and can require similar focus, especially for coaches.

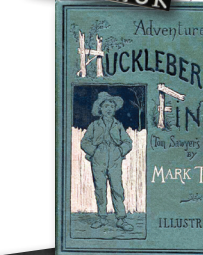
At the UW, Bynum served as a student defensive coach, working with linebackers and special teams. "We just broke down a lot of film, which means that you scout the other teams you're going to play, and so you're in the film room until 2 in the morning," he says. He loved it.

He continued coaching after graduation, with stints at the University of Wyoming and, briefly, the Denver Broncos of the National Football League, in a role he describes demurringly as that of "a glorified intern."

"I remember having these two worlds, this football world and this literature world, really happening at a high level, and the ways I was trying to kind of disentangle them," he says. But he wasn't alone in this. He and a fellow coach named Fred von Appen both loved literature and bonded over books by everyone from Al Alvarez to Wittgenstein. "Fred said something to me once: 'You know, you've got a career in coaching if you want it. But if you want to do this other stuff, don't wait too long.'"

After that, says Bynum, "I knew that next year was probably going to be my last in football."

That inflection point affirmed Bynum's interest in teaching and put him on a path to making education his life's work — work that would bring him to Ivy League universities and a series of schools throughout New England. In a few months, that work will bring him back to Seattle and the place he considers his home, the place where he first fell down that rabbit hole of literature, where he saw that the classroom was "a special place" and the possibility for meaningful exchange



From top: Shakespeare, Palahniuk's Fight Club, Huckleberry Finn, Ferlinghetti, Robert Frost.

within it. "To find something that you feel you truly feel called to do, I mean, people search their entire lives for that feeling," he says. "And I feel that, without a doubt. Without a doubt."

When he looks back on it all, Bynum says that when he had to make "weighty, heavy decisions" in his younger years, he would revisit a line from another literary source: Toad the Wet Sprocket's "What I Fear." "There's a line that reads, 'Whatever happens will be,'" he says. "I remember that ... it's just going to be, and then that was the Emersonian zigzag. You can't overly engineer; you just have to know that there's something in front of you that you're called to do."

Still, after two years of the COVID-19 pandemic, which shuttered some public schools, sent learning online, and prompted many families to turn to independent schools who otherwise wouldn't, it's a strange time to be an incoming head of school. But Bynum is here for the challenge, with "humility and collaboration and hope."

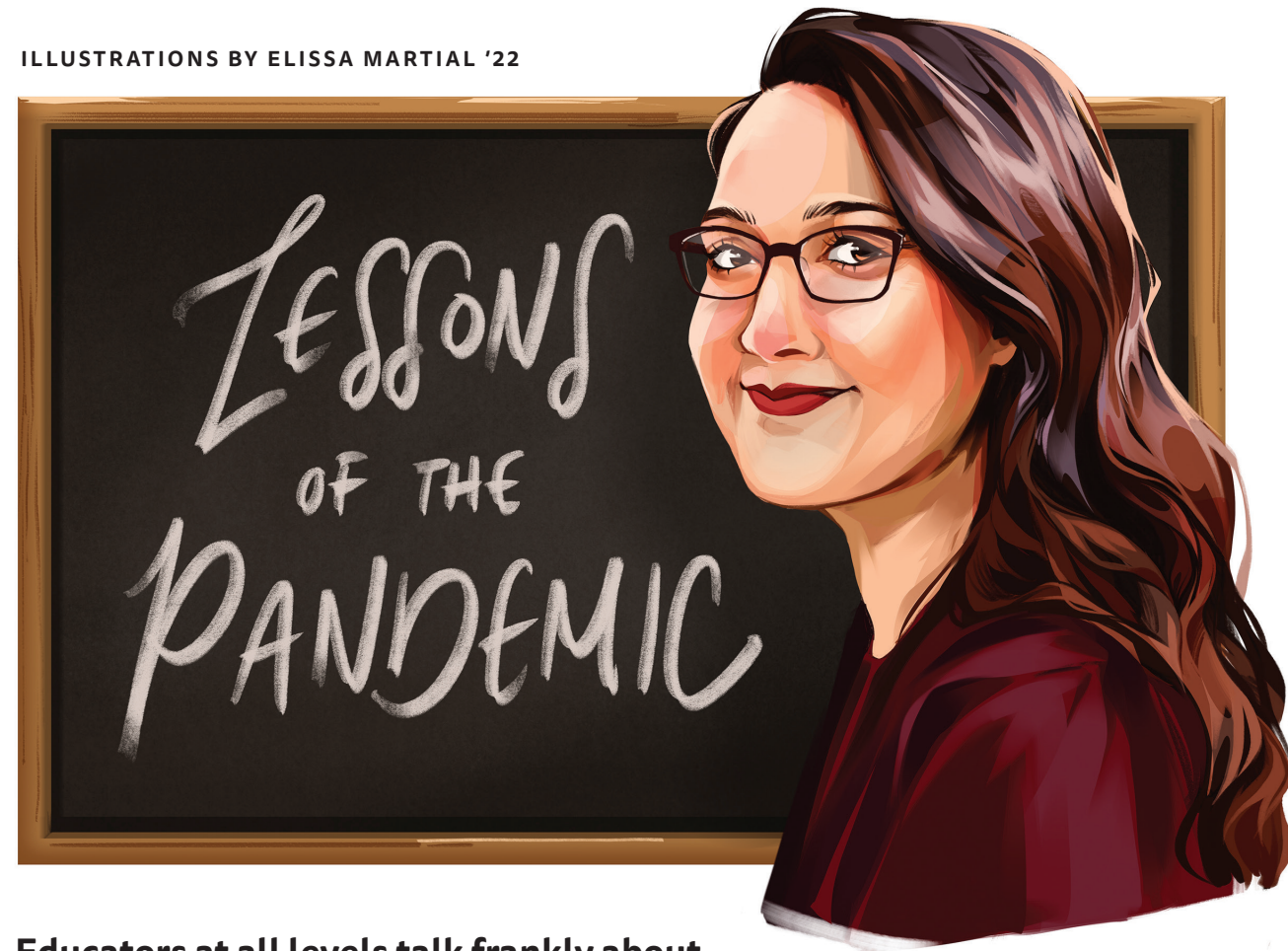
"We'll figure it out," he says. "Put good people together who care, who've committed, who aren't afraid to imagine. ... As long as you care about the kids, that's the most important thing. You care about the kids, you love the kids, you're not just an intellectual who loves what they do."

It's an idea he comes back to again and again, a supportive classroom where students are known in the fullness of who they are. "The kids have to feel known and loved at the end of the day," he says. "If they get an A and they don't feel known and loved, you've missed an opportunity. They have to feel a connection."

It's been nearly an hour, and Bynum, surrounded by textbooks and the promise of semesters past and semesters to come, is still thinking about literature. Robert Frost has language for the connection he's describing, he says. "Frost calls it 'For once, then, something,' that line in his poem."

He repeats the words, letting each one land slowly, with the reverence of a student poring over a page, brow knitted, highlighter poised against the page: "For once, then, something." And for years, I think, what does that mean? To believe that there is something that we connect to. And schools need to be that thing. *

Freelance journalist Megan Burbank is a former Seattle Times features reporter who writes extensively about public policy, the arts, and arts education. To learn more of Kai Bynum's story, see lakesideschool.org/head-of-school.



Educators at all levels talk frankly about exhaustion, extraordinary challenges, what's important, what keeps them going.

Karen Castro-Ayala '10 Lobos

*Executive Director
Rainier Prep Public Charter School
Seattle, Washington*

IN MARCH 2020, I was the director of operations at Rainier Prep, a grades 5 to 8 middle school focused on college prep for all students. I was in on the behind-the-scenes planning that makes the magic happen in the classroom. It took us a week to reset, to come up with our online plan and schedule. We already had a foundation of good family communication. That helped keep the community together, even if it felt like triage at times with things such as getting families access to the internet. I was proud of how quickly we mobilized.

Before going to Lakeside, I had been in the Rainier Scholars Program. I've never taken for granted the support I received at a crucial age. This pandemic made even more clear the inequities that exist in our educational system. I knew our community; I knew how the impacts would fall disproportionately on our students and families. That put a lot of burden on us to make good decisions, to prioritize and reprioritize. There was so much. I had to learn to focus on what was in my control.

We all felt the urgency. For us, it came down to acknowledging that our work is hard. And then really grounding ourselves in the why — the why we went into this work. And knowing that our students have such high potential and deserve all the support they can get. That has kept us going. Now, as an administrator, honestly it's been about giving our staff autonomy. To do what they do best. To do what they think is best for the student.



Isaiah Sneed '10

*Assistant Director of Admissions
University of Southern California
Los Angeles, California*

VALUE WORK that has an impact. I offer admission recommendations on applicants from specific areas across the U.S., and I work on our team's multicultural outreach committee. I've always thought it was a privilege to be there during formative times in people's lives.

Those of us who work in education often end up being part of a support system for students. During the pandemic, there have been times when the work has felt overwhelming, and I've had to rely on my own support system as well. When I'm missing the camaraderie of co-workers or finding it impossible to feed off the energy of people over a Zoom screen, I try to make a conscious effort to keep the student in mind. I've found that slowing down and remembering the student who's going to get that email or put time into that application results in a more positive attitude.

