

FALL | WINTER 2022

# LAKE SIDE

An Expansive Definition of the Lakeside Classroom







MADE YOU LOOK

**NO MORE CLOWNING AROUND** When Dean Petrich [Lakeside Class of '68] performed his first show as Deano the Clown nearly 50 years ago, he wore a hand-made clown suit, told the story of The Three Little Bears, and pulled a rope from his pocket to the delight of the kids attending a birthday party. At the end, he pocketed \$5 with the epiphany that someone, somewhere, was having a birthday every day. That simple realization — that he could do something he loved on a daily basis — led to a lifelong career of making children giggle.

The juggling, unicycling, balloon-twisting, skydiving, skiing, storytelling clown who speaks multiple languages and plays several instruments hasn't had a chance to slow down much during the past five decades, during which he has performed five to 10 shows every week. That is, until now.

With the looming uncertainty of the COVID-19 pandemic, the South Whidbey clown has hung up his size 20 clown shoes and decided it's time to pull the curtain shut.

— Kira Erickson, from "Unicycling into the Sunset," South Whidbey Record.  
Editor's note: read more about Dean on page 38

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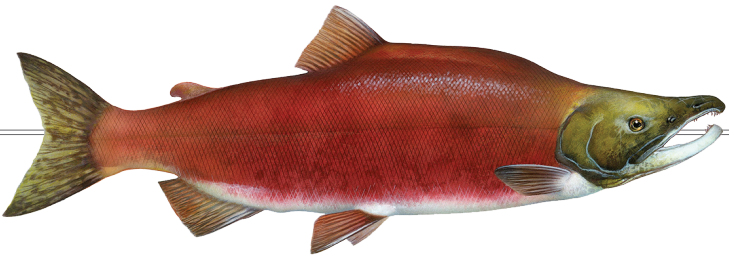
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Photographed aboard the Mukilteo-Clinton ferry "Suquamish" by David Welton



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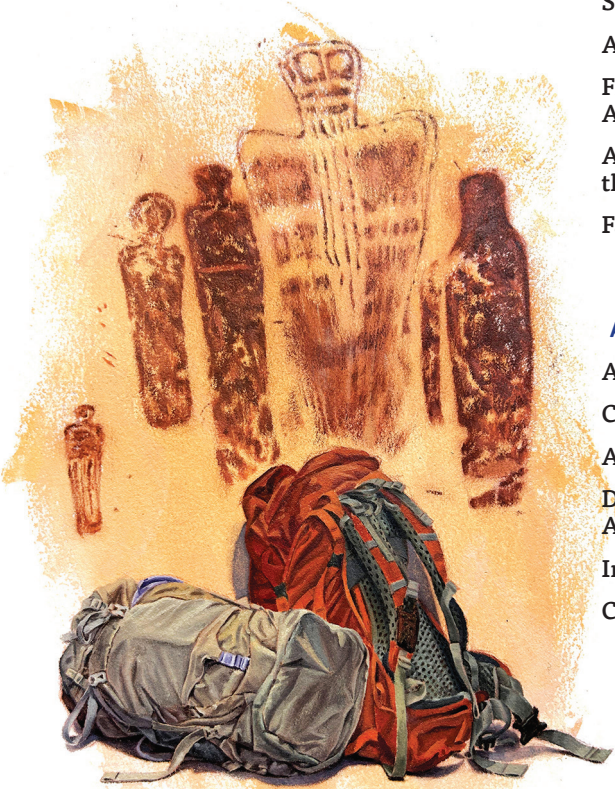
Powerful lessons of learning from beyond the four walls.

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by Chris Carithers '93



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TALK TO US

We welcome your suggestions and letters. Reach us at [magazine@lakesideschool.org](mailto:magazine@lakesideschool.org); via social media; or Lakeside Magazine, 14050 1st Avenue NE, Seattle, WA 98125.

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**On the cover:** Senior leaders strike a pose in Sheik's Canyon, in part of Utah's Grand Gulch Wilderness, April 2022.  
Photograph by Emily Busse.



# Outside the Walls



*"I went to the woods because I wished to live deliberately, to front only the essential facts of life, and see if I could not learn what it had to teach...."*

**WHEN I READ** these lines in Henry David Thoreau's "Walden," I was immediately taken by the notion of the natural world teaching me. Until then, the concept of learning was confined to what happened in classes at my high school. The rest was just life. After I read "Walden," the four walls and ceiling defining my idea of a classroom evaporated, and I began to realize and appreciate the ways in which I was learning from what was happening all around me. As an athlete in high school, I began to see lessons when I traveled across the country and overseas. I became more aware of people's innate beauty, and I learned to appreciate the diverse mosaic of cultures in different corners of the world. I also began to process the lessons on the playing field. I was confronted with the act of balancing success and failure — balancing getting a play right (just as I had practiced) with the depressing and painful reality of incompetence and loss, despite my preparation and good intentions. When my focus returned to what was happening in classes at school, I realized I was engaging in learning differently in those spaces. While reading literature and poetry, I allowed myself to be taken by the involuntary tears and smiles that emerged on my face as I lived through the lives and experiences on the pages. It all began to mean something.

In my convocation address this year, I spoke about how the Olympic Mountains became another classroom for me when I was young. Growing up in Olympia, I was able to spend time in the mountains regularly and, during those wonderfully long days, I learned to be both challenged and inspired by that environment. The raw beauty of nature put my place in this world in perspective, and it placed the uniqueness of my journey in the context of a much bigger world.

The classroom is a space for learning, a space for intrigue, a space to be curious and vulnerable, to be inquisitive, collaborative, and caring. Teachers must have a sense of self-awareness in the classroom, while also practicing the art of listening to others. One of the many things I love about being a teacher is having the opportunity to create and cultivate a learning environment for these things to happen — a space where each student can feel known and



valued, connected and appreciated. With that opportunity, however, we must also understand that what happens inside our physical classrooms is only part of students' educational world. Their lessons will fade away if they are not applied, and their learning will lose its meaning if it is not lived.

At Lakeside, we want to inspire learning in all its forms, and we celebrate the many places that function as classrooms for our kids. ✿

*Kai Bynum* **KAI BYNUM**  
HEAD OF SCHOOL

Illustration: Bryan Chung '24



## Campus Briefs

### A PACKED SCHEDULE

**K**ai Bynum's first three months of the new academic school year were marked by a series of listening and "getting to know you" sessions. In addition to regular meetings and an overnight fall retreat with the board of trustees, the new head of school's calendar included weekly gatherings with student advisories in the Upper School; touch-base meetings with student government leaders and Tatler reporters; Thursdays getting to know students, teachers, and routines at the Middle School; a special spirit night during the fall sports season; visits with local independent school heads; and a Seattle-area alumni reception at the Burke Museum, which was attended by more than 150 alums. If you haven't yet had a chance to view the "Get to Know Kai Bynum" video, you can do that here: [lakesideschool.org/magazine](https://lakesideschool.org/magazine)

### A FULL ROAR

**N**early 500 guests — including a record number of faculty and staff members — attended the annual "ROAR" community celebration and fundraising auction, which took place in November at Fremont Studios. Organized and planned by the Parents and Guardians Association, this year's gala featured a "Future of Us" theme, a cappella performances by the 'Bellas and the 'Fellas, remarks by Kai Bynum and Director of Admissions and Financial Aid Wellesley L. Wilson, the enthusiastic emceeing of Angela Poe Russell P '24, and the customary energy of auctioneer Fred Northup Jr. '91.

### THE "SCHOOLHOUSE"

**T**he decision by Kai Bynum to live in a smaller residence a short distance away from Lakeside has opened up possibilities for new meeting and social spaces in the former heads house on the Upper School campus. The six-bedroom brick building has served as home to Lakeside heads of school since it was constructed in 1931. Now dubbed the "Schoolhouse," this year the newly imagined building will continue to host social and fundraising events while serving as a new gathering spot for student clubs and affinity groups, advisories, and meetings of the Parents and Guardians Association. The longer-term future of the building — including its upstairs rooms — is under discussion.

Continued on page 7



You can't push racism aside.

Our kids see it. **They know it exists.** We can cultivate community by discussing racism, diving into it. Understanding it courageously."

— Bestselling author Tiffany Jewell, whose talk on how to be an antiracist led off the Equity and Inclusion Virtual Speaker Series for the 2022-2023 school year. Lakeside is one of the sponsoring schools for the series, now in its third year. See [lakesideschool.org/dei](https://lakesideschool.org/dei) for more.



## Snippets from the All-Classes Reunion

**ON A WARM, DAMP** June evening, alums from around the country returned for Lakeside's twice-planned and twice-rescheduled centennial celebration. Along with sketchbook artist David O. Smith '04, three current staffers on the Tatler newspaper — Hallie Xu '23, Lucy Kaplan '24, and Lorelei Schwarz '25 — wandered among the gatherers and took notes.

**A large white tent** had been set up on the Quad. Inside it, chandeliers hung from the ceiling while orange lights in the corners created warmth and a jovial atmosphere. Tables and chairs were arranged in neat, round formations, though few of the alumni sat and dined, opting instead to meander through different social circles, rediscovering old bonds and forming new ones. They seemed to relish the opportunity to connect face-to-face after two years of COVID-related cancellations.

**The initial shock** of the number of people able to fit under a 100-foot-long tent was matched only by the dull-roar cacophony of 700 alumni voices. The lively crowd resisted multiple attempts to quiet. If mildly frustrating for the night's speakers, everyone seemed to be in high spirits.

**Throughout the evening**, small groups wandered away from the tent and trailed into The Paul G. Allen Athletics Center for class pictures — and to find their names on the wall of senior bricks. Bill Holt '79, who initiated the senior brick tradition in 1979 as a way to memorialize every Lakeside class, was back for the reunion. I overheard someone refer to him as “the cool brick guy.”

### Overheard elsewhere:

“Back then, Tatler only had one big picture on its covers because the writing wasn't that good.”

“For our senior prank, we stole the headmaster's cat and dyed it blue.”

“Football has never been the thing.”

**The night was most significant**, perhaps, for the returning members of the Class of 1972. It had been 50 years since most of them had returned to campus. Henri Pierre '72 eagerly awaited his class picture, conversing with Tom Clark '80 in the doorway of the athletics center. In one hand, Henri held a drink, in the other, a photograph of Tom's older brother, Trip Clark, a classmate from the Class of '72. He wasn't able to attend



the reunion, but Henri still wanted him in the photograph. “This reunion is a historic moment!” Henri said.

“I wasn't even going to come,” said Tom.

**Bob Alexander '48** was the oldest alum attending the event. He heartily held down the conversation at his table, sharing wide-ranging memories of the old baseball diamond, skiing with friends on the ski team, the school's rifle range, and a history teacher he was especially fond of. He hadn't heard back from the classmates he reached out to, but he reconnected here with close friends from the classes of '51 and '52.

**Jennifer Millman '11 Higgins and Sophie Revere '11** recalled fond cross-country memories. (Running to Green Lake for ice cream and getting lost. Sexy ponchos.) The pair's moms had graduated years earlier as best friends, as well. Sophie's mom, Sally Revere '79, is the longtime head of Lakeside's running program.

**Gabriella Best '22 and Tanvi Gana '22** were among the youngest alumni at the event. They spent their first day as Lakeside alums with smiles and enjoyment, but also dis-

belief. “It's waking up thinking, *Huh, I'm not gonna eat lunch in the Bliss Spanish classroom anymore,*” said Gabby.

**Bernie Noe**, making his final public remarks as Lakeside's head of school, told the alumni that they were the “hallmark of this institution....” “I love you all,” he said. Nearby, Bruce Bailey '59, who has seen six heads of school come and go in his time, commented, “Kai Bynum has big shoes to fill.”

**Inside the WCC**, a handful of very serious 2020 graduates took turns removing and adding wooden blocks to a massive Jenga tower precariously stacked halfway to the ceiling. In a fine demonstration of unstructured problem-solving, one of them began using a hammer to lightly tap the blocks to get them unstuck. Another protested, “Is that even allowed?” The first replied, “Who cares if it's allowed? It's Giant Jenga! There are no rules!”

**On a wall nearby**, in a nod to the 75-year difference between the oldest and youngest reunion attendants, was a single prompt: “A slang word I learned from the kids...” Responses included “sus,” “facts!” “sauce,” “fire,” and “down-bad,” the last of which was clearly written by a classic Lakeside

overachiever, as the responder also provided clarification: “As in Romeo is down-bad for Juliet.”

**By 9 o'clock**, the crowd had thinned significantly, yet the noise level remained the same. Those who remained were still going strong, reconnecting with old friends and helping themselves to complimentary tapas, bite-sized desserts, wine, and beer. I found myself standing to the side, flipping through my hasty notes. Everyone I talked to had a story worth sharing. I didn't know how to make sense of the pages. Then I noticed I had written nearly the same notes for several interviewees. When asked what their favorite memories of Lakeside were, they had all thought back to warm spring days on the Quad, in the rare moments where they'd been free of responsibility.

**It felt strange** to be surrounded by a crowd of people I'd never met before and feel something in common with every one of them. At that moment, I finally understood the connection. It makes no difference how different our life experiences are, no matter our graduation year or what this school meant — or means — to us. The memories we share as Lakesiders bridge the gaps between us all. 🌟





# THE CARETAKERS



**IT'S NO ACCIDENT** that Lakeside's campuses are very nearly picture-perfect. Our maintenance and facilities team has a combined 163 years of experience looking after the place (along with maintaining a boathouse in Kenmore and a fleet of rental houses in the neighborhood for faculty and staff). All that institutional knowledge has been supported over the years by an extraordinary breadth of off-campus training, courses, and certificate instruction, from irrigation systems and pest control to fire safety and locksmithing. The team includes skilled arborists, electricians, backhoe operators, painters, and carpenters. (Even the "Harkness" conference tables in the Upper School classrooms were built on-site, a tradition started decades ago by veteran foreman Chuck Forsman.) Students might recognize Clayton Christy, who doubles as a photographer for the athletics department, and alumni of a certain age will remember maintenance foreman Rob Burgess from his years teaching in Lakeside's theater department. For the most part, though, the daily operations of the department are behind the scenes — even if the work itself is highly visible to anyone who comes on campus.

Shown here, along with dates of their hiring, from left: Mike McGlaulin (1994), Director of Facilities Dan Dawkins (2008), Clayton Christy (1995), Armando Serrano (2016), Rob Burgess (1978), Charlie McGlaulin (2000), CJ Jatabarry (2015), and Henry Romero Blanco (2015). Missing: David Sweeten (2020), Solomona Gebremariam (2019), and Garret Ramstead (2019).

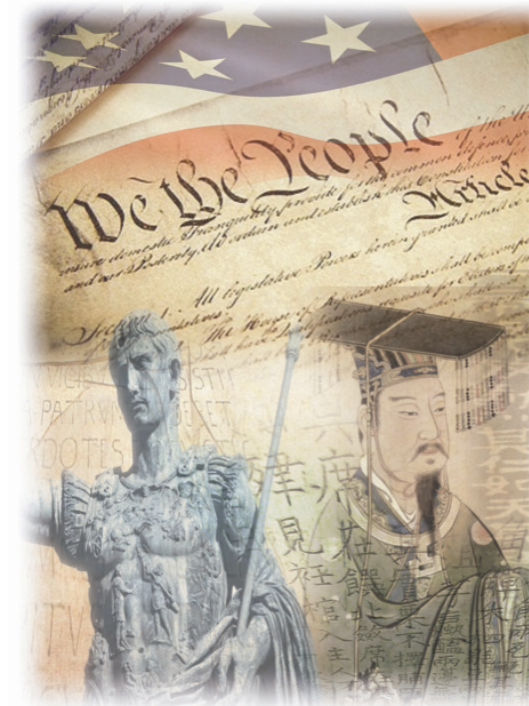
Photographed on the Upper School campus on Aug. 3, 2022, by Katie M. Simmons.

## SYLLABUS

### H417 Ancient Empires: Rome and Han compared

**I WAS EXCITED** to bring this course to Lakeside because I want to give students an appreciation for the influence the ancient world continues to have on our world today. The stories of the Roman and Han Empires kick off our exploration of the course. For Rome, we read about Romulus and Remus, the Sabine Women, Lucretia, and Aeneas. For China, we read about the sage kings, Yao and Shun, "The Grand Model" presented to King Wu, and the Duke of Zhou. We examine these texts to both understand how Rome and China defined good leadership and to also consider the idea that Rome and China serve as foundation stories for us today. These empires had a profound impact on our understanding of what makes a stable, just, and legitimate government.

As a comparative Rome/Han approach has gained popularity as a field of history, a few anthologies covering a range of topics have been published: "Conceiving the Empire: China and Rome Compared" (ed. Mutschler and Mittag), "Rome and China: Comparative Perspectives on the Ancient World," and "State Power in Ancient China and Rome" (both ed. Scheidel). Of particular interest for discussing good governance is a Rome and China section in Karen Turner's "Law and Punishment in the Formation of Empire." This chapter offers an in-depth look at philosophers from the Legalist, Confucian, and Stoic schools and their discussions surrounding the laws limiting imperial excess, the protections available to common



people, and the codification of law, as well as the legacies of these legal systems. Pairing this reading with articles about Amy Coney Barrett describing herself as an "originalist" and Ketanji Brown Jackson's argument that the 14th Amendment was framed "in a race-conscious way" allows us to compare ancient philosophical ideas to current debates surrounding the interpretation of the U.S. Constitution and our own laws.

Questions about legitimate leadership and how laws function within and for a given society are a couple of the perennial questions of history. By examining the works of the philosophers from these early empires, perhaps we can more deeply understand the nuance and complexity of these foundational issues and better appreciate the importance of studying the ancient world.

— Emily Pace, Upper School history teacher

## CAMPUS BRIEFS

continued from page 3

### WRITING AID

**A**s the importance of college essays has grown, Lakeside's college counseling office has evolved to ensure that students are receiving top-notch support. In 2018, the team added a part-time essay specialist, Catharine Jacobsen. This year, the office has evolved again: its newest full-time counselor, Bonnie Singh, is also a writing specialist.

### A CALL FOR FEEDBACK

**L**akeside has begun to lay the groundwork for a strategic plan. The process is anticipated to last around 18 months and result in a plan that will guide the school's efforts over the next several years. This will be the first time that Lakeside has participated in a holistic strategic planning process since 2004. "We have a special opportunity at Lakeside; it's very rare, places that have the potential to do what we can do," said Head of School Kai Bynum. A key goal of the process will be to align the community's vision, ideas, and efforts in the same direction so that Lakeside can fully realize its potential.

Alumni feedback will be an important part of the planning process. We want to learn what alumni think about Lakeside, receive honest feedback about their experiences, and understand how the school can work with alumni throughout their lives. Lakeside will email a survey in January to all alumni for whom we have email addresses, and will conduct a series of targeted listening sessions. If we don't have your email address, send it to us at [alumni@lakesideschool.org](mailto:alumni@lakesideschool.org) so you can receive the survey. And spread the word to classmates and others in the Lakeside community — we want to hear from as many alumni as possible!





# Three More Metro Championships, and More

**THE FALL SPORTS SEASON** was filled with highlights and successes — including championships that have become routine but no less savored. At the end of October, the **Girls Swim & Dive** team capped an undefeated season by winning its 11th consecutive Metro championship, with a decisive team win at the Snohomish Aquatic Center in which Lakeside swimmers set three Metro championship meet records.

The team took third place overall at the district championships, where Ella Joblonski '25 broke a district meet record with her victory in the 100-meter Fly. She went on to capture the same event with a state-record time at the Division 3A state meet in Federal Way. Lakeside swimmers placed fourth out of 30 schools at the state championships.

Following an early-September tune-up at an elite, invitation-only tournament in Las Vegas, **Girls Volleyball** didn't lose a single match or set in league play on the way to its third straight Metro League championship. They easily advanced from the district tournament in November, co-hosted by Lakeside. At the Yakima Valley Sun-Dome, the girls swept Lake Washington, Mt. Spokane, and then Mead for the state title.

**Girls Soccer** turned in another dominant performance following last year's 3A state championship. It justified its #1 seed in the Metro League tournament with three consecutive shutouts, including a 1-0 victory over Roosevelt High School in the championship game. The Lions returned to the state tournament, where they advanced to the quarter-finals before losing to University Prep in overtime, 2-1.

**Lakeside Cross Country** runners finished 10th (boys) and 12th (girls) overall at the Metro championship meet, qualifying five runners for district-level competition. Three runners — Megan Kolenski '23, Drew Kolenski '25, and Reese Visaya '23 — competed at the state meet on the Sun Willows Golf Course in Pasco, finishing 22nd, 70th, and 87th, respectively.

The final rounds of **Golf** ended at the Metro championships, where the girls finished eighth and qualified four golfers for the district tournament in the spring, including fourth-place finisher Liz Christensen '24. On the boys side, Ky Choi '23 finished 14th and was the lone golfer to represent Lakeside in the boys district competition.

**Boys Ultimate** posted an undefeated regular season but lost a close contest to Northwest (12-8) in the quarterfinals of the state tournament, played on the Bobby Morris playfield in Capitol Hill.

The various boats on boys and girls **Crew** had strong showings in three regattas this fall: at the "Tail of the Lake" and "Head of the Lake" regattas on Lake Washington and in the Portland Fall Classic on Vancouver Lake in Vancouver, Washington.

Finally, a young, improving **Football** team won four of its last five games on its way to a 5-5 season. Highlights included a 39-7 victory over Nathan Hale and a 20-13 win over Mercer Island. With an overall team GPA of 3.65, the Lions also were named the state's class 3A academic state champions for the second year in a row.

Collages by Mike Lengel

# WHERE THE LIONS PLAY



Many of the 25 varsity teams representing Lakeside's Upper School host competitions and hold practices at facilities across the city. The multiple locations strengthen the school's connection to the greater Seattle community — and testify to the commitment of Lakeside's student-athletes.

FOLLOW US @LakesideLions  
LEARN MORE [lakesideschool.org/athletics](https://lakesideschool.org/athletics)



# Drama at Lakeside (A Revue)

**L**AST SPRING, I had the pleasure of recording an oral history interview with Al Snapp, who was hired at Lakeside in 1979 to manage the new St. Nicholas Hall theater, direct plays, and contribute design and sets to all productions, as well as teach history. Snapp directed the arts department from 1984 until 2015. He taught theater courses, migrated yearbook creation to digital tools, and developed the school's first digital media class. Early this fall he visited me in the archives, sporting his familiar fedora, eager to discuss something he had been thinking about since his retirement in June 2021: creating a "drama archive where alums can see each year the plays and musicals performed at Lakeside and access the programs for those shows."

I set to work. And in true archivist fashion, I got curious about the origins of drama at the school. It turns out that drama has been a part of Lakeside since the 1920s. In 1922 the Dramatics Club articulated a lofty goal: to promote a "taste for wholesome plays and for the drama, rather than moving pictures." Students put on five productions that year, one of them en français. Under the direction of Helen Taylor Bush (who later founded The Bush School on the site of Lakeside's old campus in Madison Park), "Le Surprise d'Isadore" was performed start to finish in French.

Tatler newspapers in the 1930s faithfully mentioned the annual Lower School Christmas play ("The Doubting Shepard" was a popular one). Lakeside was never a religious institution, but an undercurrent of Christianity permeated school life at the time. On occasion, students were the playwrights and the directors: in 1939, Hazard Adams '43 wrote and directed a play for the Lower School drama club called "An Incident in the Life of the King of Hearts." Hazard's fa-

ther, headmaster Robert Adams, was a poet and writer himself, and at one time had been a drama teacher.

In 1942, Lakeside boys collaborated for the first time with Bush School girls on a coed production, a performance of "What A Life," which had premiered on Broadway in 1938. A few years later, a Tatler review commended the small but dedicated drama crew for continuing to put together such successful performances. It's likely that some resources were hard to come by during the war, but Tatler was a big fan: "This club deserves the thanks and congratulations of the whole school for the contribution they are making to school life." One contributor was Bill Anderson '46 (later stage name: Adam West, of 1960s "Batman" fame), who did some of his earliest performing with Lakeside's drama club.

Early on, members of the faculty who taught English or history oversaw drama club productions, but in 1954, Phyllis Taylor, wife of English teacher George Taylor, was hired specifically for that role. Taylor was the second female faculty member employed at what was then a boys-only school. (Janet Eiseman, librarian, was the first.) During most of Taylor's time, the drama club put on just one major production each year. Drama was not yet viewed as an essential part of a Lakeside education.

The role of the arts changed in the 1960s. Upon his retirement at the end of the decade, headmaster Dexter K. Strong looked back with pride on how much the arts programs had expanded during his long tenure. Drama had just been added to the year-round curriculum.

Courses comprised improvisation, pantomime, characterization exercises, and one-act plays.

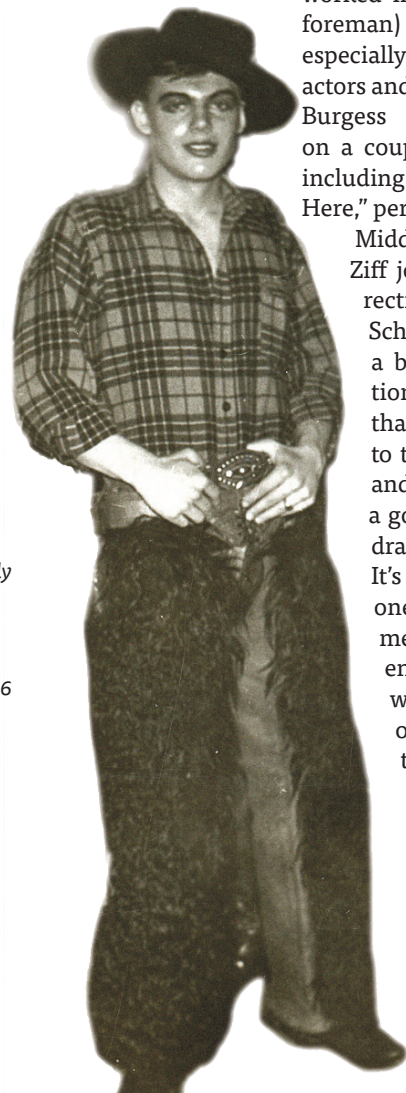
By 1971, the year Lakeside merged with St. Nicholas and created a Middle School, more arts electives were offered than ever before. The list from one of that year's news bulletins included tonal harmony, composition analysis, baroque music, ethnomusicology, glee club, brass choir, ceramics, sculpture, woodcraft, architecture, graphics, painting, cinema, and drama. A tradition was born with the 8th grade production of "Horton Hatches the Egg," directed by teacher Eleanor Owen as a part of the Middle School Arts Festival. The 8th grade musical continues to be an annual celebration of dramatic and musical talent at Lakeside.

The summer of '72 saw a much needed renovation of McKay Chapel, during which the original pews were removed and a lighting grid was added, a huge improvement for music and drama performances in a building that hadn't been updated since its construction in 1950. What the school really needed, however, was a bigger space to accommodate a student population that had ballooned with the merger. After years of planning, work began on a new arts center, and St. Nicholas Hall was dedicated in 1979.

Bill Anderson '46 went on from Lakeside to Gotham City and Batman fame.



Above: Drama programs going back to the school's early days are being digitized for the archives. Right: Bill Anderson '46 on stage during a school play in 1946.



Al Snapp witnessed the first drama performance in the new building: "One Flew Over the Cuckoo's Nest." The next school year saw the first full season of plays in St. Nick, including: "A Thousand Clowns," "Deadwood Dick," "The Sea," and a musical, "The Boyfriend," directed by Linda Hartzell, who later left Lakeside to become artistic director at Seattle Children's Theater.

Just as the physical performance space had expanded, so did the drama program's course offerings. The number of plays grew from one or two to

as many as five per year. A curriculum guide from the 1980s advertised year-long theater arts courses, including an introductory course, drama (emphasizing development of techniques), theater production, and an advanced acting course.

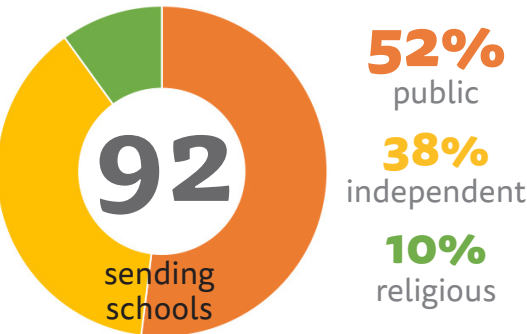
Hartzell started a program that gave senior drama students the opportunity and space to direct their own original short plays, a valuable (and unusual) experience for high school students. To promote original works, Snapp and Hartzell together created an original musical, based on a children's story, called "The Geranium on the Window-sill Just Died but Teacher You Went Right On," performed in 1982. Seattle stage actor Rob Burgess, who has worked in maintenance (and now is foreman) at Lakeside since 1978, was especially adept at choosing student actors and fitting those actors to plays. Burgess and students collaborated on a couple of original productions, including "Pieceful: The View From Here," performed in 1993.