One of the silver linings in the pandemic has been giving students more flexibility in testing. More broadly, I think these past two years have showcased how nimble we can be in higher education. Big changes often take a lot of time. The idea of virtual outreach was thrown around before the pandemic, for instance, but it never seemed doable. Now you almost must have a virtual aspect of your outreach to make sure you're reaching rural students and those who might not be able to visit campus in person. That happened within the course of months, and we are still working on how we can do it better. I'm hoping that we can continue to be open to new ideas and ways of doing things that are more just and student-centered.

AT LAKESIDE, I really enjoyed helping friends with math. Going into education has given me an opportunity to empower even more people with math skills. I find teaching to be very rewarding in this regard. My time is split between teaching, research, and directing our five-year engineering/math program.

My greatest challenge as an educator during this pandemic has been cultural. In Sweden, some high schools banned masks and sent home students subject to disciplinary measures for wearing them. Employees have been denied the right to wear masks at work. Citizens, especially young people, are aware that their government's pandemic response has been terrible, but they've just passively accepted it. It's been heartbreaking seeing so much apathy, such a lack of empathy.

Imagine coming to class and you are the only person in the room wearing a mask. Students are sitting right next to each other, not distanced, talking, laughing, and not a single mask in sight. Is everyone vaccinated or tested? No. I do not understand how academics working at an institution that touts itself to be on par with places like Stanford and MIT have not complained about the lack of adequate pandemic response. It is great to read how Lakeside is working to keep students safe and healthy. I could only wish for the same type of conditions at my university...

I've managed to remain hopeful by focusing on the positive aspects of life, keeping in contact with my wonderful international family, friends, and research collaborators, enjoying time with my husband and cats, and focusing on the positive aspects of my teaching. Our faculty have become more flexible with how we do things, and I think that is good. I've developed a constructively aligned digital quiz and exam process that is much improved over what we had been doing. This will continue to benefit students even when "traditional" exams are possible again.



Julie Rowlett '96

*Professor of Mathematics
Chalmers University
Gothenburg, Sweden*



Glenna Wiley '03

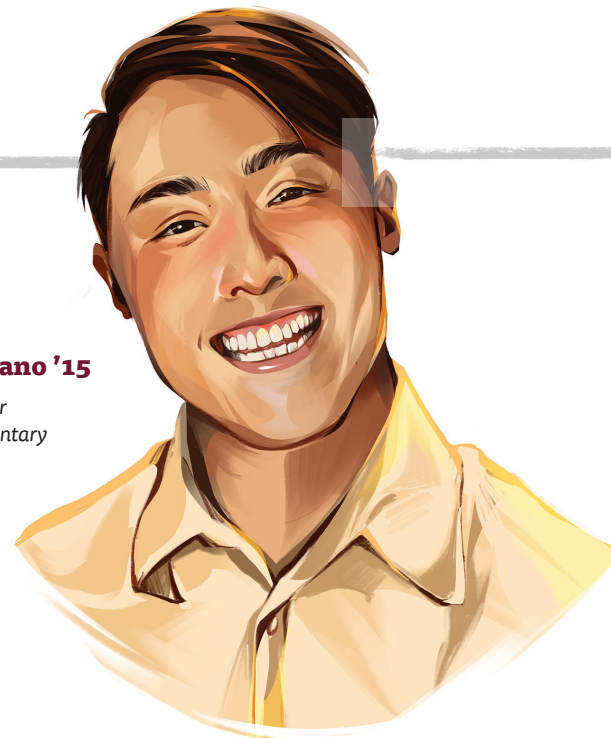
Lower School Math Specialist
Town School for Boys
San Francisco, California

THE FIRST MONTHS of the pandemic were particularly hard. With zero training in remote-lesson delivery, I was asked to be on Zoom with my 1st-grade students for four hours a day. I felt conflicted about the amount of screen time that we were asking of them. I could see and feel the drop in student engagement, the difficulty with determining students' grasp on new content, the stress and frustration of the parents and caretakers. It also became clear that schools are not only institutions for education, but are also a functional and essential piece of the child care system. Without schools open, families were suddenly scrambling to find child care. I realized just what an important role teachers play not just in a child's education, but also in supporting the whole child.

We were fortunate to be one of the first schools to reopen for in-person learning. Still, the anxiety of both teachers and students was evident. Students expressed fear that they would get COVID-19 at

school and bring it home. Keeping students "distanced" at recess was impossible. Students had difficulty keeping their masks on properly, which sometimes reduced nearby classmates to tears. It was nearly impossible to hear responses over the ventilation fans. Students were unable to decipher facial expressions with masks on, leading to more peer conflicts during unstructured times. Without being able to see faces, students had a huge challenge learning phonics — and it was difficult for small children to see and feel our warmth and create trusting relationships with grown-ups.

I found my new role after reflecting on the challenges of that first year. I realized I could expand my impact across several classrooms by becoming a math specialist, guiding the scope and sequence of our math curriculum from kindergarten through 4th grade. The bonds I form with students are so special. In my new role, I feel like I can support their growth throughout their entire elementary years.



Byron Dondoyano '15

Second Grade Teacher
William Moore Elementary
Las Vegas, Nevada

EDUCATIONAL EQUITY is personal for me. It's what I do to make a living, but it is also an identity. I was one of few Black students in the Advanced Placement Program in elementary school and then a LEEP graduate before attending Lakeside. I worked as a student advisor for Rainier Scholars — all experiences that led me to pursue a doctorate in education. I wanted to transform my challenges into access to opportunities for others.

It has been a dream of mine to launch something new in education. In addition to my work as a partnership director with Equal Opportunity Schools, where I work with educators in New York City on ways to increase access to their advanced placement programs in high school, I am also a founding board member of The Hatch School in Seattle. The Hatch School is welcoming its first class of students this coming fall. It will be the only secular girls high school in the city of Seattle. I feel so lucky to be a part of a community of amazing women and people in leadership across the city.

It's been heartbreaking at times to see the impact the pandemic has had on students, teachers, and families. People with children in their lives know how important schools have been during the pandemic. The pandemic has highlighted how difficult it is to focus on matters of equity when there are enormous issues facing schools, like enrollment fluctuation, attendance crises, and fewer educators. Some days it can be hard to get past those barriers to do the work together.

Looking back, I hope we will be reminded about the innovation in education that happened during this time. The level of change that has taken place — from virtual learning to reexamining mandatory exams to the creativity of teachers doing the best with what they have — would have been incomprehensible before the pandemic. Now we know what kind of change is possible.



Jamila Humphrie '07

Partnership Director
Equal Opportunity Schools
Seattle, Washington

GRADUATED FROM COLLEGE during the pandemic. I did an accelerated six-week online boot camp with Teach for America. I was placed in a Title 1 school on the east side of Las Vegas, where 99% percent of students qualify for reduced lunches. Many of the students here have little support at home, or have two parents who work during the day, or are in a day care situation where the caregivers don't even care if students get online for their schoolwork. I worked with 6- and 7-year-olds and saw into their homes. I could see their traumas. I thought: *I'm a first-year teacher, and there is no playbook for this...*

I fell in love with my kids and convinced myself that they deserved better. But there was only so much I could do. I had never experienced a challenge like that. I worried: What will happen to these kids? I had a teaching coach who

taught me the value of mindfulness, of how to use breathing, journaling, and meditation to stay present and positive. I decided to use some of those techniques with my kids, some of them through my hand puppet, Ernie, who became a friend they could trust and share with. We did breathing exercises. We did listening exercises. We used sign language to share our feelings. Once we came back to in-person school, we could hold hands and look each other in the eye and show each other how much we cared. That has created a foundation where we can start learning together.

When I started on this path, the driving question for me was to how to get more people of color into early education. Teaching during the pandemic has shown me it's more about bringing mindfulness and empathy into the classroom — about the importance of social-emotional learning.

I'M IN MY 10TH YEAR as a middle school counselor, and I've seen first-hand the impact that remote learning had on our kids. It really stunted their social development. Once students came back to school, I had to joke with some of them, "You have to learn how to be human beings again."

Doing counseling over Zoom was exceedingly difficult. This age group typically struggles with two main things: peer-related issues and family issues. During remote learning, the kids were missing peer interactions, and they didn't feel comfortable talking about family concerns because they didn't have private spaces that felt safe for talking at home. Our work became just trying to keep kids from getting lost.

In another way, having Teams or Zoom meetings was a positive. A quarter to a third of our students are eligible for free or reduced lunches, and about the same number speak English as a second language. A lot of those parents and guardians work until 9 p.m. or aren't able to afford day care. We've had a lot better luck scheduling virtual meetings with families who don't have to take time off from work or drive to school to meet in person — we'll continue to do that. One other thing I've noticed: Even as the kids have struggled more, they're thinking more, asking deeper questions. They're still weird and wonderful middle schoolers, but being online so much, they've been bombarded with the world — race, politics, current events — all the stuff that comes up on YouTube and TikTok. Being out of school gave them freedom and undirected time to explore.