Middle School teacher Margery Ziff joined Marcia Mullins in directing as many as three Middle School shows per year. Ziff was a big proponent of improvisation and developed a course that allowed students access to the emotional aspects of life and people. Improv courses are a good study in how essential a drama program is for a school. It's a practice in getting over one's inhibitions, an environment where new and different ideas are given a chance, where students are allowed to open themselves up to rejection — from fellow students or from an audience — and understand its value as a part of the learning process. Drama, more generally, is

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154 new students enrolled



29 languages spoken

15 dual or foreign citizenships

9 alum children

47 zip codes represented



- 29% White/European American
- 26% Asian/Asian American
- 19% Multiracial
- 18% Hispanic/Latinx
- 14% Black/African American
- 10% Decline to answer
- 2% Middle Eastern/American



COLLEGE ADMISSIONS

Average Number of College Applications Submitted Per Student

|              |      |
|--------------|------|
| Class of '22 | 13.8 |
| Class of '21 | 12.3 |
| Class of '20 | 11.9 |
| Class of '19 | 11.2 |
| Class of '18 | 10.8 |
| Class of '17 | 10.7 |
| Class of '16 | 10.2 |

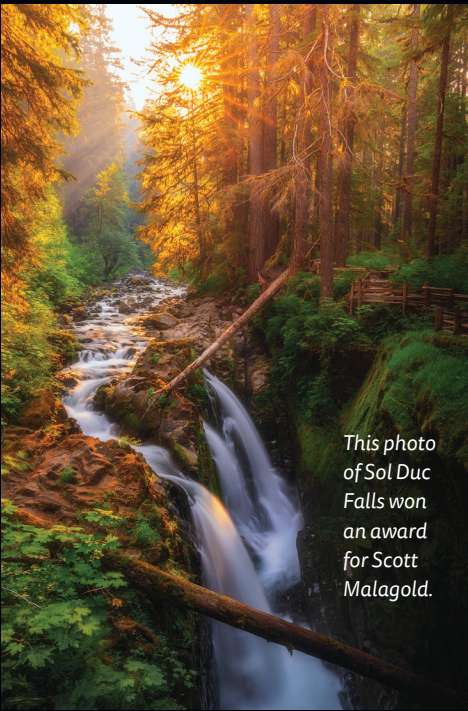
Last year, Lakeside seniors submitted a record number of applications, resulting in the largest average increase in one year in the past decade. A quarter of seniors submitted 17 or more applications. (Not including students admitted to their top-choice institutions through Early Decision.) Given colleges' growing selectivity, students feel they need to cast wider nets, increasing the workload of both students and the college counseling team. The Class of 2022 applied to 199 different colleges and universities, and accepted admission at 64. The University of Washington enrolled the largest number of our graduates (19), the highest admittances at UW in over a decade.

PRIME NUMBERS

FACULTY & STAFF NOTES

News and sightings from outside the classroom

Upper School history teacher **James Nau** was selected as the 2022 Washington History Teacher of the Year by the Gilder Lehrman Institute of American History. In September, Nau was announced as one of 10 finalists for the nationwide honor. • A luminous photo submitted by Middle School history teacher **Scott Malagold** received a 2021 prize in the National Park Foundation's Share the Experience photo contest. The image, of Sol Duc Falls in the Olympic National Park, was top pick in the category "Scenic, Seasons, and Landscapes." You can see more of his landscape photography on Instagram @soysizzle. • A number of Lakeside staff and faculty have appeared on area stages in recent months. Middle School counselor **Tori Force** performed last spring with the Bellevue Chamber Choir during the choir's annual music-and-words International Poetry Extravaganza. In July, music teacher **Erica Johansen** played in a string quartet alongside singer-songwriter Zan Fiskum at The Triple Door. **Heather Butler**, assistant director of technology and coordinator of the Middle School's maker space, performed original pieces in this year's Earshot Jazz Festival with her trio, Kin of the Moon. • Last July, in the return of the annual Seattle-to-Portland bike ride, payroll manager **Derrick Godornes** ran into fellow Lakeside riders **Zach Shiner** (Upper School math teacher) and Kat Yorks (Upper School English teacher) at the St. Helens rest stop, where they took a breather and posed for a group photo before going on to complete the two-day, 203-mile ride. • In October, Lakeside Director of Equity and Inclusion **Debbie Bensadon** was a featured speaker at the "Latinx Rise Up" event sponsored by the Samuel E. Kelly Ethnic Cultural Center at the University of Washington. She outlined approaches and strategies for supporting Latinx and diverse students in higher education. • Also in October, concert band director **Nse Ekpo** was selected to participate in an international orchestral conducting master class in Berlin, Germany. Participants came from the Dominican Republic, Panama, Argentina, the Czech Republic, China, Greece, Germany, and the United Kingdom.



This photo of Sol Duc Falls won an award for Scott Malagold.

Yorks, Godornes, and Shiner are all smiles during the 2022 STP bike ride.



FROM THE ARCHIVES

Continued from page 11

also a training ground for collaboration, one of the most valued skills for a young person to have when entering adulthood. Middle schoolers who had taken improv courses were better able to thrive in the Upper School's program.

The drama program also offered students glimpses of what life was like outside of school. The Upper School drama department, for many years, hosted a playwright-in-residence, a professional in the field who actively worked and produced plays in the Seattle area. This program led to a collaboration between Lakeside and ACT Theatre. The Young Playwrights Program was co-created by Snapp, Hartzell, and Mark Sheppard.

When Sheppard passed away, Lakeside hired Alban Dennis, who continued to develop the ACT playwriting partnership. Although the partnership recently ended, Lakeside has continued its own version with the fall public presentation now called New Works, which today includes Middle School drama teacher (and alum from the Class of '06) Jenny Estill's 8th grade original pieces. Dennis created another innovative drama program, Circus!, in which student directors choose a script, cast it with students in the drama program, and direct the performances. In recent years, the scripts have been chosen from those written by Drama IV students. The department's offerings have evolved quite a bit since the early days, but the continued presence of drama at the school indicates its enduring value.

The list of past directors in the Middle and Upper schools is long, as are the lists of participants in each production. Luckily, the archives has a decent collection of drama programs dating back to the late 1970s, thanks, in large part, to generous alums and former faculty. If there are holes in the collection, it's often possible to find short write-ups and even lists of performers in back issues of the Tatler.

Snapp's visit got me working on digitizing programs, inventorying the collection of performance recordings, and migrating some of those (on VHS tapes) to an accessible format for viewing. It's a work in progress, but one that's right in line with the archives' mission. I'm sure there are more pieces of the dramatic puzzle out there. If you have a Lakeside drama program from years past, or a home video of a Lakeside drama performance, please consider sending it our way. As soon as we have our drama archive up and running, we'll send out a link. Please stay tuned!

Leslie Schuyler, archivist of the Jane Carlson Williams '60 Archives. Visit the archives: [lakesideschool.org/about-us/history-archives](https://lakesideschool.org/about-us/history-archives)



Students get a new perspective beneath "Kachina" in Natural Bridges National Monument. To see a Utah slide show: [lakesideschool.org/magazine](http://lakesideschool.org/magazine)

# An Expansive Definition of the Lakeside Classroom

**L**AKESIDE HAS LONG HELD AN UNUSUALLY BROAD VIEW of the classroom it provides its students. This past spring, a new elective further expanded the definition. H478, "Leadership in the Modern Era," open only to seniors, explored the concept of leadership through the context of the outdoors. In class readings and from guest speakers, students learned about leadership styles and traits, group dynamics, objective risk assessment, and trip logistics and planning. They spent two weeks backpacking in the Utah wilderness. The culminating experience — leading the four-day 7th grade outdoor trips in late May on the Olympic Peninsula and at Lake Chelan — gave the seniors the opportunity to put their knowledge and experience into practice.

This special section begins with excerpts from that class's final written assessments.

The new leadership course is just one example of how the school prepares students with the competencies and mindsets that will enable them to play an active and positive role in a fast-changing world. On outdoor trips and service learning projects, in national math exams and local labs, on athletics fields and the performance stage, Lakeside students learn powerful lessons of responsibility. Of taking risk. Of actions that have consequences. Of engaging with community — and with experts. They learn what it means to be a part of a team and what it takes to be a leader.

On the following pages: a glimpse into the far-flung corners of the modern Lakeside classroom and the lessons learned there, in 12 parts.

Photo: Emily Busse





## LEADERSHIP IN THE MODERN ERA

*Seventh-graders, on the trail near Lake Chelan, were guided by seniors fresh off a class on leadership in the outdoors.*

**E**ACH DAY of our second week in Utah, a different pair of students led the trip. Necessary tasks differed day to day, given factors including terrain, mileage, and morale. As a member of the first pair to lead, I was responsible for getting the group from our restock site to a camp nine miles down the trail. From organizing and packing supplies to scouting a water source to maintaining good humor among the group, I found myself constantly adapting my leadership as the day unfolded. To ensure the efficiency of the morning, I delegated clear tasks, asserting myself authoritatively. Once on the trail, I could step back and give the group less guidance and more autonomy. In each situation, appropriate leadership looked different.

Before the trip, we had been introduced to the concept of “situational leadership,” the ability of a leader to have the flexibility and range of skills to vary tactics as circumstances changed, depending on the needs and motivation of subordinates. We talked

about situations when we could give group members more rope and when we would need to hold them on a shorter length. Situational leadership requires constant awareness and adaptation on the part of the leader.

No two leadership pursuits are the same. Running across Patagonia with a team of professional athletes requires different leadership than backpacking through Utah as a group of high school students. However, fundamental leadership values are intrinsic to any leader’s persona. The “Leadership Styles” theory graphically illustrates a leader’s motivations using two variables: concern for results and concern for people. In the backcountry, to avoid catastrophe, a leader’s values must place concern for people higher than concern for results. Jon Krakauer’s narrative in his book “Into Thin Air” describes how guides Scott Fischer and Rob Hall sacrificed their concern for the health and safety of their clients to their concern for getting them to Everest’s summit. They ignored their own set boundaries, and the price paid was 10 lives.

Had their values been different, a different outcome may have occurred. Tom Vogl, CEO of The Mountaineers, echoed this message when he came to speak with our class.

While our definitions of leadership include clauses about calculated risk, this is different. All physical outdoor activities have dangerous components. It’s how those aspects of sport and adventure are approached that reflects a leader’s values. In the backcountry, while varying degrees of risk must always be considered, and leadership tactics necessarily be altered from situation to situation, underlying leadership values must remain secure: valuing people over outcomes.

— Anne Elise Bradford ’22

**T**HE CONCEPT that lingers foremost in my mind is “servant leadership.” We touched on this with our discussion of a scene from the movie “Patton,” in which Gen. George Patton addresses his troops with a rousing motivation-

ing speech. What stood out to me then were the sustained, close-up shots of Patton’s chest and the many medals he had earned through rank and military service. In our class discussion, we surmised that this was done to demonstrate to Patton’s men that their general was willing to take the same risks he asked them to take. He was proving through action (or in this case, symbols of past action) that he was as invested as they must all be in order to win the war.

The power of servant leadership struck me when I led a group of 7th graders at Lake Chelan. For many of the students, it was their first backpacking experience. Kids hesitated. They complained about carrying heavy backpacks. They questioned the necessity of purifying water and cleaning dishes. As a fellow Lakeside student and someone they saw more as a peer and role model, I had a direct opportunity to practice servant leadership. If the teachers did something, the kids could write it off as simply adults doing their jobs and being the model citizens that teachers are supposed to be. But when I did something, it sent a message of importance to the group and encouraged them to do the same. I could sway the group in positive ways by modeling the behavior I wished to see. I put my backpack on safely via my knee and unpacked my food bag at every lunch spot, habitually and in full view of the group, so that they would see that those are things required of a responsible backpacker. When the kids were slow to help with group tasks, I found that including myself in the job rather than simply delegat-

ing made them far more eager to help out. What I drew from our classroom discussions and our outdoor trips was that servant leadership sets a “we’re all in this together” atmosphere that is extremely powerful at motivating the reluctant.

— Dain Driscoll ’22

**I**HAD AN AMAZING moment of understanding as a co-leader on the 7th grade trip to the Ozette Triangle on the Olympic Peninsula. I remembered what it was like to be on an outdoor trip when I was in middle school — it felt like the training wheels were still on. Everything felt very calculated to go as planned, and that there wasn’t a lot of room for adventure. Now, as a trip leader myself, I found myself telling the kids in my group, “Don’t climb that.” “Don’t walk over there.” “Don’t pick that up.” “Put the crab down.” This was a very foreign position to be in.

I appreciated how, during our Utah trip a few weeks earlier, we were allowed to explore and be exponentially more adventurous than we had been when we were in 7th grade. But now I understood why these precautions are put in place. As a leader, I felt an immense sense of pressure and responsibility for the group. I represented my teachers, my school, and my family. I kept telling myself that this was the first real backpacking trip that most of these kids had ever been on. I felt a responsibility to them to make the trip fun — but also safe.

At some point, I thought back to when Carmen Best, former Seattle

chief of police, spoke to our class about the responsibility of leadership. I can’t even imagine how stressful it must have been leading an entire police department in a major city. It was stressful enough for me to lead nine kids for three days.

— Stavros Panos ’22

**G**UIDE THINKING. That’s what Dain called it at the end of the 7th grade outdoor trip when he gave me feedback about how I’d done as a senior leader. He said I was “thinking like a guide,” which he defined as looking ahead to see what needs to be done, knowing what needs to get done, and making it happen. That all fit with a lot of what I had been mulling over this past semester.

The words “vision” and “visionary” came up a lot in this class. Bernie Noe talked to us about three types of school heads: the affables, the pragmatists, and the visionaries. The visionaries, clearly the ideal of the three, become the great heads of their time because they turn an institution on its head and launch new programs. A Harvard Business Review article by Abraham Zaleznik prized visionary leaders over simple managers, people who shape ideas instead of responding to them. Kirkpatrick and Locke’s 1991 paper “Leadership: Do Traits Matter?” had a field day with visionary leaders and their drive, ambition, charisma, energy, tenacity, perseverance, and self-confidence.

Reflecting on our trip experience, though, “guide thinking” didn’t seem to me like an opposite or alternate form of visionary leadership — rather it was a necessary part of it.

I’m thinking specifically about the day on the trip that an absolute downpour cut our planned distance short by 4 miles, and we set up camp to warm up some concerningly soaked and cold kids. I could have been thinking about this moment on a high level: trying to get these students into the outdoors, to appreciate nature,



*Among the seniors’ duties: paying attention to the group dynamics on their trips.*



LEADERSHIP IN THE MODERN ERA  
Continued from page 19

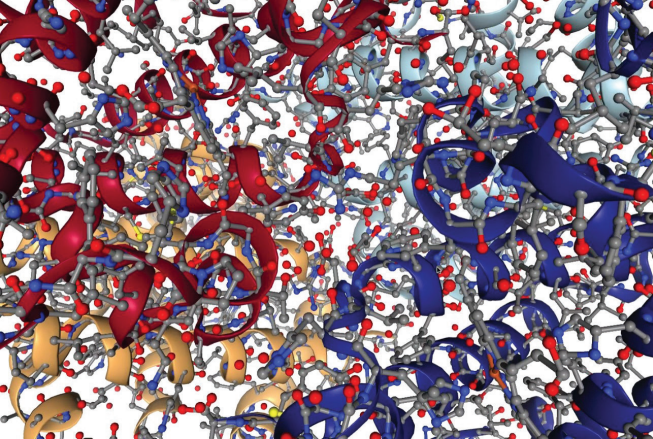
to develop some of those competencies and mindsets through solos and navigating together. I could have been thinking, “Oh God, the kids are miserable. What can I do to keep this experience at least still somewhat positive for them?” And yet, in that moment, I remember stepping back, watching the kids coming together, working together, thinking critically and independently, exercising unconventional problem-solving, taking initiative. They saw that gear had to be moved from our lunch spot to our campsite, and they did it; they saw the need to fetch and boil water for the hot drinks, so they got it; they looked after the coldest students under the tarp, shared coats, fetched new rounds of hot drinks, and thought up using bowls of warm water to comfort cold hands (regardless of whether that was the best idea, it was original and executed well); and they never failed to ask how else they could help. They showed grit and perseverance and compassion in some quite difficult conditions.

Simply letting them find their own way was fulfilling the greater vision of the outdoor trip, of what experiential education is supposed to do for students. That, in turn, supported the even greater vision of the school and its pivot to emphasize the development of competencies and mindsets.

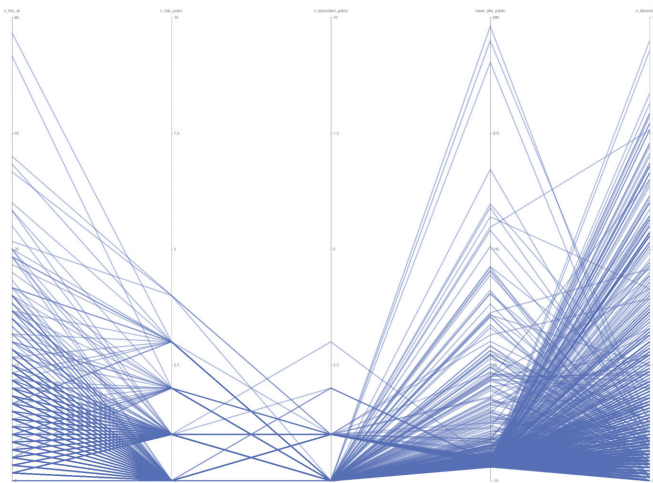
You might see what I’m getting at here: smaller scale, maybe, perhaps not the same intensity as visionary leadership. But I’ve begun to think that it isn’t a binary of “semi-managerial guide thinking” vs. “visionary inspirational leading,” nor a spectrum between the two, but rather overlapping, concentric circles. Holding on to a vision while reading the maturity of the group and choosing the appropriate quadrant of emotional and managerial involvement. Simple delegation. Leaning into your archetypal style, whether that’s architect analyst or driver or spontaneous motivator or relationship master. That’s the big connection I’ve made: the lack of mutual exclusivity between guide thinking and visionary leading, along with the various skills and tools and approaches and paradigms that fill them both.

I honestly don’t know if I’m suited to that big-scale visionary leadership, being a great harbinger or agent of change. Bernie Noe would say that we can’t tell yet, that we’re still too young, immature, inexperienced. But I now see leading through different lenses. I’ve picked up gems of wisdom through our readings and speakers and class discussions. I’ve gained confidence from taking on genuine responsibility with 7th graders in the Washington backcountry. They’re all highly useful pieces. But what is most meaningful to me is the guide-thinking-visionary-leaders realization — and the skill of the process that went into it. And so, I’ve caught a fish; I know I’ve learned to catch fish; and I know I’ve learned how to learn to catch fish — and many, many other valuable things.

— Olivia Wong ’22



Three-dimensional models and parallel charts created by Thomas Haile, bottom, help Fred Hutch researchers visualize complex data.



REAL-WORLD RESEARCH

**T**HOMAS HAILE ’23 fell in love with coding while taking honors geometry in the Upper School. In Devin Parry’s cellular and molecular biology class, he became keenly aware of how science could positively impact lives. The Rainier Scholars program helped him identify potential internships where he could combine the two interests.

For six weeks this past summer, Haile worked as an intern at the Fred Hutchinson Cancer Center, making him one of several Lakeside science students who find off-campus opportunities each year to advance the life-changing work of Seattle-area laboratories and research institutes. Haile was assigned to a small innovative data visualization team at Fred Hutch that developed computer code and algorithms to turn protein and cancer cell data into parallel charts, box plots, and 3D models: in other words, into visual forms that scientists and researchers could readily grasp and use to inform their inquiry. Only one other such team was doing similar work in the country at the time, at MIT.



An Expansive Definition of the Lakeside Classroom

LATINO FILM FESTIVAL

**E**ACH OCTOBER, Lakeside students have an authentic opportunity to bond with the Seattle Latino community through an unlikely form of media: film. During Seattle’s annual Latino Film Festival, Spanish students at Lakeside are required to attend one screening of a Hispanic film on campus and one screening at an area theater. Through this focused interaction, they directly engage with the local community, gain a richer perspective of the U.S. through a foreign vantage point, and better understand Hispanic culture and commentary.

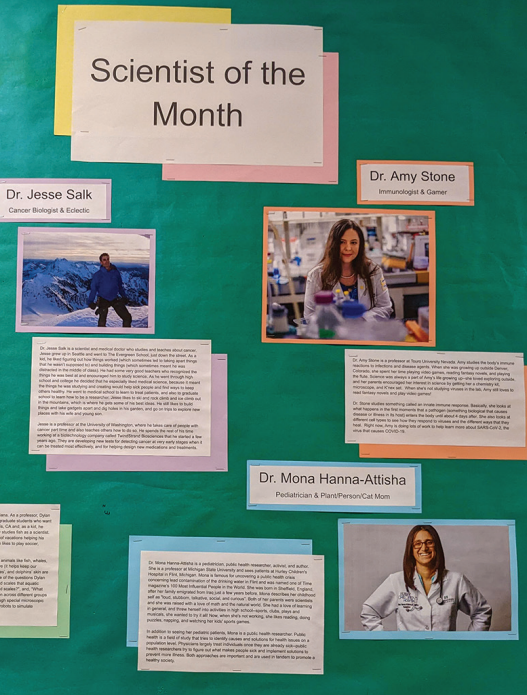
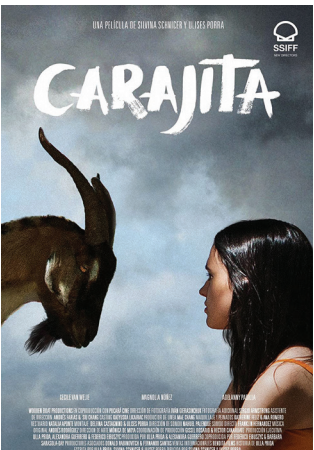
The festival was founded in 2009 by the international-award-winning Cuban poet and film industry professional Jorge Enrique Gonzalez Pacheco. Lakeside Spanish teacher Paloma Borreguero has been involved from the very beginning. Currently on the festival’s board of directors, she shares, “I believe that language is very tight to culture. One of the best ways for students to understand a language and feel that it is important is by knowing the culture.”

The film festival allows students to experience Hispanic culture firsthand in an organic environment — something they simply cannot get in a conventional classroom. During the festival, world-renowned directors, actors, and critics attend the screenings, giving students the opportunity to ask questions and directly engage with the media. This past year, Borreguero helped connect the festival with two local community colleges and four Seattle-area independent schools, and invited members from the Latino Film Festival Board, the director of “Gaspar,” and the lead actor from “Gaspar” to Lakeside for a live Q&A session with her advanced Spanish students.

Besides creating the opportunity to interact with members of the Hispanic film community, the festival transports students to different worlds. Borreguero notes that the films “make all of us more aware of the Latinos in Seattle and how their countries think. Oftentimes, the movies show a picture of the United States from a perspective that we would not see in our local movies because our movies are produced for us and by us. The [Latino Film Festival’s] movies are produced by Latin American or Spanish people for Latin American or Spanish people.” By watching these traditional and contemporary Latino and Spanish films, students add another layer to their understanding of the U.S. and open a door for meaningful discourse in the classroom. The films provide students with insight into Hispanic lifestyle, behaviors, and customs.

After students attend the festival events, their immersive experience continues through writing reviews of the films. The reviews are used as feedback to the directors and occasionally for grants. This real-world skill not only gives students practice in writing reviews in Spanish, but also encourages students to watch the films attentively and reflect on the films’ intrinsic meanings and impact — and to think critically about community, culture, power, and privilege. It’s a potent combination.

— Angelina Pimkina ’24



Dr. Mona Hanna-Attisha was the Middle School’s first “Scientist of the Month.”

GUEST STARS

**I**N OCTOBER, the pediatrician whose research and activism helped expose the severity of Flint, Michigan’s water crisis — Dr. Mona Hanna-Attisha — delivered Lakeside’s annual Mark J. Bebie ’70 memorial lecture. Prior to her evening talk, she addressed an Upper School assembly, sat for a Tatler interview, met with an Upper School biology class, and talked with Kiki Contreras ’08’s 8th grade earth science students as part of the Middle School’s yearlong “Scientist of the Month” series. That series, new this year, brings the wider world into the classroom. It aims to give young students the chance to regularly meet and talk with working scientists and researchers, and expose them to possible careers.





## An Expansive Definition of the Lakeside Classroom

A group of 8th graders gets a sense of Elwha Klallam history in Port Angeles.

### NATIVE CULTURE

**F**OR MANY YEARS, Middle School outdoor and Global Service Learning trips have introduced young students to the ecological and cultural history of the Olympic Peninsula. This past fall, 8th graders spent a week doing citizen science, community service projects, and experiential field trips based out of the NatureBridge campus on the shores of glacially carved Lake Crescent. In this photo, a group of students pauses during a mural walk along the Port Angeles waterfront, following their trip to the museum of the Elwha Klallam tribe. The 30-foot-long mural, created in 2015 by Yakama Nation artist Toma Villa, tells the tale of the origin of the name for the Elwha Klallam as the “Strong People” or “Nəxʷsəłáyəm.”

## THE LATIN MOSAIC PROJECT



Avani Karnik '29 adds a glass tile to her individual mosaic in the MS maker space.

**M**IDDLE SCHOOL LATIN TEACHER Scott Riley wanted some art in his classroom, some evocative reminder of the decoration commonly found in the walls and floors of ancient Rome. So he had his “small but mighty” Latin students — mostly 6th graders — research the symmetry and geometry found in Byzantine and Roman art. He organized teams that would conceive and construct a wooden box displaying a mosaic of a Roman aqueduct on top, the creations of individual students on the sides, and a clear plexiglass side revealing the traditional substrates of brick, cement, and stone and glass tiles. Working in the Middle School’s maker space, the students assembled their designs, then passed them on to a community partner — Seattle Mosaic Arts — for grouting. “The project wasn’t about language or grammar or translation,” said Riley. “It was cultural. It gave the students, like the Latin word ‘tessera,’ one piece of the mosaic.”

Photos: Jane Ridgeway '05/Lakeside School (top); Tony Nguyen '23 (bottom)



Soccer coach Wallis Lapsley '15 gives hands-on advice to Isabel Willems '26.

## LESSONS FROM THE PLAYING FIELD

**W**HEN I BECAME the director of athletics at Lakeside in 2014, I noticed some animosity between coaches and teachers. Coaches got frustrated when kids reported that they were really tired from doing too much homework. Teachers were frustrated because their students told them they could barely do any homework because their coaches had put them through a grueling practice. To create a better partnership with academics and athletics, I offered up some shadowing opportunities. I asked coaches to accompany an Upper School student through a day so that they could understand that Lakeside classes are not just about copying down notes. Coaches better understood why class time was so important. We invited teachers to shadow a varsity head coach for a few days to get a sense of what coaching at Lake-

side is like. I asked them what the experience was like. One common observation from teachers was wishing their students were as willing to make mistakes in their academic pursuits as they were when training for their sports. Athletes make mistakes every day. Those mistakes help them correct technique or strategy. Our Lakeside coaches embrace those moments to teach and approach that work with a growth mindset.

I was at a cross-country practice, standing on the top of a hill and watching runners go up and down the hill. I was struck by all that runners need to be thinking about as they approach the top of the hill. The coaches asked the runners to accelerate up the hill. There is technique in how runners swing their arms. And there is a tendency to slow down once one crests the hill. Coaches were praising kids, reminding them of technique

and inspiring them to push through burning lungs. The real teaching and learning, though, happened when the drill ended. Athlete after athlete sought out a coach to ask questions and to seek advice. Some coaches had captured video and could show the runners their form. The runners were eager to improve, and the coaches spent time with each athlete, ensuring that they received instruction unique to them.

I am proud to work with a group of coaches who know that their work extends far beyond teaching sport-specific skills. Lakeside coaches are dedicated to helping student-athletes become successful, compassionate leaders. We will continue to provide spaces for students to enjoy being on teams, competing hard, and becoming the best version of themselves.

— Chris Hartley, director of athletics

Photo: Clayton Christy



## An Expansive Definition of the Lakeside Classroom

### TEACHING ARTISTS

**O**NE THING I share with students about my experience is how unencouraged I was to go to art school and be an artist. I grew up in a working-class family. I can see now where my mom was coming from. She said, “Go get a real degree, and if you still want to do this later, maybe you can come back around to it.” So I was a business major in college. It was fine, but I realized my passion wasn’t there. So I decided to follow the arts.

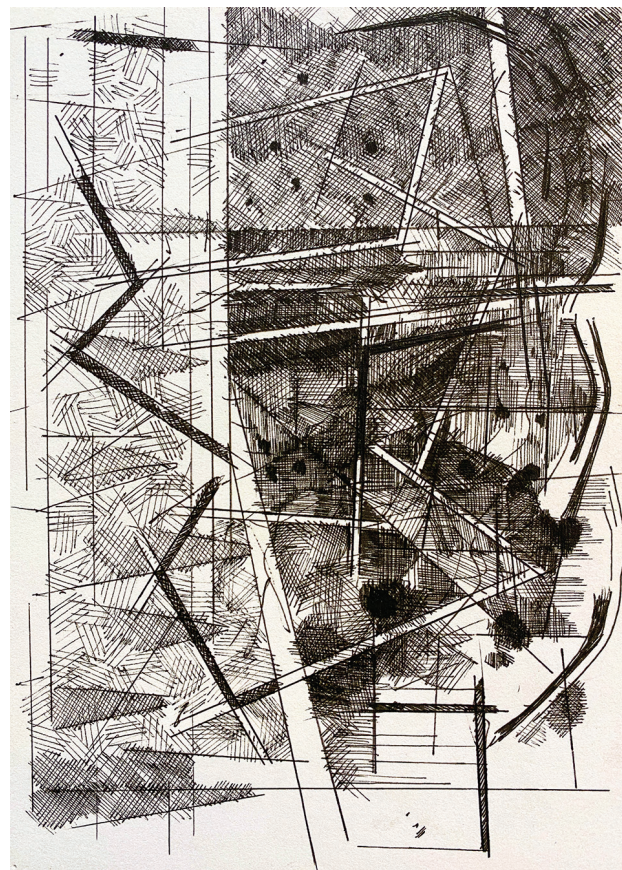
I explored various kinds of art as an undergraduate at Lynchburg College. Then I became more serious about painting at a small school in the hills of North Carolina called Western Carolina, where I earned an M.A. and built my portfolio to apply for M.F.A. programs. I completed my schooling at Boston University, working on an M.F.A. in painting. I met my wife in the same graduate program. We decided to move to New York, even though neither of us had a job. We thought: Let’s try it. Maybe we can get shows. Maybe we can make it. And I realized that was a really tough thing to do.