Counselors at Lakeside helped me get through school. Even when I'm down, when my love alone isn't enough to save a kid, a moment will happen when I can see the small difference I might be making in the life of a middle schooler, and it keeps me going. It reminds me why I went into this work. It reminds me why I love what I do.

Camila Altschul '93 Larson

Middle School Counselor
Northshore School District
Bothell, Washington



Ed Liu '88

Chief Improvement Officer
Boston Plan for Education
Boston, Massachusetts



I'M THE CHIEF IMPROVEMENT OFFICER of the Boston Plan for Education, a nonprofit that operates two public schools in the Roxbury neighborhood and oversees a teacher residency program to prepare diverse, talented teachers for Boston Public Schools. I work with school leaders and external partners to use research and data to improve programs and outcomes.

I became interested in education during college via a program that was sort of like LEEP, called Summerbridge (now known as Breakthrough). The various Breakthrough programs work with motivated low-income students from middle school through high school to prepare them, ultimately, for college. College students serve as the summer faculty. I found information about Summerbridge in a folder labeled "Miscellaneous jobs, California" at the Yale career center, and applied. I worked at that original program for three consecutive summers and was hired to start a similar program in Portland, Oregon. I learned so much in that first job after college: how to raise money, recruit and admit cohorts of students, hire and work with staff, develop and refine programs. ... The work felt and continues to feel meaningful.

These have been two extremely difficult years for teachers, students, families, and schools. Dealing with so much change and uncertainty. Figuring out how to teach remotely. Managing COVID-19 protocols when schools returned to in-person teaching. Folks getting sick. Folks losing loved ones. What has happened during the pandemic makes me quite concerned for the teaching profession and for the education system as a whole. Teachers' commitment to their students' well-being — not just their learning, but their emotional states, how their families are doing, whether they have food and housing, referring them to resources — has been amazing. But everyone is exhausted. I'm worried that many teachers will leave the profession, and fewer folks will want to enter.

DOING THE WORK AT LAKESIDE:

GENERATIONS OF Lakeside students have benefited directly from the talent, dedication, and institutional knowledge of the school's alumni. Over time, nearly 75 graduates of St. Nicholas and Lakeside have returned to serve on our staff and faculty — not including hundreds of part-time and volunteer substitutes and coaches. The current cohort of staff and faculty members deserves a special shout-out — and thanks — for its service during this especially challenging time.

- + **Jamie Asaka '96**, Director of Student and Family Support
- + **Kathryn Brooks '00**, Upper School History Teacher
- + **Emily Chu '05**, Upper School English Teacher/Department Head
- + **Kiki Contreras '08**, Middle School Science Teacher/Department Head
- + **Jennifer Estill '06**, Middle School Drama Teacher/Mentor
- + **Ellie Freedman '06**, Middle School English and History Teacher/Middle School English Department Head
- + **David Joneschild '90**, Upper School Science Teacher
- + **Latasia Lanier '90**, LEEP Director/Family Support Liaison/Upper School Student Equity Programs Coordinator
- + **Julie Keller '03 Lutton**, 5-12 Human Development and Health Department Head
- + **Sally Sterne '79 Revere**, Running Program Head and Head Varsity Coach
- + **Tom Rona Jr. '72**, Middle School Mathematics Teacher/Department Head
- + **Jack Verzuh '15**, Upper School History Teacher
- + **Maile Wong '11**, Middle School Assistant Director of Athletics/LEEP Assistant Director



ALUMNI RECEPTIONS

BAY AREA + SEATTLE



FOLLOWING TWO VIRTUAL ALUMNI EVENTS

early in the year — the annual T.J. Vassar '68 Alumni Diversity Celebration and a “Classes without Quizzes” evening featuring former English teacher Brian Culhane and his new poetry volume, “Remembering Lethe” — Seattle-area alumni, faculty, staff, and friends gathered in March to kick off the return of in-person alumni receptions. The Museum of History and Industry (MOHAI) was the perfect venue for sharing memories, connection, and community. In addressing the festive gathering, Head of School Bernie Noe highlighted what he believes to be the essence of Lakeside.

Top, in San Francisco, left to right: Morgan Rogers, Kai Henderson '17, Santi Regan '17, Connor Gordon. Clockwise from above left, at MOHAI: Stephen Spencer, Lauren Bricker (former Lakeside faculty member); Adrian Archer, Jacqueline Durbin '80, Leonard Garfield (Executive Director of MOHAI); Bernie Noe; David Smith '04, Colin Johnson '04, Eleanor Bors '04, Teryn Bench '04, Andrew Bench '04, Henry Pedersen '04; former English teacher Tom Doelger, Lisa Black '88.

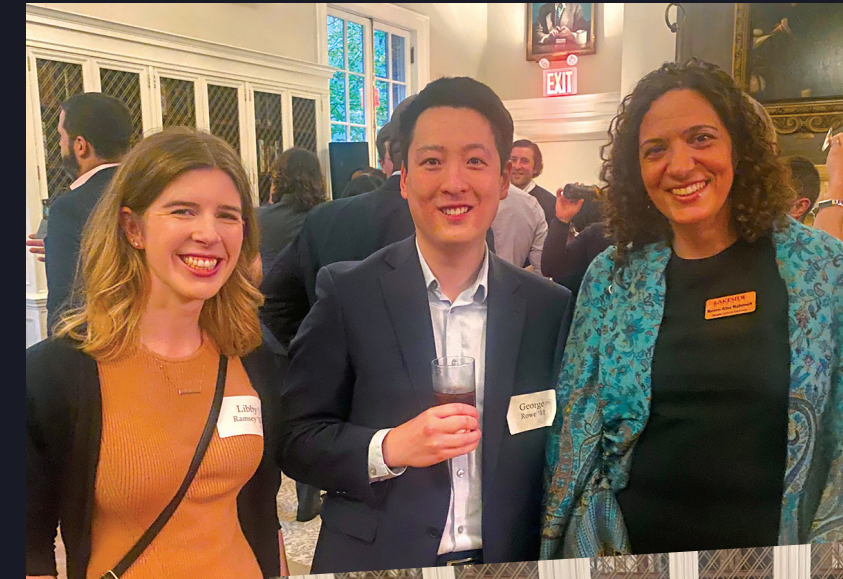
Photos : Nano Visser (top); Paul Dudley

In late April, New York City alums met at the Harvard Club for a chance to reconnect, hear from Bernie Noe and Middle School Director Reem Abu Rahmeh, and meet our incoming head of school, Kai Bynum. A couple of weeks later, alumni around the Bay Area reunited for two separate events. Recent alums gathered at Del Popolo to share a joyful evening of conversation and laughter in a unique San Francisco version of “Beers with Bernie.” The following night, alums gathered at the city’s iconic Italian restaurant, Perbacco. Mike Lengel, football program head, spoke about the flexibility required to be a student-athlete during the pandemic and shared some thoughts on what’s in store for the football team this fall. Bernie’s remarks echoed what he shared at many events throughout the spring, emphasizing the great joy he has felt in serving the Lakeside community for the past 23 years. Finally(!), the twice-delayed all-class Centennial Reunion took place on a cool June evening on the Lakeside Upper School campus. More than 800 St. Nicholas and Lakeside alumni across 70 classes attended the celebration. We’ll share moments and images from the special gathering in the next issue of Lakeside magazine.

SEE RECEPTION
PHOTOS ON
LIONLINK:

[lakesideschool-
alumni.com/](https://lakesideschool-alumni.com/)

NYC



Top, left to right, in New York City: Libby Ramsey '13, George Rowe '11, Reem Abu Rahmeh; Right: Etherea Cipriani, David Cho '20, Rebecca Miller, Tanisha Reddy '20.



Welcome, Amanda Campbell!

ATTENDING AND ORGANIZING all of these events was our energetic new alumni relations director, Amanda Campbell. Amanda began her new role in early January, following more than a decade working with University of Washington alumni, students, and parents and guardians. A Michigan native, Amanda received a bachelor’s degree from Northern Michigan University and a Master of Science in college student personnel administration from Illinois State University. Find Amanda and say hi at the next alumni reception, or introduce yourself with an email to alumni@lakesideschool.org — she’s looking forward to meeting you!

Photos : Amanda Campbell (top); Tom Reese



Ruth LeCocq '63 Kagi

At an Upper School assembly on March 23, Ruth Kagi was honored with the 2022 Lakeside/St. Nicholas Distinguished Alumni Award. The following citation, written by alumni board member Evelyn Spence '94 Callahan, was read aloud as part of the presentation.

DURING KAGI'S self-described "rarefied" childhood in Shoreline, politics were part of the family fabric. Her mother, Jane Nettleton LeCocq, was founder of an Associated Republican Women chapter in north King County. Kagi spent her first two years of college at Mills College, a private all-women school in California, but she was disappointed by the dearth of political science classes and transferred to the University of Washington. That's where her conservative beliefs were turned upside-down. "I took an economics course with the famous Dr. Henry Buechel, and I suddenly saw the world through a completely different prism," she says. "I really questioned the wealth I'd grown up in, and the relationship of the upper class to the rest of the world." It transformed the way Kagi looked at government — and education.

After earning a master's degree in public administration in 1968 from the Maxwell School of Citizenship and Public Affairs at Syracuse University, Kagi became a management intern at the U.S. Department of Labor in Washington, D.C. She then returned to Seattle to help establish a regional office. She spent 15 years in the Manpower Administration — "that's what it was called, manpower," she says — which in 1975 became the Employment and Training Administration. "When I went to a work meeting, I was often the only woman in the room," she says. She rose to become deputy regional administrator before leaving the agency to spend time with her young children.

Kagi didn't stay away long, however. She started volunteering with the League of Women Voters, chairing a study of runaway youth in Seattle



From 1999-2019, Ruth Kagi was a tireless advocate for children and families as a state representative in the Washington legislature.

and a statewide study of children's services, and becoming well-versed in the child welfare system. She tirelessly lobbied for children's issues on behalf of the league in Olympia. Gov. Mike Lowry appointed her chair of the Washington Council for Prevention of Child Abuse and Neglect. She was part of several high-profile fatality review committees. Along the way, she worked with many legislators and started becoming unsatisfied looking in from the outside. "I would talk to legislators, and they would walk into a room and make decisions about increasing funding for child care or changing laws about the placement of foster children. I wanted to be in the room where those decisions were made," she says. And so, in 1998, she ran for the state House of Representatives in the 32nd District. She won

handily, serving until she retired in early 2019.

During her tenure, Kagi remained steadfast in her dedication to improving the child welfare system, expanding early learning opportunities, and reforming drug-sentencing laws. Early in her legislative career — and driven by her family's history of alcohol abuse — she spearheaded the passage of House Bill 2338, which reduced sentences for nonviolent drug offenders and funded resources for treatment. In 2002, Kagi became chair of the House Early Learning and Human Services Committee, leading it for 16 years. In 2015, she sponsored the Early Start Act, which established standards for child care and improved training. Soon after, she led the creation of the state Department of Children, Youth, and Families, which combined the scattershot services of early learning, child protection, and juvenile justice into one visionary, efficient, responsive whole. "I went to the Legislature to make an impact on children and families, and I had an extraordinarily rewarding career," she says. "I was never very political. I always focused on policy first. Good public policy can provide opportunity and hope to people and change their lives for the better."

For her far-sighted reforms of drug sentencing, her groundbreaking expansion of early-learning opportunities, her unwavering advocacy for foster children and child welfare, and her strong leadership on behalf of children, youth, and families, the Lakeside/St. Nicholas Alumni Association is proud to honor Ruth LeCocq '63 Kagi with the 2022 Distinguished Alumni Award.

CLASS CONNECTIONS

Classes
of 1997
& 2000

SOUNDING BOARDS "When we are intentional about everyday decisions, we can put our thumb on the scales of economic justice," says Laura Clise '97, founder of Intentionalist, a company advocating for mindful consumption. Markham McIntyre '00, who recently transitioned from the Seattle Metropolitan Chamber of Commerce to the city's Office of Economic Development, brings his experiences in the public sector to a similar passion for economic equity. The two first met at a keynote panel in 2017, and soon after reconnected over coffee in the Central District. They've become each other's sounding board for blueprinting how to make the chamber more supportive of people of color and more helpful to Main Street businesses. McIntyre says, "Coming out of the pandemic, it's all about opening doors and breaking down barriers."

—Eliot Aguera y Arcas '24

Photo: Chloe Collyer

CLASS CONNECTIONS

1972

Henri Fischer shares, “I ceased being a Department of Corrections religious coordinator, formerly chaplain, last year. I am becoming a volunteer police chaplain in Monroe. See you all this summer.”

In January, a podcast by **Knute Berger** became an official companion to his long-running Crosscut/KCTS 9 video series “Mossback’s Northwest.” The weekly half-hour podcast, “Mossback,” features some of the fun and amazing stories that didn’t make it into the compressed format of the video series. The longer podcasts allow Knute to get at, as he puts it, “the deep-moss level of Pacific Northwest history.”



1973

Lora-Ellen McKinney, a psychologist and award-winning author whose best-known works detail African American faith and practice and Baptist tenets, has created a podcast called “Adventures in LEMBOLAND” on the Patreon platform. She writes: “God or a convincing stand-in recently told me that I could switch genres, so I have been writing rather scandalous scripts and doing occasional solo performances.”

SEND US YOUR NEWS! Events big and small, personal or professional, chance meetings, fun adventures, a shoutout to a friend for a recent accomplishment, a wild photo... they’d all be of interest to classmates. Share your baby announcement and photo, and we’ll outfit your little Lion with a Lakeside bib. Photo guidelines: High resolution, ideally 1 MB or larger. If sending from a smartphone, be sure to select “original size.” Email notes and photos to alumni@lakesideschool.org by Oct. 3, 2022, for the Fall/Winter issue.



A giant poster of podcaster (and journalist) Knute Berger ‘72 became part of the landscape this past year outside the Crosscut/KCTS 9 headquarters at Fourth Avenue and Mercer Street.

1978

Tracy Krauter writes: Splash Fabric is my third and favorite iteration of my business. I studied art and design in college, and after some stints as a park ranger in Canyonlands and Chaco Canyon, settled back in Seattle to raise three boys, teach art, and make a business out of fabric and designing. It was IMPWEAR, then IMPWEARhome, and lately Splash Fabric. Our proudest year was 2020, when we jumped hard into the masks business, kept employed all three sons and husband, plus 25 local immigrant stitchers, who cranked out 170,000 masks. We had our first \$1 million year and donated 70,000 masks in the process. I am looking to pivot again,



Tracy Grey ‘78 Krauter shown with some of her company’s fabric. Her newest line, called “Farmer’s Market,” launched in May.



Jabe Blumenthal ‘78 and Julie Edsforth (below, left) have created an extensive public trail system with sweeping views in the eastern Cascades.



selling my product line (know anyone?) made from our signature eco-friendly laminated cotton, but selling more and more fabric. Doing more backpacking, too. Thanks to classmate Chris DeForest for looping me back into Lakeside! Check us out at [@splashfabric.com](https://www.splashfabric.com).

This spring, the largest undeveloped parcel of private land in the Wenatchee Valley became the 2,100-acre “Cashmere Canyons Preserve,” with a dozen miles of public trails for hiking, trail running, and snowshoeing.

The conservation project, co-managed by the Chelan-Douglas Land Trust, was the gift of **Jabe Blumenthal** and his wife, Julie Edsforth, who first came to the area in the 1990s to learn to paraglide. In an interview with the magazine of the Washington Trails Association, Jabe and Julie said the project involved the work of multiple partners, was three decades in the making, and — in the face of rapid population growth and development pressure — was “an opportunity to ensure that wildlife and



recreation had a lasting home here.”

1992

In March, **Monika Batra Kashyap**, immigration lawyer, immigrant rights activist, and law school professor, delivered this year’s Dan Ayrault Memorial Lecture and addressed an Upper School assembly. She spoke about lessons from her career and emphasized the importance of centering the experiences of those most marginalized by intersecting systems of oppression and in-



CLASS CONNECTIONS

Above: One of the watercolors by artist David O. Smith '04 that was part of "The Seattle Landscape" exhibition in Ballard this past spring.

terrogating the status quo in order to create transformative social change.

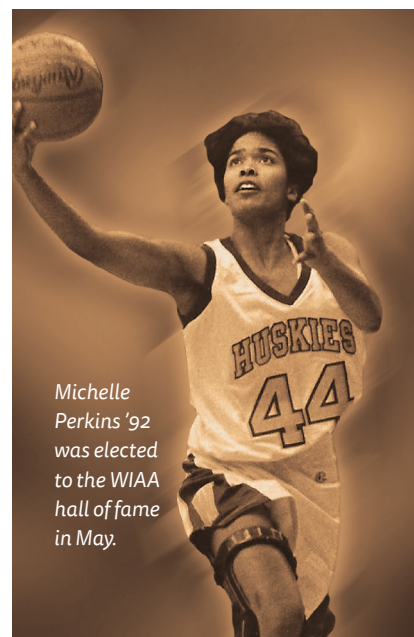
In early May, at a luncheon in Renton, the Washington Interscholastic Activities Association honored **Michelle Perkins** among its two new Hall of Fame classes. Michelle was a standout two-sport athlete at Lakeside, leading the basketball team to three Class 3A state championships and setting

school records in five events and helping lead Lakeside's track and field team to a state championship in 1992. For the past 24 years, Michelle has been a firefighter/paramedic with the city of Seattle.

1993

Chris Miller's new Apple TV+ series, "The Afterparty," began streaming Jan. 28. Chris said he settled on the idea of a high school

Cast photo from "The Afterparty," a Lakeside-inspired whodunit created by Chris Miller '93.



Michelle Perkins '92 was elected to the WIAA hall of fame in May.

Photo: WIAA (Perkins)

Photo album



Former Lakeside drama teacher Gretchen Orsland, center, welcomed Vicki Weeks '73 and Bruce Bailey '59 to her home on Camano Island in April. Bruce shares: "A great time had by all sharing stories about our Lakeside days."

reunion afterparty after attending several reunions at Lakeside. "It really all clicked: That's a perfect place for a murder to happen," he told a reporter at The Seattle Times, "because there's a lot of emotions and a lot of history. It's a great group of characters when you get a high school reunion together." In addition to creating the concept and story, Chris served as director, writer, and executive producer of the eight-part series. In March, he received the go-ahead from Apple TV+ for a second season.