I had my formal education in school, but my time in New York City was a whole other education in how to keep making art central in your life amidst the stresses of holding down a job and paying the bills. I worked as a gardener, doing landscaping all across the boroughs. I drove a van everywhere. I got to know the whole city. In the winters I worked in museums and hung shows. I met a lot of famous and not-famous artists. Just being in the museum world, in the middle of all that energy, was a powerful experience.

The part that connects to teaching is that making art is about taking risks. It’s about taking risks in your work, but also about taking risks in your life. Those risks can be really challenging, but they also can be greatly rewarding. My passion for making art has taken me to places that I wouldn’t have seen had I been fearful or more conservative-minded.

**I WAS FORTUNATE** to have had some really good teachers. One told me: “If you want to do this thing, don’t expect people telling you how great you are. You have to be able to take criticism and disappointment and put them in a place where you can move through them.” That was invaluable advice.

As a working artist, I have an understanding of the creative process, knowing what it means to build and sustain ideas over a long period of time. There are so many times when I see students struggling with something. Maybe their first attempts look terrible. I can tap into that feeling, because I’ve been there. Any time you’re forced to switch gears, it feels uncomfortable. You have to learn to embrace that discomfort. That familiarity with discomfort — with risk taking — comes with being an artist. I don’t panic about it anymore. I just know that’s what it’s like; it’s what you’re supposed to go through. If you’re not, you might not

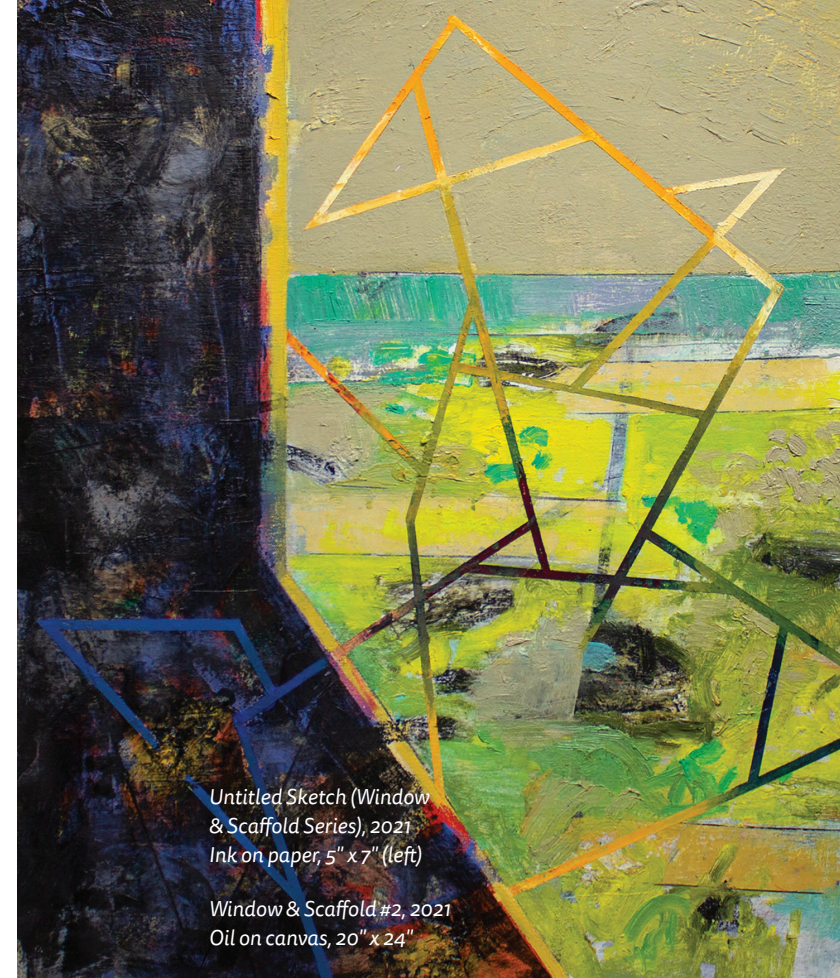


be pushing hard enough.

You have to find ways to break through and support yourself and nurture your ideas through continuous drawing, through improving and mastering technique, through researching other artists. I look at where my students are, and then try to get them in that rhythm where they can start to see those things for themselves. With luck, those things start to click, and the students feel they’re more in charge of their process and their art.

**B**EING PART of a community of working artists is a real asset. I have limits in terms of what I can teach on my own; I’m fortunate that I can tap into a broader network and bring visiting artists to come in and share different concepts and approaches. Studio visits are also great — really, any opportunity to show students concrete examples of what making art can look like. Sharing our stories and experiences of being artists happens naturally in those settings.

There’s an annual tradition of staging a faculty art show at Lakeside early in the school year. Each member of the Upper School arts faculty is a working artist. We show our work to let students see that side of us and to see the actual work we make. I talk with students all the time about this digital age we’re in, where so much of what students see is online. Seeing art in person is highly important. The faculty shows create the chance to see how something is physically made, to get in close enough to see what the brush strokes look like, or how a sculpture is built. The shows give a sense of scale to the relationship between human be-



Untitled Sketch (Window  
& Scaffold Series), 2021  
Ink on paper, 5" x 7" (left)

Window & Scaffold #2, 2021  
Oil on canvas, 20" x 24"

ing and object. It’s very different than on Instagram.

That’s one part of it. The other part is the opportunity to talk through the process of what we do. How do we prepare for an exhibition? How do we select the work? Is there a thematic aspect of the show that we’re trying to convey? You have to be intentional about which works are holding space on a wall or floor and how they’re relating to other works — your own and others’ in the show. Why do we choose to put these works together?

I talk with students about editing their work for a public showing. The students will face their own questions in the spring art shows. Some of them will have stacks of drawings and paintings to choose from. Based on my own experience, I can tell them that they’ll almost surely take away from the impact of the work if they just throw everything up there.

And then there are the basic, technical conversations. How do you hang a show? How do you map out a wall to make the exhibition look professional? How much space should I allow between works? How do you find the center point? My experience hanging artwork professionally lets me talk through the whole process. I can tell the students you want things 57 to 60 inches on center.

Last year before the faculty show, I shared a lot of my preparatory work with my classes, including a lot of my fails. I could say to them, “Here are the attempts that never went anywhere, and this is the work that did.” I think that kind of honesty is especially valuable for students who might ever see only an artist’s finished work. If we’re only looking at polished exhibitions, we negate the entire process. If students think of every canvas as a finished canvas, they’re eliminating so many possibilities of what might evolve into something unexpected, maybe something awesome.

— Kyle Cook, Upper School visual arts teacher

Photo: Nickie Wallace (bottom, right)



## FOR THE RETURN OF SALMON

**N**ICKIE WALLACE’S Blue Planet science course — a semester-long dive into water as a molecule, an ecosystem, and a precious resource — offers Lakeside students the opportunity to take their work out of the classroom and into nature. Working with the local Mid Sound Fisheries Enhancement Group, students help rehabilitate the degraded banks of the Sammamish River.

Wallace’s students — along with students in Lakeside’s advanced ecology class — pull out invasive blackberry bushes and replant native shoreline flora to provide shade for migrating Chinook and sockeye salmon and ultimately restore the fishing grounds of the Muckleshoot and Snoqualmie, the river’s original fishers.

The partnership with Lakeside has created a dually beneficial relationship. Collaborating with a local organization on a long-term project is valuable to students and a critical ecosystem because of the lasting impact it leaves. Members of the Blue Planet class have the opportunity to return to the same riverbank year after year and chart its progress, and every Lakesider who has touched that soil has directly benefited the Puget Sound region.

“Partnering with schools is like planting a seed of hope with the next generation of civic leaders, engineers, voters, landowners, and it introduces students to green jobs,” adds Peggy Lee, the organization’s education and outreach coordinator. “Mid Sound Fisheries needs many hands to restore our riparian habitats, so having Lakeside students get their hands dirty, participating in salmon restoration, and leaving a legacy of trees ensures that their impact will last for 50 to 100 years or more.”

— Lucy Kaplan '24



Lulia Tesfamariam '22  
and Mads Lickey '22  
restore native flora to  
the Sammamish





AIME qualifiers, back row, left to right: Raina Wu '24, Kaitlyn Chen '24, Annabel Ge '24, Cecilia Sun '24, Christina Liu '24. Front row, left to right: Amanda Wu '24, Iris Tang '25, Anne Frasca '25, Isabelle Yuan '24, Ally Bush '23.

## HIGHER-LEVEL MATH

**“ANYBODY HUNGRY?** How about a slice of pizza?”

Those were the first words of a recent email from our long-time Lakeside math team coach, Dean Ballard. A math team newcomer might expect a pizza party, but more experienced members would be completely unsurprised to find a pizza-cutting geometric puzzle: food for thought.

Lakeside has a strong and vibrant math community outside the classroom. While the school's advanced math classes prepare students with fundamentals applicable to many professions, the Lakeside community has much more to offer those more serious about developing their mathematical abilities.

Last year, 40 Lakesiders qualified for the American Invitational Mathematics Examination (AIME), the second stage of the American Mathematics Contest series — a distinction given to only the top 2.5% of contestants across the country. “This is the largest group of qualifiers the school has had since 2006,” says Ballard. He points out another trend: a record number of female-identifying students qualifying for last year's exam from Lakeside, increasing from just three qualifiers in 2015 to 16 in 2022.

Besides the well-known American Mathematics Contest series, the Lake-

side math team also participates in The Math League, a six-round team contest. Last year, the Lakeside team tied for first in its division (containing high schools from 22 states), catching up to the first-place school in the final round from a three-point deficit.

These competitions aren't about how quickly one can regurgitate memorized formulas; they reward creativity, ingenuity, and elegant problem-solving. Ballard likes to say they're like playing around with interesting puzzles and drawing on one's breadth of mathematical knowledge to figure out a way to get the answer.

Annabel Ge '24, a two-time participant in the prestigious Math Olympiad Program (MOP), which selects the top 60 high school mathletes in the nation, says “the Lakeside math team provides opportunities accessible for students of all levels,” adding that “Lakeside STEM culture is welcoming and encouraging.”

In addition to competitions, math students also enrich their learning through summer math camps, such as MOP and the Canada-USA MathCamp. Alex Zhao '24, who has attended both camps multiple times, says “these are always an integral part of my summer experience; they provide me with the knowledge of advanced math topics, as well as a broad community of math students which spans the country.” Alex, a math club leader, further says:

“I'm eager to share the fascinating math I learned over the summer with other math club members this year!” Club members meet regularly during school activity periods to discuss interesting math topics they've learned and to support each other in a wide range of mathematical activities.

Learning math outside the classroom is beneficial because it gives students the agency to explore topics of their choice, intrinsically motivating them to study areas that pique their interest. Math competitions, whether individual or team-based, add to this motivation by bringing together students with similar interests. For many, it's a social setting that ignites passion through friendly competition. Our vibrant math community is a place to hone creative problem-solving skills, but more important, it's an environment for like-minded individuals to find belonging with each other and have fun.

Mathematics is omnipresent in our daily lives, underpinning everything from blockchains to voting theory, from social network modeling to bridge design. Throughout all of Lakeside students' mathematical endeavors, one theme is common: Math is ultimately a way to cultivate the skill of problem-solving, finding a new frame through which to think about the world.

— Edward Yu '23

## LESSONS OF THE THEATER

**“BEING PART** of a play is one of the biggest unstructured problem-solving experiences,” says Upper School drama department co-director Alban Dennis. “You have a script, a group of actors, and an audience. What do you do? Well, we collaborate, take risks, and, more often than one might think, we fail.”

Rehearsal, at its essence, is all about being surprised. “As the director, I have a vision and ideas,” says Dennis, “but that vision always evolves with experimentation and fresh perspectives.” For him, rehearsal is a two-way process of collaboration and discovery: “That actor made this artistic decision, which I didn't envision when I was hearing the text in my own head — let's follow this approach!”

Being constantly surprised and open to change is also true for students. As an actor, I often come to rehearsals with my own visualization of the dialogue and staging and characters. Working collaboratively with peers and with Alban gradually melts away my fixed preconception, replacing it with utterly new possibilities. The artistic brilliance of the people I

work with challenges my limited understanding of the script and inspires me to take risks. What if we make this physical change? What if we reimagine the meaning of this line? Through a series of “What ifs?” we make bold decisions and embrace unfamiliarity — a collective learning experience that's impossible to attain by oneself or when seated in a classroom.

The process of risk taking on stage fosters resilience, requires growing through imperfections. “You fail, then try again, then fail, then try again,” explains Dennis. “It's not about, ‘Oh, I didn't do well.’ but rather, ‘How can I learn from this? What's next?’”

The supportive nature of theater creates an encouraging and loving atmosphere in our small drama community, bringing together students across different grades, backgrounds, experiences, and abilities. “I think seniors' legacy lives in the impact they had on younger students, how they led through empathy and encouragement,” says Dennis. “Younger students are empowered to do the same, which sustains the environment that allows us to come in and make fools of ourselves.” Theater is a place where we can be unconstrained

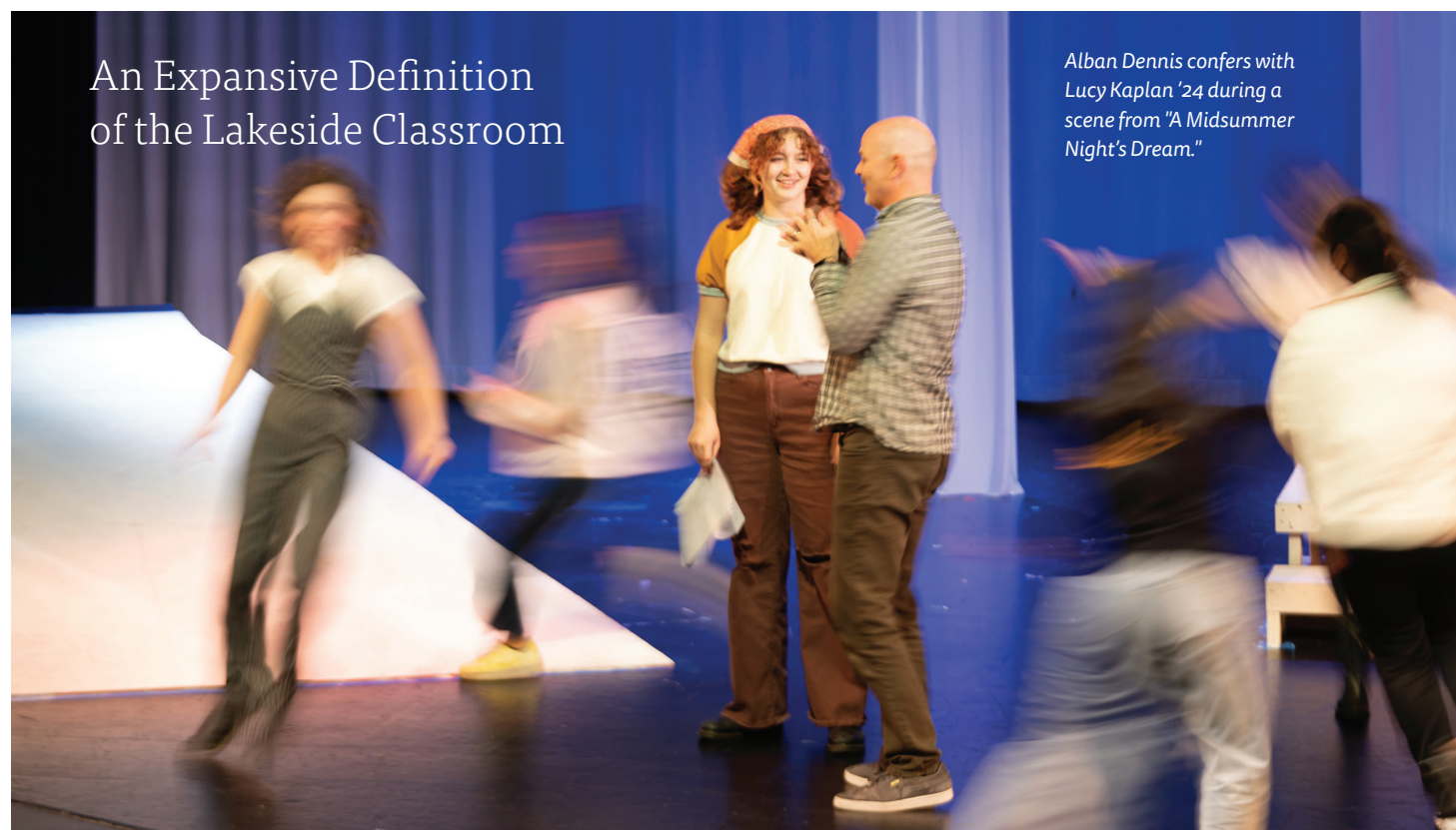
and unapologetically experimental. Not only can be, but have to be, if we're to realize our creative potential.