1994

Denise Moriguchi shares, "I was honored and a little surprised to be asked to join Seattle Mayor Bruce Harrell's transition team as he took office earlier this year. My recent focus has been leading my company (Uwajimaya) through our tough day-to-day challenges, and I have not been very involved with city politics. However, when Mayor Harrell reached out and expressed his commitment to bringing together a diverse set of local leaders across industries, neighborhoods, and backgrounds and to really listening to the challenges and opportunities we see this great city facing to help construct plans for economic recovery and future growth, I couldn't say no. His inclusive, people-focused, collaborative, and strategic leadership style, I feel, will bring together the diverse set of smart creative minds needed to tackle difficult issues and bring real and positive change."

1995

Stephen Fisher, former Lakeside science and math faculty member, tells the story of receiving his Medicine at Michigan magazine in the mail and coming across a familiar name. "Amongst the announcements were several new named professorships. One of those, the inaugural Jack Lapides Research Professor, is one **Todd M. Morgan, MD**. Long ago, I taught a wonderful, exuberant, joyful boy named Todd Morgan." Wondering, he found Todd Morgan's page and a photo. To his surprise, it was clearly

the same person. "A now distinguished man, not boy!" Here's the link: medicine.umich.edu/dept/urology/todd-matthew-morgan-md.

2004

In April, an exhibition of paintings by artist (and Lakeside sketcher) **David O. Smith** opened at Annie's Art and Frame in Ballard. The event — entitled "The Seattle Landscape," complete with food, drink, and live music — was a featured part of Ballard's monthly ArtWalk.

2005

Frank Paiva was chosen from nearly 2,000 applicants to be one of four fellows in the 2022 Nickelodeon Writing Program. Founded in 2000, the program is a yearlong launching pad for TV comedy writers with unique voices from underrepresented communities. From Nickelodeon's introduction to this year's cohort: "After graduating from NYU, Frank wrote and performed anywhere they could. They acted with two-time Oscar nominees, sang in an 18th-century barn, and danced in a basement where the cockroaches outnumbered the audience members. Between gigs, Frank spent nine years as an entertainment journalist and six years as a Statue of Liberty tour guide. Frank will focus on projects that expand opportunities for performers of size and offer a wider depiction of the LGBTQ+ community and its history."

Frank Paiva '05 is one of this year's writers in residence in the Nickelodeon Writing Program.



CLASS CONNECTIONS

2011

Last November, Twitter tapped **Tess Rinearson** to lead its “Twitter Crypto” initiative — the social network’s business unit developing strategy for cryptocurrency, blockchains, and other decentralized technologies. Based in Berlin and with a computer science background, Tess made headline news with the hire. In an interview with *Wired* magazine, she said, “I saw a lot of aesthetic alignment between how Twitter exists in the world and the way that crypto exists in the world. This is a bit cheesy, but people use Twitter sometimes in ways that they use a public blockchain, as a public database where everything’s time-stamped and people can agree on what happened. And for most people it’s open; it is there for public conversation.” Tess will be back at Lakeside next year, when she delivers the Dan Ayrault Memorial Endowed Lecture on March 15, 2023.

2013

Sam Klebanoff took a few hours off from his Ph.D. work in immunology at the Univer-



Tess Rinearson '11
in Berlin, Germany.

sity of Washington this spring to speak with Devin Parry’s biology students about potential career paths in science.

The last time we heard from first-generation Venezuelan American NBC News reporter **Isabella Gutiérrez** was in 2020, when she spoke to the Tatler staff about her path into journalism and the surprises and experiences she encountered along the way. This time, we followed up with her to congratulate her on the huge accomplishment of making the annual *Forbes* “30 Under 30” list. *Forbes* recognized Isa as the youngest correspondent to report in English and Spanish on NBC News and Telemundo and

for the impact of her reporting amidst a global pandemic. Here’s what Isa had to say: “It’s such an honor to be recognized with some of the most influential people in my industry and beyond! I am so grateful for the support I’ve received from my Lakeside community and am more motivated than ever to keep telling important stories in innovative ways. Thank you!”

2016

In addition to her new role in creative media production at *Esper* in Seattle, **Pearl Lam** has been taking on acting work after signing with an agent. Keep an eye out for her star role in an upcoming Taco Time commercial! 🌸

The Ultimate Championships

Last October, eight Lakeside alums — with graduation dates spanning nearly a decade — competed for the revered top spot at the USA Ultimate National Championships. The championships, a four-day invitation-only tournament held in San Diego, comprised 16 of the best men’s, women’s, and mixed teams from the U.S. and Canada. Winning first place in the women’s division was **Anna Maria Thompson ‘15** and her San Francisco Fury, who competed for the title against **Claire Trop ‘17** of the Boston Brute Squad. In the men’s division, two Lakeside alums, **Julian Childs-Walker ‘09** of the Seattle Sockeye and **John Randolph ‘17** of the Pride of New York (PoNY), battled it out in the semifinals, with PoNY progressing to the championship, where the Pride lost 12 to 13 to North Carolina’s Ring of Fire. Other former Lakeside players included **Claire Revere ‘13** of the Raleigh Phoenix, **Nariah Belle-Sims ‘17** of the Minneapolis Drag’n Thrust, the Class of ‘15’s **Wyatt Paul** of the Portland Rhino and **Hallie Dunham** of the Denver Love Tractor.

— Ann Healy '22



Top: Anna Maria Thompson '15. Bottom: John Randolph '17



The artist



"Surprise Me" (above) and "Brighter Days" (below) were recently featured in a New York City show.



Laurie Lamont '70 Murray

Laurie Lamont Murray’s first New York solo show, at Pictor Gallery in Chelsea, was, according to Laurie, “one of those pinch-me, I-must-be-dreaming experiences.” The curators featured her abstract paintings and metal sculptures (perhaps, jokes Laurie, leaving her portraits and more realistic work to take their turn at a later time?). An over-the-top highlight: pieces in the exhibition were included in “The Best Art in New York March 2022” video.

Laurie has won numerous awards in juried shows throughout the greater Philadelphia area, and her work is included in private corporate collections, including Raymond James Wealth Management in Philadelphia and the PNC Corporate Headquarters in Pittsburgh. Her studio in West Chester, Pennsylvania, is open to the public. She credits the wonderful art department at St. Nicholas for continually challenging her to create. In honor of Lakeside’s centennial, she will donate a portion of her July and August sales to Lakeside’s Visual and Performing Arts Department. 🌸

NBC reporter Isa Gutiérrez '13 was recently named to the *Forbes* “30 Under 30” list.

Lakesiders Competing at the Next Level

Lakeside has a long history of graduating student-athletes who go on to compete at the college level and beyond. Here’s the list of alumni who were still in the game in 2021-2022.

NAME	SPORT	SCHOOL/TEAM
Seyi Adekoya '14	Soccer	[PROFESSIONAL] Major League Soccer, USL Championship - Phoenix Rising/OKC Energy
Wallis Lapsley '15	Soccer	[PROFESSIONAL] Major League Soccer - Seattle Sounders FC affiliate
Kelly Keene '17	Basketball	Claremont Mudd Scripps
Will Frohlich '18	Rugby	Dartmouth University
Paul Rothrock '17	Soccer	[PROFESSIONAL] Major League Soccer - Toronto FC affiliate
Zander Bailey '17	Football	Middlebury College
Parker Mayhew '18	Crew	MIT
Abby Euyang '17	Golf	Pomona Pitzer
Amber Chong '17	Swimming	Tufts University
Michael Chandler '17	Crew	University of California, Berkeley
Kallin Spiller '17	Basketball	University of Hawaii
Bennett Dondoyano '17	Football	University of San Diego
Sophie Cantine '17	Track/Cross Country	University of Washington
Chloe Loreen '17	Beach Volleyball	University of Washington
Will Barton '18	Soccer	Claremont Mudd Scripps
Charlie Wright '18	Baseball	Franklin and Marshall College
Jake Kurlander '18	Crew	Harvard University
AJ Allen '18	Football	Kenyon College
Abigail Swallow '18	Fencing	Northwestern University
Zane Baker '18	Baseball	NYU
Hannah Robertson '18	Swimming	Pomona Pitzer
Elena Wagenmans '18	Squash	Stanford University
Francesca Sheppard '18	Soccer	University of Rochester
Julia Miller '18	Soccer	Washington University of St. Louis
MengMeng Gibbs '18	Swimming	Wesleyan University
Francesca Myhrvold '18	Crew	Wesleyan University
Crystal Chong '19	Golf	Bowdoin College
Bailey Harmon '19	Basketball	Carleton College
William DeForest '19	Baseball	Claremont Mudd Scripps
Declan O'Neill '19	Cross Country	Claremont Mudd Scripps
Justin Blachman '19	Soccer	Claremont Mudd Scripps
Nate Cordick '19	Swimming	Colby College
Luke Porter '19	Baseball/Football	Grinnell College
Gavin Prentice '19	Rugby	Harvard University
Alan Yim '19	Tennis	Harvard University
Jason Edmonds '19	Tennis	Haverford College
Corbin Carroll '19	Baseball	[PROFESSIONAL] Major League Baseball - Arizona Diamondbacks affiliate
Sanjay Raman '19	Cross Country	MIT
Kamila Sanusi '19	Track	NYU
Jackson Andrews '19	Baseball	Occidental College



NAME	SPORT	SCHOOL/TEAM
Emma Silber '19	Tennis	Occidental College
Jared Feikes '19	Baseball	Santa Clara University
Maddie Ryan '19	Volleyball	University of Chicago
Cayden Franklin '19	Crew	University of Pennsylvania
Kate Edwards '19	Crew	Yale University
Jake Johnson '20	Lacrosse	Bates College
Tate Fuller '20	Tennis	Carleton College
Stephen Dai '20	Golf	Carnegie Mellon University
Ryan Bridge '20	Soccer	Chapman University
Julian Sanders '20	Baseball	Claremont Mudd Scripps
Jad Gorman '20	Football	Claremont Mudd Scripps
Laurel Ovenell '20	Soccer	Claremont Mudd Scripps
Jack Delafield '20	Tennis	Colorado College
Joe-Joe Richardson '20	Soccer	[PROFESSIONAL] FC Carl Zeiss Jena, Germany
Sophia Copeland '20	Women’s Rowing	Georgetown University
Ryan Swardstrom '20	Lightweight Women's Rowing	Harvard University
Grace Harrington '20	Basketball/Lacrosse	MIT
Kelly Wang '20	Lightweight Women's Rowing	MIT
Yos Wagenmans '20	Squash	MIT
Nathalie Valdman '20	Swimming	Princeton University
Lauren Call '20	Lacrosse	Syracuse University
Kurt Oelschlager '20	Baseball	Williams College
Jack Dickinson '20	Football	Williams College
Max Danenhower '21	Football	Bowdoin College
Owen Ratliff '21	Track/Cross Country	Bowdoin College
Quinn Brannan '21	Baseball	Carleton College
Declan Schwab '21	Football	Carleton College
Max Baldwin '21	Football	Chapman University
Jack Potter '21	Baseball	Claremont Mudd Scripps
Rafael Otero '21	Soccer	Claremont Mudd Scripps
Kevin Hollomon '21	Golf	Colgate University
Youngjoo Lee '21	Rugby	Dartmouth University
Katie Field '21	Lacrosse	DePauw University
Aya Igaki-Meader '21	Tennis	Johns Hopkins University
Ashlyn Ryan '21	Soccer	Macalester College
Amy Tang '21	Swimming	Stanford University
Lauren Rohde '21	Swimming	Swarthmore College
Alena Korobko '21	Beach Volleyball	University of California, Berkeley
Claudia Harnett '21	Track/Cross Country	University of Chicago
Amaya Simoni-Walters '21	Soccer	University of Florida/St. Mary's
Isiah Brown '16	Basketball	[PROFESSIONAL] Frederick Achilles Kaimakliou, Cyprus



2022

September

24 Lakeside Fund Kickoff and Note-Writing Breakfast

October

19 Mark J. Bebie '70 Memorial Lecture: Mona Hanna-Attisha

20 Seattle Area Alumni Reception with Kai Bynum

November

2 Distinguished Alumni Award Assembly: Bruce Bailey '59

19 ROAR auction

23 Upper School Grand Day

December

16 Recent Grad Reunion

2023

January

24 Bay Area Alumni Reception

February

9 Bernie Noe Endowed Lecture on Ethics and Politics: Michael Sandel

16 T.J. Vassar '68 Alumni Diversity Celebration

March

9 Seattle Area Young Alumni Gathering

15 Dan Ayrault Memorial Lecture: Tess Rinearson '11

April

25 New York Area Alumni Reception

June

8 Commencement

9 Reunion



Visit lakesideschool.org/alumni for updates throughout the year. Questions? Please contact the alumni relations office at alumni@lakesideschool.org.

MEET OUR NEW HEAD OF SCHOOL

Join fellow Seattle-area alumni in welcoming Kai Bynum to the Lakeside community at a special reception on **Thursday, Oct. 20**, at the University of Washington's Burke Museum. The evening event will run from 6:30 p.m. until 9 p.m., with time to socialize, ask questions, and meet our new head of school. Save the date — and be on the lookout for more details as the October event approaches!



Photo: Tom Reese

2021-2022
St. Nicholas |
Lakeside
Alumni Board

- Nicholas Stevens '06
President
- Elizabeth Richardson '85 Vigdor
Past President
- Piper Pettersen '03
Activities Chair
- Nate Benjamin '07
Connections Chair
- Ishani Ummat '13
Mission and Governance Chair

MEMBERS

- Sebastian Alfonso '19
- Mirutse Amssalu '13
- Bruce Bailey '59
- Teryn Allen '04 Bench
- Jay Bensal '12
- Evelyn Spence '94 Callahan
- Kate Coxon '01
- Stephanie Saad '94 Cuthbertson
- Asha Dean '98
- Gigi Ryan '80 Gilman
- Joe Hampton '97
- Adam Hinthorne '14
- Erin Kenny '89
- Ric Merrifield '84
- Mark Middaugh '02
- Reid Rader '03
- Nina Smith '76
- Kallin Spiller '17
- Kiet Vo '07
- Sean Whitsitt '05

IN MEMORIAM

LAKE SIDE ALUMNI

Leonard "Leo" Ware '46 • Dec. 19, 2021

Leonard "Leo" Ware, co-founder of the Palo Alto, California, law firm Ware Fletcher & Freidenrich, which later merged with DLA Piper, died at his Palo Alto home with his wife of 62 years, Jeanne, and his dog, Jake, by his side. He was 93.

Ware and John Freidenrich established their firm in 1969 during the early days of Silicon Valley's tech boom, when startups often turned to San Francisco-based practices for legal services. Part of the goal for the two lawyers was to keep those companies at home on the peninsula. The partnership was based on a handshake, Ware told the Palo Alto Weekly during a 2017 interview. Richard Yankwich, a former partner at Ware Fletcher & Freidenrich, recalled, "I remember Leo and John Freidenrich talking about what they wanted to do was build a wall across the Bayshore (Freeway) and get people to stay at home and use their firm." The firm set the standard for legal services to help nascent companies with little cash grow into prominent businesses — from establishing a culture of deferring fees to having attorneys work directly with angel investors to secure financial support. As a result, the law office prospered, growing into a firm with several hundred lawyers representing many startups that turned into notable tech companies.



Ware was born in Everett, Washington, on Jan. 19, 1928, to Dwight Ware and Ruth Hulbert Ware and was raised in Lake Forest Park in northern Seattle. He graduated from the University of Washington and received a J.D. from Syracuse University College of Law. During the early days of his legal career, Ware served as an assistant U.S. attorney in Seattle, prosecuting criminal and civil matters. He moved to San Francisco in 1955 to set up a private civil law practice and then moved to Palo Alto shortly after. In 1958, he met his wife, Jeanne Bailard Ware, whom he married two years later. In 1965, Ware recruited other lawyers to go with him to Mississippi to register Black voters, an experience that reinforced his views on the need for strong enforcement of civil rights laws.

The scope of Ware's work and interest expanded beyond law. Ware

and his wife were among the original 15 shareholders of Embarcadero Media, the parent company of Palo Alto Weekly, The Almanac, and Mountain View Voice. He served on the company's board of directors for 17 years. "Leo loved newspapers and journalism as much as he did the law," said the company's founder, Bill Johnson. "And he had the writing talent to be a reporter or novelist. He was a mentor to me and a constant source of wise business advice and great insights about the community." Ware was a founder and original board member of University National Bank & Trust Co. He was an avid amateur photographer, wine-maker, and fancy poultry breeder. The family's Vanumanutagi Ranch in Morgan Hill, a place once owned by the widow of Robert Louis Stevenson, is a working farm with chickens, pigs, pheasants, peacocks, llamas, and exotic birds, as well as vineyards named after Stevenson's most famous novels.

Ware is survived by his wife, Jeanne; daughters Laura Nethercutt of San Rafael, California, and Pamela Ware of Menlo Park, California; son, Lincoln Ware, of Portland; nine grandchildren and three great-grandchildren. He is preceded in death by his brother Bill Ware and daughter Jennifer Ware.

George Marshall '48 • Jan. 18, 2022

George Henry Marshall went home to the Lord on Jan. 18, 2022. He resided in Palm Desert, California. His sister, Deborah Jones, and parents, George W. Marshall and Margaret Marshall, preceded him in death. He is survived by his loving wife, Marilyn; his three sons, Douglas Marshall (Barb), Jay Marshall (Jeva), and Donald Marshall; his former wife, Joann Marshall; stepdaughter Darcie Creps (Steven); stepsons Todd Savage and Scott Savage; and numerous grandchildren and great-grandchildren.

George grew up in Seattle and graduated from Lakeside School and Stanford University. After serving in the Army, he worked for more than 40 years as a mechanical engineer in the aeronautical industry. George loved refurbishing classic cars and flying remote-control airplanes. He adored his wife, Marilyn, who traveled with him throughout Europe and the United States. Their big love was boating in the San Juan Islands and British Columbia. He will be remembered for his sweet nature, calm demeanor, subtle sense of humor, and love of family. He will always be remembered as intellectually curious and as a lifelong learner. He will be missed by all who knew him.