And if something doesn't work? Well, we'll have another fun anecdote to add to our collection. And another failure to bond us in this vulnerable shared enterprise of making art.

Theater performance is an intimate experience. When the lights dim and the curtain falls, the craft dissipates and lives only in the memories of actors and attendees. The beauty of theater lies in its uncertain and undefined nature, allowing a diverse audience to discover unique resonance and meaning, just as each actor has woven in their own creativity and interpretation.

By the end of the run, we have shared the experience of nervousness, anticipation, discovery, exhilaration, and relief. We have lifted and backed each other up in the face of doubt, exhaustion, stress, and unexpected problems. We have built a tight community and — if we've given our full selves to the effort — presented a performance that we're proud of. And we have become a lot like family.

— Hallie Xu '23



### An Expansive Definition of the Lakeside Classroom

Alban Dennis confers with Lucy Kaplan '24 during a scene from “A Midsummer Night's Dream.”





Student-delegates from Bellevue and Camas high schools at the 2019 Washington State MUN, UW campus.

## An Expansive Definition of the Lakeside Classroom

### THE ART OF THE MODEL UN

**I T BEGINS** with a deluge of suits, binders, nametags, and notepads. Students — or delegates, as they'll be called for the next 48 hours — pour into Kane Hall at the University of Washington, finding seats with their names on them: Uzbekistan greets Greece with a big smile. Burundi and Bangladesh shake hands and talk strategy.

I attended my first Model United Nations (MUN) conference as a freshman, full of fears and factoids. I was assigned to be a delegate in the World Health Organization, tackling two topics: sustainable health infrastructure and noncommunicable diseases. I would be playing the role of Chile, a nation with remarkably robust laws against advertising sugary products to children. I prepared more — it wasn't even close — for this first conference than I prepared for any band performance, interview, or exam I took at Lakeside. I read Chilean legislation, governmental and nonprofit reports,

and international analysis papers. (I didn't realize the leaders of the committee had created what's called a "background guide" for the purpose of providing most of the necessary information I would have needed; that lesson came later.) Still, there was nothing that could prepare me for the novelty and intensity of my first conference, not even our faculty advisors or the Lakeside MUN club meetings, which were meant to mimic a conference environment.

When WASMUN 2019 (short for Washington State MUN) finally arrived, I found myself among MUN teams from dozens of competitive high schools across the region.

MUN conferences simulate diplomatic proceedings within international decision-making bodies such as the UN General Assembly, allowing students to act as delegates representing their nation's position while arriving at solutions to pressing modern issues, like desertification, health infrastructure, or the war in Ukraine.

After hours of preliminary debate, the delegates at WASMUN 2019 formed voting blocs, or groups of nations with similar interests. These

blocs worked to draft resolutions to solve mutual concerns, using the real language and employing the actual powers of the UN. Here was the first test of diplomacy. Delegates within the voting bloc wanted to have their interests expressed in the legislation. Oftentimes, even among delegates within the same voting bloc, these interests could vary widely. For example, while China and Russia typically participate in the same voting blocs, under the surface they often have independent, if not altogether opposing, incentives. Nations often must make significant compromises, even with their own allies.

After these resolutions were drafted came the next test of diplomacy. The ostensibly opposing voting blocs read each other's papers, most of which were, at first, proclaimed to be abhorrent and unjust by the other side. Gradually, points were won and lost, different parts of resolutions were amended, and by the time everyone voted on the resolutions, at least one of them had incorporated enough concerns to get a majority of the chamber's votes.

These procedures have their roots

in the groundbreaking World War II and post-World War II conferences, especially at Tehran, Yalta, and Potsdam. Winston Churchill, Franklin Delano Roosevelt, and Joseph Stalin came to remarkable agreements despite deeply opposing ideological and geo-political identities that would go on to define the next half-century. The United Nations was birthed from this unprecedented diplomatic success. Unfortunately, later dialogue proved more contentious. As would soon become all too clear, it's a lot harder to get along when parties aren't united against one of history's most terrifying imperial powers.

The world leaders came to realize, much as I did at my first Model UN conference, that we need methods of coming to an agreement even when we aren't forced to do so. We rely on these problem-solving diplomacy skills every day of our lives. Of course, the stakes are lower than those of a potential nuclear apocalypse, but our levels of competence with skills such as communication and listening, introspection and emotional intelligence, and resilience and unstructured problem solving undoubtedly define how effec-

tively we live our lives from day to day.

The traditional classroom can't provide these skills. I certainly didn't acquire the tools for conflict resolution from my public middle school. The nature of a classroom environment is not to pit students against each other. Lakeside classrooms, especially, tend to establish an open and welcoming space where everyone knows each other and the teacher is an ally, not an adversary. In the classroom, everyone is on the same side. The common goal of each student is to learn (or to earn a grade that demonstrates as if something were learned). Lakeside does an impressive job fostering cooperative learning. However, as anyone who has ever tried to negotiate a higher wage or better hours will know, working together when there are genuinely competing interests proves trickier than deciding who takes which section of a class group project.

MUN committees purposefully provide high-intensity spaces for both fierce competition and mutually beneficial collaboration. A good classroom teacher actively tries to defuse conflict. A good MUN committee leader actively encourages it. Though it can be uncomfortable, this conflict teaches delegates to find mutual interests within seemingly opposite positions.

It should be mentioned that MUN serves a more practical purpose. According to a recent Gallup poll, only 27% of American adult respondents "learned at least a fair amount about foreign policy while in school." Even Lakeside, whose curriculum provides more exposure to international affairs than most institutions, doesn't prioritize this perspective. I found that the freshmen who took advantage of Lakeside's MUN program knew considerably more about foreign policy by year's end than did the average Lakeside senior. I know I did.

In fact, MUN taught me so much that I decided, some-

time in junior year, to found our school's very own MUN conference: LakeMUN. I hoped LakeMUN could give the broader school community, especially those who would not normally participate in a regional MUN conference, everything MUN had to offer.

Working with Gabriella Best '22 and Swadesh Sistla '23, we made the conference free, with optional donations. This choice reduced barriers to entry and represented an attempt to change the conference's culture. MUN, much like Lakeside, could inadvertently reinforce class differences and fail to foster a fully inviting environment. I often felt out of place in a committee with people who came each day wearing a different matching suit, while I mostly wore a blue collar shirt, a pair of too-short dress pants, and my dad's shoes, which were many times too big. In addition to eliminating the formal business dress code, our decision to make the conference free represented a chance to bring the potential of MUN to a broader audience and ensure that we were focused on solving the issues that matter. Club members designed our own website, logo, nametags, stickers, posters, rules of order, background guides, and committee outlines. Putting on the conference proved to be an invaluable education in itself. All the cooperative and analytical skills we had been working on throughout the year came together.

We managed to attract close to 60 participants our first year, both debate veterans and Lakesiders who had never before heard of MUN. Many of them said they thoroughly enjoyed the conference and would come back next year. I'll hold them to their word. I know that the MUN Club plans to carry on the LakeMUN tradition we started last year. I cannot wait to see what the club does this year — and I hope generations of Lakesiders will be able to learn from MUN for years to come. 🌸

— Connor Simon '22

Editor's note: At WASMUN 2019, Connor Simon received an outstanding delegate award, the conference's highest honor. He's now a first-year student at Georgetown University.



LakeMUN founders Connor Simon '22, Gabriella Best '22, and Swadesh Sistla '23.



# Desert Reunion

BY CHRIS CARITHERS '93 • ILLUSTRATIONS BY MAXWELL ROATH

In the spring of 1993, five Lakeside seniors were given the remarkable freedom to take a month off from school to backpack and camp in an unforgiving landscape 1,200 miles from home. Three decades later, they returned to the scene of their coming of age — and reflected on an experience that had changed the arcs of their lives.

**A** PLUME OF DUST chased behind us as my daughter drove across the barren high desert of southeastern Utah. Past a blanket of sagebrush, I kept scanning for slivered glimpses of the canyons below. Eventually, Stella slowed to a stop at a desolate fork in the road where a wooden sign listed still more remote destinations: “The Dollhouse,” “The Maze.” I leaned forward and turned to my daughter. “I’ve been here before,” I said.

In the spring of 1993, Matt Rogge, Cy Keener, Kevin Hooyman, Matt Clark, and I had followed that same rugged road for 80 more miles into the Maze District of Canyonlands National Park for an unaccompanied, unforgettable, three-week-long backpacking trip during our senior year at Lakeside. I pulled out my phone and fired off a picture of Stella rappelling into Bluejohn Canyon along with a brief message to the four of them, “Driving Hans Flat Road. 2023 Desert Reunion?” Then, Stella hit the accelerator. Soon after, we lost service.

**AFTER ALL OF THESE YEARS**, I’m still in awe that we were granted permission to go. Late in the winter of our senior year, our parents had filed into the Upper School director’s office in Bliss Hall with the five of us in tow. Lakeside’s Outdoor Program had helped cultivate in us a taste for wild places and a burgeoning belief in ourselves to

head off into them. The five of us were campaigning for a little dream we’d hatched: planning and executing a serious trip of our own, with no adult supervision. I can still recall the shift in mood once the snowy impasse of adult and administrative realities squared off against our youthful idealism. Unbeknownst to us, the freedoms our proposal assumed were quickly approaching antiquity. Someone in the meeting mentioned how former Head of School Dan Ayrault had always championed the value of the experience. That felt like someone throwing us a lifeline. Still, after a protracted meeting, we exited Bliss Hall not knowing the fate of our proposal.

At the time, Seattle hung in a yawn between what was (Boeing) and what would be (Amazon). Yet something raw had started reverberating through the brick walls of Seattle’s more hidden venues. A new style of music boldly mocked mainstream success and espoused a righteous, do-it-yourself attitude. With arms flung wide, we embraced

the fever, distortion, and disruption that grunge offered. Looking back, it would have made sense if our proposal had been denied. All of us wore our hair long and played our Sub Pop albums loud. We had a band, and we jammed through angst-infused ballads that graced St. Nicholas Auditorium with its first mosh pit.

But our idea wasn’t completely reckless. We had been mentored by the director of the Outdoor Program, Chip Mehring, along with an expert trip leader, Emily Johnston ’81. Their support inspired a can-do attitude that if we wanted something badly enough, we could figure it out and make it happen. When Rogge wasn’t shaping snare drums on a lathe or sewing a geodesic dome tent on his mom’s Singer, the two of us were racing west over the 520 bridge toward the Snoqualmie River with kayaks rattling on the roof. During the halcyon months of summer, we were off to Royal Basin in the Olympics, decked out in our home-sewn outdoor clothing, after which we’d rollerblade down Hurricane Ridge Road, tucking like super G skiers.

Meanwhile, Clark, Kevin, Cy, and I were constructing a fort tucked high in the forest above the Hooyman family lot in Dewatto, out on the Kitsap Peninsula. The fort’s massive plexiglass window, along with most of the wood and a spool of tugboat-grade rope, had been scavenged. The structure swayed 20 feet off the ground. Entry required a brave swing through the trees on a rope that either floated you through the front door or thudded you against the adjacent wall. We balanced acrobatically on branches, passing tools and materials back and forth. In the evenings, we lit scrapwood bonfires on the beach. As the fort neared completion, our restless energy found a new outlet: gingerly climbing out over the Hood Canal on the limbs of dead trees, until, without notice, the branch would snap clean.

Despite our feral natures and the inherent risks of a trip to the Utah desert, the Lakeside administration and our parents surprised us. They gifted us with their trust. The only caveats: Absolutely no ropes. And no climbing.

**THAT SPRING, THE FIVE OF US** tossed our packs in the Rogge family Suburban and departed for the Southwest, leaving Douglas firs and wet obsidian roads for alien landscapes where the air smelled of stone and sage. Our plan was to backpack a counterclockwise loop through Canyonlands’ Maze District, starting in The Fins, a garden of snub-nosed pillars reminiscent of the towers atop surfacing submarines. Then after resupplying along the Colorado River, we would continue north into the Maze proper, a 30-square-mile, intricate red rock and sandstone labyrinth that Kevin would describe in his journal as “an indescribable scribble of massive canyons and looming rock walls.”

After hours of rough, offroad driving, we left the Suburban perched atop a high mesa that offered a dizzying view of the world we would be entering. We shouldered our packs and dropped down The Golden Stairs, committing ourselves to the plan we had hatched. That evening, as he would do every evening, Kevin scratched away with





# Desert Reunion

his ballpoint pen, capturing our daily adventures in electric, sometimes Vonnegut-esque prose. He chronicled the days spent teetering under packs loaded with food, gear and, when topped off, an additional 22 sloshing pounds of water. The weight was such that at night, “Our aching muscles set up like concrete.”

Everything revolved around finding water. The desert presented a confusion of waterparklike twists and turns that led us deeper into an arterial network of canyons. Up side canyons we ventured in search of springs, which, when we had initially studied the maps, had triggered visions of aquatic paradises where we might cannonball into the water’s cool green depths. In reality, the “springs” were muddy seeps hidden below dark alcoves, where water spiders traipsed across the surface and tiny, shrimplike

a different kind occurred after resupplying, when Rogge woke to a fiery hunger. He rifled through his food bag for some Sailor Boy crackers and a tub of cream cheese. We woke to his bellowing. “The cream cheese... it’s... moving!” Tiny white creatures had established their maggotty home in our precious last tub.