Theodore Alan Rogers '50 • Nov. 7, 2021

Theodore Alan Rogers passed away in Bellingham, Washington, on Nov. 7, 2021. He was 90 years old. The second son of Dr. Philip M.

IF YOU HAVE A REMEMBRANCE to share about a St. Nicholas or Lakeside alum, email us at alumni@lakesideschool.org or call 206-368-3606. The accompanying tributes are reprints of paid notices or remembrances submitted by family members. All submissions are subject to editing for length and clarity. The submission deadline for the Fall/Winter 2022 issue is Oct. 3, 2022. **Correction:** In our last issue, we noted that Peter Bovingdon was in the class of 1997. He was in the class of 1987. We apologize for the error.

Rogers and Annah B. Wright Rogers, he was born in Seattle on July 24, 1931. He is survived by his son, Kent Rogers of Bellingham, and daughter Candace Rogers Lord of Rye, New Hampshire. Ted had three grandchildren: Ben Rogers, Nick Rogers, and Calvin Lord, along with five step-grandchildren.

Ted grew up in Seattle with an older brother, Phil, who passed away at 90, and is survived by his younger brother, George. Ted's childhood was filled with cutting trees for firewood, fishing trips with his father, and beloved childhood trips to visit his Uncle Nod and Aunt Timmy in Oconomowoc, Wisconsin. Ted attended Lakeside School and graduated in 1950. He graduated from Whitman College in 1954 and received his MBA from New York University. Following graduation, Ted's early work years were at Honeywell; he eventually became a stockbroker.

Ted had a passion for the outdoors and was an avid hiker in the Cascades and the Olympic Mountains. Ted would often organize hikes and adventures, notably the annual skunk cabbage extravaganza, for his friends and family. He was an avid environmentalist.

At Whitman, he met his first wife, Jane Allen Rogers, and the couple had two children, Kent and Candace. The family was raised on Mercer Island, Washington. His second wife, Eileen Rogers, preceded him in death; the two lived in Port Townsend, Tacoma, and later Bellingham, all in Washington, in the final years of his life. He always loved to read and play duplicate bridge, where he obtained the status of Silver Life Master.

Christopher Evans '64 • Feb. 7, 2022

Christopher Evans of Seattle passed peacefully in his home on Feb. 7, 2022. He was born in 1946 in Seattle to his beloved parents, Dr. Ernest and Lorna Evans. Chris graduated from Lakeside and earned degrees from Whittier College and Willamette University College of Law. He served three years in the U.S. Army during the Vietnam War. Chris's adventurous spirit, love of fishing, and B.A. and J.D. degrees launched his career in the Alaska-Seattle seafood industry and later in the development of Seattle community banks. Chris shared in family adventures with boating, skiing, fishing, and special vacations to Maine and Whidbey Island. Chris was never far from home, even as he ventured to Canada, Europe, Australia, Asia, Iceland, Hawaii, and Dutch Harbor, Alaska. You could expect a postcard or maybe a box full of seafood. Chris hosted a good party. He enjoyed gardening, birds, whale watching, and ice cream. He caught many Tyee and cheered his teams. Chris is survived by his sisters, brother-in-law, nieces, nephews, and grandnephews; he is preceded in death by his parents and his brother-in-law.

Chris would be honored by remembrances to Lakeside School, Whittier College (The Christopher Evans Scholarship Fund), Willamette University College of Law, the Awbury Arboretum in Philadelphia, Northwest Harvest, or the Washington Park Arboretum.

Douglas Bayley '64 • Jan. 17, 2022

Douglas Charles Bayley passed away on Jan. 17, 2022, at home on Orcas Island, Washington, surrounded by his loving family. He was a gifted horticulturalist, an enthusiastic painter, and an avid sailor.

Born in Seattle on March 27, 1946, to Frances Stimson and Frank

Bayley, he attended Lakeside, Shoreline Community College, and Colorado College. He was the first curator of the E.B. Dunn Historic Garden Trust and was active on many boards, including Bloedel, Miller, and Gage. In 2015 he received the Denny Award for his involvement in Seattle Parks. Doug co-founded the Volunteer Park Trust, which planted some 25,000 daffodil bulbs in his honor this fall. A memorial is planned for when they bloom. He will be greatly missed by his children, siblings, and many friends.

William Gene Sroufe '68 • Dec. 16, 2021

Bill Sroufe was born in Seattle to William "Bill" John and Jean Louise Sroufe. He spent his childhood in North Seattle and on the beaches of Maury Island. He was a proud graduate of Lakeside School. After high school, he attended a few universities, including Pacific Lutheran University, where he rowed crew; Western Washington University, where he met his future wife of 48 years, Olivia; and the University of Washington, where he ultimately graduated with a business degree in 1973.

Bill and Olivia moved to San Rafael, California, for his first accounting job with the Del Monte Corp. in San Francisco. He joined the tax department at Weyerhaeuser not long after that, moving back to Washington in 1974. Bill officially became a certified public accountant in 1979 and ventured out on his own in 1983, opening his accounting firm in Kent, Washington. Bill's daughter, Rachel, started working with her dad as a teenager and eventually earned her CPA and later joined in ownership of the accounting firm.

Besides Bill's interest in the finance world, he loved family history, real estate, spending time in Ocean Shores, traveling to Palm Springs, California, and the timber industry. The Sroufe family and Olivia's family, the Omoto family, both have a long history in Washington state, dating back to the late 1800s. Bill wanted to reestablish the Sroufe family name in the timber industry. Along with his family and good friends, he had been busy purchasing and rehabbing timber property.

Bill was actively involved in several charitable and community organizations. He was a member of the Juvenile Diabetes Research Foundation, Seattle Children's Hospital Imagine Guild, and the Rotary Club of Kent (noon club). He will be missed both professionally and personally. He has often been described as a "one of a kind" person who will be forever remembered in the hearts of his family and friends. Bill is survived by his wife, Olivia; children Will (Katrina), Rachel, and Daniel; his sisters, Kathy (Dick) and Lesa (Matt); his three grandchildren, William, Harvey, and Lilyauna; and his nephews, nieces, and many cousins.

Stephan Black '75 • Dec. 19, 2021

Stephan Black's partner, Karen Harvey, recalls, "Stephan felt he was drowning in the public school environment as a middle school student. It was his grandparents' gift to educate all three grandchildren at Lakeside School, which turned out to be one of the best things that



ever happened to him. The quality of the Lakeside experience created a seed of appreciation that continued to grow throughout his life. Stephan and I were planning on attending the next reunion, where he looked forward to finally catching up with his classmates.

"Through a Lakeside teacher, Stephan found himself in Kenya after graduation instead of following the traditional college path. He wrote daily journals of his observations and experiences. Stephan's unique writing ability matched his talents as a photographer; he framed his perceptions uniquely.

"Upon his return from Kenya, Stephan enrolled at Grinnell College for a while, only to take off again to follow and join a marimba band that had performed there. This group performed up and down the coast, including at the Monterey Jazz Festival.

"All this time, Stephan felt that there must be some deeper reason to be on this planet. After participating in a wide variety of spiritual paths, he became a Gurdjieff/Ouspensky school member. He moved to Northern California, where he spent most of his life. It was here that Stephan focused on learning to accept himself for who he was and others for who they were and other concepts of the teaching.

"Stephan and his former wife had a son, Michael, who was both a joy and a challenge as he grew. Michael's accidental death in Greece three years ago at the age of 30 was a shock that devastated us all; Stephan's grief was never quite transformed.

"It was on return from our anniversary trip to Bodega Bay in April 2021 that Stephan received news of his diagnosis of acute myeloid leukemia. Stephan, who had never been in a hospital, whose daily routine of supplements, exercise, and organic eating was designed to prevent illness, was now entering a world he was trying to avoid. After various rounds of chemotherapy, it became clear that nothing would cure him. Stephan remained true to his private ways by not sharing his situation. While cleaning out his drawers, his last journal entry was discovered beginning with the words: 'Accept Accept Accept.' It was poignant to read how nobly he was facing his fate."

Stephan is survived by his mother, Irene; sister, Sigrid '79; brother, Martin '77; nephew, Spencer; and Karen Harvey.

Ruth Hartung '77 • Jan. 17, 2022

Our beloved Ruthy — sister, daughter, friend, mentor, and teacher — died at her home in Sedona, Arizona, on Jan. 17, 2022. Ruth Adeline Hartung was born on Nov. 21, 1959, to Frank and Ross Hartung in Seattle. As a young girl, she and her family lived in Afghanistan, where her father taught at the American School in Kabul. They returned in 1969 to Seattle, where Ruth graduated from Lakeside School in 1977. She later earned a BFA degree from Cornish College of the Arts and was awarded an MFA in theater arts from Southern Methodist University. While schooled in the theater, Ruth was a woman of many talents. She was a classically trained pianist, a wonderful cook, an avid gardener, an intrepid world traveler, a creative curriculum designer, and a gifted teacher and facilitator.