As the trip progressed, we brewed up surprisingly good and mildly stimulating batches of tea made from Mormon tea bushes (*Ephedra viridis*). By the end of the trip, an evening brew of hot water with a dash of powdered milk would be enough to delight our atrophied palates.

Given all that could have gone wrong, we didn’t suffer the consequences of any major failures. We had read up on the midget-faded rattlesnakes, scorpions, and black widows. And knew, too, not to bed down in sandy washes or anywhere



Despite the setbacks, we never lost our humor. Somehow, one of us stood at the ready to make a comment that kept it light and kept things in perspective. That fluidity, the ability to find a need and fill it, enabled us to function without a designated leader. We took turns cooking, cleaning, navigating, finding camp. We made almost all of our decisions through consensus. We had observed the traits that solid expedition members possessed. And we worked to be those people — the ones who don’t sweat the small stuff, who recognize their effect on a group, who work hard even when the tasks feel endless.

A calm took root as we became porous to the desert’s rhythms. Grander forces dwarfed and humbled us. The way warring air masses met in contest at the edge of each day, raking the landscape with intermittent gusts of wind, offering flight to our unattended items. The way a profound stillness settled in at midday, where a raven’s wings could be heard brushing through the air a hundred feet above us. The landscape, heat, and labors of traveling and living in the desert subdued us just enough that we’d lounge in the shade, talking about everything and discussing paperbacks we traded among ourselves. One evening we were forced to take shelter in a cave, where we read aloud to each other.

Relative to our environment, we were small and insignificant, yet our camaraderie and the wonders that enthralled us were not. One afternoon, to slake his need for music, Rogge attempted carving a flute. He toiled for hours, but ultimately his creation produced only hollow sounds. Later, that same day while hiking in a remote draw, Cy looked down and saw, resting in the sand, an actual, plastic recorder. That night Rogge sat up in his bag and “filled the silent night air with the sweet bawls of his cheap recorder.”

Near the end of our trip, we slogged up a thousand feet simply to sleep on top of the high, exposed Petes Mesa. Approaching the summit as the sky turned pink, we ran with full packs to catch the sun before it fully set. Flushed with heat, we reached the cairn that marked the top. Floating on an island in the sky, we watched the sun’s transformation, as Kevin described it, “from brilliant orb to blended shades of color upon the few clouds in the sky. The view was in all directions. 360 degrees. Rogge turned himself into a rotating pillar and took it all in, one degree at a time. We could see everything. Everything. If it was there, we could see it.”

Later, we shielded from the desert cold in our bags, while above us, the

black sky and scattered stars ran on and on.

**THE TEXT I SENT** while canyoneering with my daughter was simply a nostalgic gesture. Once we regained cell service, however, reply messages flooded in. Clark texted photos he had unearthed from our trip. Cy argued that 30 years had a nice ring to it — but life was short, so why not 2022? Rogge wrote, “I’m ready for a reunion trip at a moment’s notice. I can start driving around picking everybody up.” And so 29 years after that unforgettable trip, despite one impending hip surgery, some gravelly knees, two besieged spines, and spotty correspondence over the intervening decades — not to mention work and family commitments — the five of us agreed to adventure in the Utah desert again, this time on a river trip down Labyrinth Canyon, just north of the Canyonlands.

After months of planning, we launched our canoes this past April from the Green River’s sandy banks. Downriver, like massive gates, the canyon walls awaited our entry. The landscape matched our reunion; both felt equally surreal. Just seeing old friends and hearing their voices surfaced memories, much like the soft boils of silty water blooming around our boats.

A mile in, Rogge turned and shot me his trademark, wild-eyed look, saying, “You know, it’s crazy, some things you just can’t remember at all, but then others are locked in...” — he raised his hand and curled his fingers into a tight fist — “*Forever*.” As the river’s current carried us downstream, we worked together to remember details from a time nearly three decades earlier. Some memories had been lost but then surged back to life through another’s telling. Others had to be taken on faith alone.

Each day, we woke to the sun, made coffee, and pushed our boats from the banks again. On the river we worked to fill in gaps that had grown over the

years. When I closed my eyes, the banter, the laughter, and the quiet lulls had all the familiarity of a favorite album. At one point when we were gunneled up in a three-canoe flotilla, Rogge asked, “Do you all think you’ve changed much since high school?” We laughed. It was a good question. We took turns trying to recall exactly who we once were, while taking stock of whom we had become. The details of that conversation will remain between us and the river; however, I will say this: After the trip, when my wife asked how they all were, I replied, “It’s wild. The best parts of them are still intact.”

Each night, Kevin collected wood and kept the fire stoked. He was still as soulful, sensitive, and sincere as he had been in high school. After graduating with a fine arts degree from Brown, Kevin went on to sell art and publish numerous comic books. Now in Brooklyn, after tucking his kids in, he still draws in his studio until dawn.

Clark had planned and bought all of the food for the trip and cooked each night with the efficiency of someone used to navigating the metabolisms of two teenage sons. He had graduated from the University of Colorado Boulder with a mechanical engineering degree and gone on to work for his family’s construction business before becoming a stay-at-home dad.

In the evenings, Cy slipped away to connect via satellite with his family, having been away from home in recent weeks for more than he’d have liked. The two of us had graduated from Colorado College and cut our teeth as climbers in Yosemite, scaling El Capitan together twice. Cy had gone on to receive a Master of Architecture from UC Berkeley before returning to school a final time to earn an M.F.A. from Stanford. He’s now an interdisciplinary artist and assistant professor of sculpture and emerging technology at the University of Maryland. He uses environmental sensing and kinetic sculpture to record and represent the natural world, including wind, rain, ocean waves, and sea ice. Just as Cy

Our idea wasn’t completely reckless. We had been mentored in the Outdoor Program by expert trip leaders. Their support inspired a can-do attitude that, if we wanted something badly enough, we could figure it out and make it happen.

creatures pulsed below.

Once we had made our miles and set up camp, we explored draws and box canyons, hunted for petroglyphs, or played like kids. We had wrestling matches in the washes and bloodied our noses. We played football using a ball fashioned from clothes and a twisted stuff sack. We played cards, made up trail songs, and improvised two-part epics, “telling tales of love and tragedy,” as Kevin wrote. We sprinted up steeply angled walls, competing for the highest banked turn.

When rations were abundant, we ate pistachio pudding, sweating loaves of cheese, and lots of tinned fish, the least favorite being low-budget cans of pink salmon complete with vertebrae and skin. Kangaroo rats threatened our provisions nightly. A devastating intrusion of

low enough to catch water from a flash flood. Still, in such an inhospitable environment, the effects of small mistakes could often compound. Early on in the trip, I foolishly hiked naked in the midday sun. The ensuing burns pulsed and radiated for days. Given how scarce water was, our hygiene badly deteriorated, which, for me, resulted in a rather grotesque fungal infection that could have easily been rectified if I’d only thought to pack a small tube of anti-fungal cream. We occasionally burned precious items, like a chocolate pudding that tasted like the contents of an ash tray and left us moaning on our backs. On one evening, a violent dust devil tore through camp offering flight to our many unattended items. Down we went into the gullies and crevices in search of our essentials.



# Desert Reunion

was keen to check in regularly with his wife and five-year-old son, he had always been the glue between us, consistently taking the time to call or visit.

Rogge was still wearing “Slim,” a marigold windbreaker he had sewn back in the ‘90s when we eschewed patterns and stitched Jedi hoods onto all of our jackets. He insisted that we bring along four packs of pistachio pudding for old times’ sake. Rogge had graduated from Reed College with a degree in chemistry and then from the University of Washington with one in engineering. He’d volunteered for the Peace Corps in Ghana, Bolivia, and Panama. He designed large-scale 3D printers with the aim of printing toilets and microscopes for communities where those items were scarce. His spirit was just as alive as it had always been. Thirty years had taken nothing from his jubilant stoke for life. I found my own thinking inspired and emboldened by him, just as I had in high school, just as when Rogge had passed me on my way to the Rectory back in the fall of 1990 and asked me if I knew how to sing — before encouraging me to join his band.

On the second-to-last morning, we hiked up a steep slope that rose out of camp. We scrambled over boulders, angling up toward the more rugged, mahogany-colored Wingate buttresses towering above. A near-vertical slab of rock eventually blocked our ascent. We paused and took in the view of the river below. After a few minutes, Kevin pulled a padded envelope from his jacket. It contained a handful of ashes sealed in a Ziploc bag. His younger brother, Chris, had lost his life on Denali soon after we had all graduated from college.

I turned and saw that Cy had tears in his eyes. Kevin walked to the top of a white boulder and opened the bag. Just then a breeze swept down and across our perch and gave life to Chris’s ashes, festooning the air with a trace of gray that all too quickly dissolved.



“Yeah, that’s good,” Kevin said. “That kind of looked like a spirit flying across the canyon.” Clark climbed up onto the rock beside him. “I think he would have liked that,” he said. “Hell, I would like that.” He gave Kevin a hug.

Cy had been right in the text he’d sent. Life is short, and fragile, too. In that moment I felt a deep sense of gratitude that in high school I had found, for the first time, my people, and three decades later, despite loss and change, we had found a way to come back together.

We returned to camp, loaded the boats, and pushed off again. Ahead we could see a gap in the ridge above, evidence of the river’s ancient course.

Today the river takes a different, less direct path around Bowknot Bend. Hours later, we looked up in awe, realizing, just as John Wesley Powell’s men had back on their storied expedition here in 1869, that we had traveled 7½ miles in a giant loop, only to arrive at the backside of that same low ridge. Cy said, “That’s it. That’s us.”

Odd to travel so far only to return to a place just shy of the beginning. As boys we had raced to the desert seeking something wild and unknown. After parting ways, we’d traveled, seen the world, and carved out our own paths. Bowknot Bend’s circuitous path and the river’s journey back toward itself was ours, too.

THE ARC OF A LIFETIME can be hard to trace at any given moment, the inflection points hard to see; however, I have to believe that some experiences wrap an arm around us and walk us assuredly in a new direction. Those weeks in the desert back in 1993 lit a fire, sparking a long line of decisions in which, in our own ways, the five of us would seek out relationships that

where to lay my head at night.” Then he concluded, “But the most important thing Lakeside or that experience gave me were the friends I made.”

I found myself thinking about powerful lessons of trust, failure, partnership, and confidence. It was a powerful feeling to be trusted by Lakeside and our parents to drive halfway across the country and embark on a wilder-

I don’t know that any of us had experienced trust like that before — the kind where you feel compelled to do your best in order to somehow honor the trust that you’ve been granted.

fed us and experiences that humbled and inspired us. We had each taken on challenges and greeted them with confidence and a spirited optimism.

The desert had swung wide the doors for endless experimentation, where we tinkered, wondered, and tested out ideas for how to better harmonize with the environment. All told, I’ve spent around five years’ worth of days and nights traveling and sleeping outside on six continents, and the revelations haven’t ceased. Clark compared our high school trip to his work. “All I know about construction came from doing it wrong the first time.” A certain magic came from being permitted to figure things out and to learn from illuminating successes and failures. Reuniting on the river, I understood that the five of us still share a desire to be given the freedom to work things out on our own.

Today, as an engineer, Rogge faces failure often, yet he tells himself, “I’m not going to quit until I figure this out. Not until it works!” Cy went on to share that trips like ours “allowed [him] to take responsibility for [him]self,” and to grow up, “through a crucible of experiences.” Clark added that life had never before been so pared down. He often reminds himself, “I mean what do I really need? Some water and some-

ness adventure where no one would hear from us for the better part of a month. As teenagers, we were trusted to plan and execute a trip riddled with logistical and navigational challenges. I don’t know that any of us had experienced trust like that before — the kind where you feel compelled to do your best in order to somehow honor the trust that you’ve been granted.

Young people are capable, more so, I think, than they often get credit for. Lakeside conveyed faith in our capacity, in our potential. Rogge recalled that he felt like he’d received a baton, where “the teachers were, like, ‘It’s your turn. Go!’”

In the classrooms at Lakeside, I had learned that failure comes by way of marked-up papers or tests, progress reports, conferences, and final grades. In the remote desert of southeastern Utah, failure kept its own exacting ledger. We awoke to failures that defined our days. We lived them out for as long as they lasted, sometimes for weeks. I’d never experienced the full weight of responsibility that came with living out one’s errors the way we did on that trip.

For the first time, I also fully appreciated the power of working collaboratively — of looking beyond faults

and petty grievances and seeing that a functioning team can accomplish more than any one of us could have on our own.

And there was something crucial about gaining confidence in the process. I believe that teenagers are actively, if not desperately, seeking the relationships, activities, subjects, and experiences that make them feel confident, that provide them with the courage to try something even harder next time. To feel efficacy of some kind. We had fought for that trip. We’d met with Lakeside administrators, with our parents present, and made our best case that we had the skills and maturity to be successful. Once permission was granted, we did it all. We organized our gear and food, mapped out our route through a complex, wild, nearly waterless area, and then drove to Canyonlands and lived out the idea. Pulling that off, with no adult support or supervision once we were out there, provided a confidence at a young age that I know we all leveraged as we moved on — the kind of confidence where you find yourself dreaming a lofty dream, knowing that with enough effort, focus, and time, you could likely make it come true.

When the sun finally hit our frozen camp on the last morning, Rogge basked in its rays before saying, “Man, how is it that a few photons can cause so much happiness?”

Then he pitched an idea. We could take The Specter, the boat the Rogges had been restoring for more than 30 years, and sail up the Inside Passage, letting the wind take us north from Puget Sound through the Salish Sea and on to the Alaskan Panhandle. Kevin jumped in and pitched a different wind-powered adventure, one zig-zagging through the Caribbean.

We ended the same way we had begun 29 years before, with a little scheming and dreaming.

Who could tell us no? ❀

Chris Carithers is a climber, writer, and teacher at the Watershed School in Boulder. To see then-and-now photos of the two Canyonland trips, go to [lakesideschool.org/magazine](http://lakesideschool.org/magazine). You can find more of artist Maxwell Roath’s work at [maxwellroath.com](http://maxwellroath.com) and [@maxwellroath](https://twitter.com/maxwellroath).



## ALUMNI RECEPTIONS

**SEE PHOTOS** from the Burke Museum reception — and from the all-class reunion held last June — at [lakesideschoolalumni.com](http://lakesideschoolalumni.com)

Former Husky football player Kai Bynum tosses a tennis ball into a welcoming crowd; the lucky receiver got to ask a question.

# SEATTLE AREA

**A KAI BYNUM HOMECOMING** After many classes of alumni and friends joyfully gathered last June during the all-alumni reunion weekend (see pages 4-5), the energy continued this fall at a special Seattle-area alumni reception at the Burke Museum on the University of Washington campus. On Oct. 20, more than 150 Seattle-area alums joined in welcoming Head of School (and UW alum) Kai Bynum to the Lakeside community.