In 1997, Ruth opened the first yoga studio in Sedona, and in 2001, she opened 7 Centers Yoga Arts for teacher training. For the next 20 years, her school and yoga center attracted students worldwide. She led over 80 monthlong trainings with a group of talented teachers, in-

tegrating the principles of yoga, Ayurveda, and Jyotish. In partnership with her late mentor and friend, Rama Joyti Vernon, Ruth was associated with the Farashe Yoga Studio in Ramallah, West Bank, where they, along with 7 Centers graduates, offered the first 200-hour Hatha yoga training in Arabic for Palestinian teachers of that discipline. In addition, she co-founded Sedona's Farmers Market and worked passionately with Gardens for Humanity, serving on its board. Most recently, Ruth focused on leading training workshops in conflict resolution as part of Rama's legacy and her peace studies curriculum.

Ruth is preceded in death by her father, Frank Hartung, and cousin Jeff Butterworth. She is survived by her mother, Margaret Ross Hartung, and stepfather, Jack Shryne; sisters Marnie Gustavson (Norm) and Fran Nunes (Michael); aunt, Marion Boyer; nephews Colin Hume (Mercy), Reese Hume, Will Nunes (Lucy), and Joe Nunes; great-niece, Caroline; uncle, Fred Butterworth; cousins Freddie, Dan, and Michael Butterworth.



Raymond Petersen '82 • Sept. 22, 2021

Raymond James Petersen Jr., "Jim," passed away too young, 58, in a private plane accident. Jim was born and raised in Seattle, and later became a longtime resident of Morgan Hill, California. Growing up, he attended Lakeside School, the University of Washington, and then San Jose State University, where he completed his bachelor's in business administration. Jim enjoyed a career that spanned over 30 years as a principal of Rocky Mountain Sheepskin Co. In addition, his leadership in the South County Airport Pilots Association was significant to him.

An avid outdoorsman, Jim loved flying, fishing, and hunting any chance he could get. He will be especially remembered as a loving husband and uncle, always with a sense of mischief and humor. He is survived by his wife of 30 years, Uta; mother, Shirley; sisters Becky (Jim) and Carrie Elin (Craig); brother, David (Sabrina); nephews Dane and Logan; and nieces Jamie, Annika (Josef), Aylin, and Autumn. He was preceded in death by his father, Raymond James Petersen Sr.

Sam Alexander McNutt ’09 • Jan. 7, 2022

Sam McNutt passed away suddenly on Jan. 7, 2022, in New Orleans. Sam grew up in Seattle and attended St. John Catholic School. He graduated from Lakeside School and received an undergraduate degree in philosophy from Wesleyan University and a J.D. from Yale Law School. Sam was brilliant, sometimes cynical, funny, kind, and loved by those he leaves behind. He could and would debate you on any point and usually win. Sam loved his family and friends and often showed great kindness and loyalty to all. He loved to talk about politics, and if you disagreed with him (as was often the case), he would argue with incredibly well-reasoned points. Sam is survived by his parents, Sue Bean and Ken McNutt; grandparents, Bill and Maxine Bean; aunts Gail and Carol Bean; and cousins Shane and Ian Smith. He was preceded in death by grandparents Mary Bean and Clair and Ruth McNutt.

Sam had many interests and traveled widely, including trips to Cambodia, Thailand, and Colombia. He climbed Mount Adams in 2010 with a group of friends, and while he appreciated the accomplishment, he said he “had no plans to do that again.” He loved football, the outdoors, hiking, and camping, and wished to someday come back to the Northwest.

During law school, Sam was a researcher for the Yale Investment Fund. He also worked for Shearman and Sterling in Manhattan, New York, and for the U.S. Attorney General’s Office in Miami.

After law school, Sam clerked for two federal judges: Judge Corey L. Maze of the U.S. District Court of the Northern District of Alabama and Judge E. Grady Jolly of the U.S. Court of Appeals for the Fifth Cir-

cuit in Jackson, Mississippi. Most recently, Sam had joined the Carver Darden law firm in New Orleans. He is gone too soon from us.

FORMER FACULTY AND STAFF

Judith “Judy” Reynolds Brown • March 31, 2022

Judy Brown lived a big life. Her sense of adventure and her idealism fueled something she called “divine discontent,” spurring her on to travel the wide world and live with huge vitality. Judy was born in Seattle in 1930, the youngest of Ruth and Harlan Reynolds’ three children. She attended Roosevelt High School and was active in the University Congregational Church. She attended Denison College in Ohio and then returned to Seattle to complete her bachelor’s degree in English at the University of Washington.

Judy was always a writer and a teacher. Literature and poetry were among her greatest loves. She self-published six books including memoirs, stories about her adventures, and fiction; she had several plays produced; and her poetry appeared in many publications. She helped develop Great Books discussion-style literature programs that were used in Seattle Public Schools and numerous book clubs. There were many years when she actively read books for five book clubs simultaneously. One Seattle women’s book club she helped found still meets today, 40 years later. She taught English for several years at the Lakeside School in Seattle. She always loved her students and the camaraderie of other faculty members.

She was a convinced Quaker whose lifelong career of volunteer service was solidified in the work camps that she first joined as a teenager. She told stories of working in hayfields in Finland with refugees after World War II. She met her future husband Jack Brown during those early workcamps. The couple jumped into post-war



A photo in the 1972 Numidian captured English and drama teacher Eleanor Owen in a pensive moment.

job at Boeing and the family moved to Seattle. Eleanor returned to school in Seattle, earning a bachelor’s degree and a master’s in educational psychology at the University of Washington. In the 1960s and early 1970s, she was a member of the faculty of Seattle’s Lakeside School. Subsequently, she taught in the UW School of Drama, where she served as an associate professor.

In 1978, Eleanor’s life and work took a decisive change. Prompted by her son’s diagnosis of schizophrenia and her resulting awareness of the inadequacies of laws and treatment

protocols pertaining to mental illness, she embarked on what would become a decades-long campaign to improve the lives of people living with psychiatric conditions. The first step in that campaign was her founding of Washington Advocates for the Mentally Ill, which she directed for nearly a quarter century. Under her leadership, WAMI became a critical force in the fight for more enlightened attitudes toward and treatment of those with mental illness.

In 1979 she was among the handful of activists who established the National Alliance for the Mentally Ill, or NAMI, a leading national advocacy organization for the mentally ill. For this and several other accomplishments, Eleanor has been widely respected and copiously honored. She served on the King County Mental Health Advisory Board; as member and president of the Mental Health Association of Washington; as executive committee member of the state Department of Social and Health Services Title XIX Advisory Committee; and as co-founder and member of the Coalition for Insurance Parity, which played an essential role in the fight to compel health insurance companies to cover psychiatric illnesses at parity with other medical conditions.

In 1999, she received a Lifetime Achievement Award at the King County Mental Health Exemplary Service Awards. The following year she was named Outstanding Member Advocate by NAMI and received the Jefferson Award from the Seattle Post-Intelligencer for her work on behalf of the mentally ill. Two years later, King County honored her by proclaiming an “Eleanor Owen Day” to recognize her achievements.

In 2002, Eleanor retired as executive director of Washington Advocates for the Mentally Ill, which had changed its name to NAMI Greater Seattle. During her final decade, she undertook yet another endeavor, writing a memoir of her early years growing up in an immigrant family. Happily, she lived to see her book, “The Gone Room,” published in the last weeks of her life.

Eleanor Owen is survived by her daughter, Susan Owen, of New Orleans; her son John “Jody” Owen Jr., of Seattle; Mildred Starin (age 99) of Newburgh, New York, the last remaining of her eight siblings; her grandniece, Allegra Guarino of Berkeley, California; and more than 100 other nieces, nephews, grandnieces, and grandnephews living across the United States and in Europe. In addition, she leaves a strong community of friends she considered near and dear to her and who return the sentiment.



Former teacher Judy Brown discusses a reading with an English student, mid-1970s.

Photos: Jane Williams Carlson ’60 Archives

28 Days

The season of fists on store walls,
BHM merchandise littering malls,
#BLM tweets, protests in the streets, chanting beats
Speaking preaching seeking teaching
Reaching!

March 1.

Tees folded away,
protesters go their ways,
speeches saved
for another day.

Because February will come next year
right?

But still,
guns are fired,
new blooming dreams —
crushed.

Can you hear the gavel?
It's a new trial.

As we're
slowly
left
in the dust.

More than 28 days,
more than a hashtag,
more than a marketing tactic,
I am Black.

In me are the fighters,
braving gunshots,
getting caught,
nooses with knots,
to start something brighter, kinder.
And what has this brought?

After all the suffering
fleeing killing
bombing beating;
History is still repeating.

Another child is facing
an empty plate,
a bullet wound,
a missing classmate,
a nearing platoon.

Daily lives
of those in the Tigray genocide.
So this fear, this pain
gone on and on and on.
Can it fit into 28 days?
Their losses must be recognized
every every every every
hour day month year.

Because 28 days isn't enough time
for the stories you have yet to hear.

— LAEL GEBREGZIABHER '25



This poem appeared in a special collaboration this past February between the student literary journal Imago and the Black Student Union in honor of Black History Month.



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