Kai told a story about the day he had just spent at the Middle School, in which he asked students what questions they have for alumni. He shared some of their best questions — and went on to share reflections about his readiness for the opportunities ahead that will continue

to strengthen this school and the importance of alumni in defining the school's culture and community. He specifically asked alumni to update their email addresses so we can reach out and hear their collective voices in upcoming alumni surveying. He thanked the community for his warm welcome back to the Pacific Northwest and commented that he knew the people at Lakeside would be great, but noted that they are "even better than I expected."



**DIAMOND REUNION** Some 30 former Lakeside players returned to the diamond last June to take part in the school's first-ever alumni baseball game. The six-inning contest took place at Whitman Middle School. The final out was made at the plate on a throw from center fielder Bryan Hale '00 (who played at Harvard) to catcher William DeForest '19 (currently playing at Claremont), preserving a 1-0 victory. "We had a good mix," said coach and organizer Kellen Sundin, "from guys still playing in college to guys who haven't touched a baseball since their time at Lakeside — and representatives from the 1990s all the way to an alum from this year." Postgame, players rehashed the game and shared memories at Figurehead Brewing Co. in Magnolia.

## Coming soon



An alumni survey on planning for the future of Lakeside School. We'd like your input — but first, we need your current email address. If you haven't yet shared that with us, please send it to [alumni@lakesideschool.org](mailto:alumni@lakesideschool.org) or follow the accompanying QR code.



Above, from left: Meredith Pierce '90, Shedy, Melinda Morbeck '90, Lewison, Latasia Lanier '90, Andrea Fall '90, Zachary, Mia Gayle '90. Below, from left: Joseph Min '12, Tizzy Tieazu '12, Kai Bynum.



From left: Sam Barnes '08, Julia Van Arsdale, Kelly Van Arsdale '08, Nate Benjamin '07.

Photos : Paul Dudley | Illustration: Sydney Yeh '22

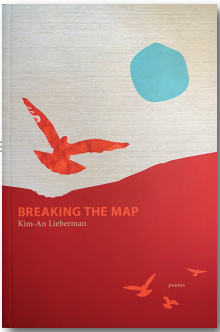


Calligraphy

*This beach, a dappled parchment,  
and I stand waist-deep in the South China Sea  
under reeling birds and August sky.  
Twilight edges the mountains sapphire  
and open-sea fishers sail inland to sleep,  
their lanterns a necklace strung between rocks.  
I stretch my arms into sweeping water  
and the tide beats through me.  
My most beautiful thing. My ocean.  
My boundaries. My edge of the world.  
I have come this distance  
to see the sun unravel  
in strands of orange.  
I have come this distance  
to know, if it can be known,  
what melts into shadow  
and what persists.*

— KIM-AN LIEBERMAN

The late Kim-An Lieberman taught English at Lakeside for many years and was instrumental in starting the school's student affinity groups. Her essays and poems appeared in numerous anthologies and literary journals, such as Poetry Northwest, ZYZZYVA, and The Threepenny Review. In 2008, she won the Blue Begonia Press First Book Award, leading to her debut book of poetry, *Breaking the Map*, from which this poem is taken. "Calligraphy" also appeared in the program of Kim-An's memorial service, which was held at the SAM Asian Art Museum at Volunteer Park in December 2013. Her three children are current Lakeside students.



Class  
of 2000

CLASS  
CONNECTIONS

Class of 2000 classmates  
Catherine Buck Le, Natalie  
Phelps, Lindsey Ross,  
and Jocelyn Lippert Alt  
(with sons Wesley and  
Cameron).

**NATALIE'S TEAM** When new mother Natalie Phelps '00 was diagnosed with colorectal cancer in 2020, her friends stepped up as her greatest support, especially classmate Catherine Buck Le. "I've been overwhelmed by the support of my village," Natalie says, "my rocks." The two have known each other since fourth grade. They've remained close into adulthood — more than ever through Natalie's disease. "It's something people don't want to talk about," says Catherine. Despite being the third-most fatal cancer in the U.S., the subject often feels taboo. Natalie and Catherine want to combat the stigma. At Seattle's first-ever walk for colorectal cancer awareness in October, Natalie's team — including classmates rallied by Catherine — raised \$105,000. **ccalliance.org**

—Eliot Aguera y Arcas '24

Photographed at Gas Works Park on October 8, 2022, by John Lok.



CLASS CONNECTIONS

**1956**  
**George Powell** shares, “I am now, at age 84, living in a senior residence in Las Vegas, Nevada, in moderately good health.”

**1966**  
**Dave Hedderly-Smith** recently moved back to the Pacific Northwest (after 10-plus years in Anchorage, Alaska, and 30-plus years in Park City, Utah). He says, “We’re just loving it back here! We’re on the Kitsap Peninsula, north of Poulsbo and just a bit south of the west end of the Hood Canal Bridge. All old Lakeside friends are welcome to come and enjoy our view of the Olympics, weather permitting.”

**1968**  
Recently retired professional clown **Dean Petrich** (aka “Deano the Clown”) connected with a wide variety of audiences over a 50-year career, especially children, most frequently at birthday parties, fairs, and festivals. He earned respect from fellow entertainers for his originality and encyclopedic knowledge of games and stories. No stranger to juggling, he’s now putting his energy toward several other part-time ventures that have helped sustain him, from installing water filters to tuning and repairing pianos to writing. He’s following up his first publication (“How to Move a Piano by Yourself with the Wrong Equipment”) with a new book about parachute games. See more at [petrichspianoshop.com](http://petrichspianoshop.com).

**1971**  
A 2021 documentary about tech pioneer and gay rights champion **Ric Weiland** (1953-2006) has won awards and accolades on the film festival circuit. “Yes I Am: The Ric Weiland Story” chronicles the life story of one of Lakeside’s influential alumni: a co-founder of Microsoft who gave away his



Still juggling, though now retired from clowning: Dean Petrich ‘68 at his home on Whidbey Island.

fortune in support of education, the environment, health and human services, and, especially, AIDS research and the LGBTQ social justice movement. The film is based on interviews with close friends and associates and a trove of personal diaries dating back to 1975, discovered in a box in the Stanford archives. Learn more about the film at [ricweiland.com](http://ricweiland.com).

**1972**  
**Peter Vermeulen** and Sandra Hennemann-Vermeulen ‘74 celebrated their 50th Lakeside reunion with a great turnout from the Class of ‘72 just ahead of their 43rd wedding anniversary on Sept. 1. The two met at Lakeside during Sandra’s senior year, when Lakeside merged with St. Nicholas, and began a serious relationship during her freshman year in college. The couple share a great

fondness for all of their Lakeside faculty and classmates and note, “The merger was indeed a success!”



Peter Vermeulen ‘72 and Sandra Hennemann-Vermeulen ‘74 celebrated their 43rd wedding anniversary outside their wedding chapel.

**SEND US YOUR NEWS!** Events big and small, personal or professional, chance meetings, fun adventures, a shoutout to a classmate for a recent accomplishment ... they’re all of interest. 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, select “original size.” Email notes and photos to [alumni@lakesideschool.org](mailto:alumni@lakesideschool.org) by April 14, 2023, for the Spring/Summer issue.



Frame from a documentary on family homelessness that Dan Lamont ‘74 created as part of a journalism fellowship at Seattle University.

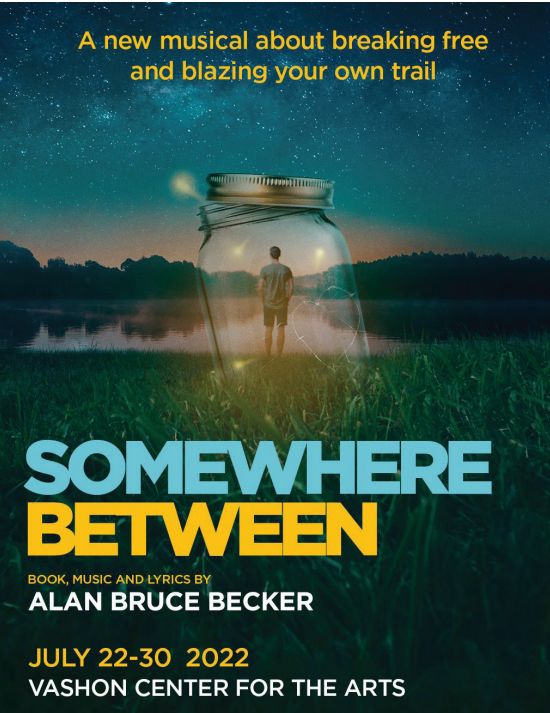
**1974**  
See 1972 note about **Sandra Hennemann ‘74 Vermeulen**.

**Dan Lamont** writes: As a photojournalist and filmmaker, I have focused on pressing social issues for many years. In recent years, with support from organizations like the John D. and Catherine T. MacArthur Foundation, the W.K. Kellogg Foundation, the Bill & Melinda Gates Foundation, and the University of Washington, I’ve been documenting and looking for solutions around the inter-related issues of systemic racism, poverty, family homelessness, juvenile justice, and

the nefarious “school-to-prison-pipeline.” Some of that work can be seen here: [vimeo.com/showcase/8329279](http://vimeo.com/showcase/8329279). The 2020 film “The Community is the Answer” has been screened at film festivals from Los Angeles and New York to Venice.

**1982**  
Last July, **Alan Becker**’s new musical, “Somewhere Between,” kicked off the Vashon Repertory Theatre’s annual summer festival to rave reviews. The performances were especially gratifying for Becker, who grew up on Vashon. In a column written for the Vashon-Maury Island Beachcomber,

Becker explained, “The show’s about a dude figuring out his life in a small town. It’s about real-ish people with messy lives and no easy answers.” He added a personal note: “It’s good to be back on the rock.” After a series of developmental readings, workshops, and festival appearances, the musical is preparing for an off-Broadway opening in 2023.





CLASS CONNECTIONS

1984

**Paul Johnson** shares this announcement of his new position: “During the spring of 2022, one week after defending my doctoral dissertation at the University of Southern California in organizational change and leadership, the Seattle Symphony Orchestra hired me to serve as their director of people and culture. Looking forward to this exciting new opportunity.”

**Kathy Larson Kali** reports: “I am very proud to have served with a local nonprofit in the southern Oregon area for two years, helping fire victims access resources, information, and grants for rebuilding after the Almeda Fire destroyed 3,000 homes in the Ashland/Medford area. Our home was destroyed in the fire, but we had good insurance and resources, so we landed on our feet. But many others were not so lucky, which galvanized us into service.”

1997

Last spring, after six years of leading LANGSTON’s programming and community partnerships, **Jazmyn Scott** was named executive director of Arté Noir, the Black arts and culture organization that recently added a brick-and-mortar home in Seattle’s Central District to its online publication. In her new role, Scott will guide the nonprofit’s work in identifying, showcasing, and supporting the art, craft, and retail products of Black creatives. In an interview with The Seattle Times, Scott described her decision to move on from LANGSTON this way: “Living in Seattle, there’s not a whole lot of opportunities professionally where you can work in spaces centered in Blackness, and that are led by Black folks. So the whole idea and philosophy around what Arté Noir is and the development of it ... it literally is the only other thing that I can see myself doing.”

Last May, the United Kingdom newspaper The Guardian published a remarkable ac-



An EU spokesman holds a wanted poster for indicted Bosnian war criminals near Sarajevo, soon after Kevin Hughes ’97 began investigating war crimes for the U.N.

count of a small, relentless United Nations posse known as the tracking team. Using a combination of veteran intelligence officers, data analysts, legal experts, and diplomats, the tracking team has helped hunt down and bring to justice or account all 161 of those accused of committing war crimes from the Balkan wars and all but a handful of the 93 indicted war criminals from the Rwanda genocide. Prosecutor **Kevin Hughes** — who began this line of investigation in 2007 as a law clerk in the War Crimes Chamber of the Court of Bosnia and Herzegovina — serves as the tracking team’s co-leader and chief of staff. “We didn’t fully appreciate when this started in the ‘90s,” Hughes told The Guardian, “that you should really assume that every person indicted is going to be a fugitive. These guys are not just waiting around to be arrested.”

2000

On June 28, **Scott Graham** made his crossword debut in the New York Times. Multiple alumni on Facebook congratulated Scott and noted that they enjoyed



Jazmyn Scott ’97 takes over at Arté Noir.

**WE LOVE HEARING YOUR NEWS** and want to share news of our own. We’re gearing up to create a strategic plan that will inform the future of Lakeside, and we want your involvement! Make sure we have your up-to-date email address: send to [alumni@lakesideschool.org](mailto:alumni@lakesideschool.org)



Peri Sasnett ’07, science educator with the National Park Service.

the puzzle, a “T-themed” Tuesday crossword in which every clue began with a “t,” all black squares were grouped into T shapes, and both words in every two-word answer started with “t.”

2007

In response to our request to hear from alumni who remember their Lakeside outdoor trip experiences, **Peri Sasnett** wrote, “I went on Middle School beach hikes and Canyonlands in 2007. I loved those trips, and I definitely wouldn’t be where I am today (working for the National Park Service) without those experiences!” At Glacier National Park, Sasnett hosted Season 2 of a podcast called “Headwaters,” which was about white-bark pine, the most important tree you’ve never heard of. You can visit [glacier.org/headwaters](http://glacier.org/headwaters) to learn more, or subscribe to “Headwaters” on any podcast platform. Season 3 will be coming out early next year!

**Sam Shapiro** and his wife, Meredith Simons, welcomed a baby daughter, Sloane, to their family on July 5, 2022, joining their son Wally (2) and their dog Rex (10). After living in Los Angeles for the past five years,

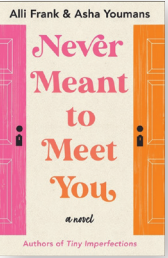


they are planning a move back to the Seattle area in the spring of 2023 and are looking forward to reconnecting with old friends and hosting many alumni toddler playdates.

On the shelf

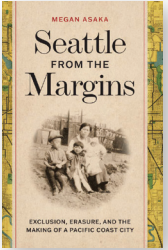
**Never Meant to Meet You**  
**Asha Youmans ’89 and Alli**

**Frank** have teamed up again on a novel that explores identity and growth through many lenses: a Black kindergarten teacher and single mom, a newly widowed Jewish mom next door, parenting challenges, unexpected romance, coming of age, an Oakland private school backdrop... Publisher’s Weekly calls it “an impressive feat.”



**Seattle from the Margins: Exclusion, Erasure, and the Making of a Pacific Coast City**

**Megan Asaka ’99**, assistant professor of history at the University of California, Riverside, shines much-needed light on the Indigenous and Asian seasonal and migrant laborers who built the segregated city they inhabited. Drawn from deep research into Seattle’s labor camps, lumber towns, lodging houses, and so-called slums, the book is rich with felt-life details and overlooked history.





CLASS CONNECTIONS



Abe Friedman '15 and Erik Ashida '08 met on a recent congressional trip in Singapore.

2008

**Erik Ashida** is currently a subcommittee professional staff member of the Committee on Foreign Affairs in the U.S. House of Representatives. On a recent congressional staff delegation to Singapore, he traveled with Abe Friedman '15, senior policy advisor to Rep. Suzan DelBene, who represents Washington's 1st Congressional District.

2009

**Maayan Gordon** shares that she is currently traveling the country and visiting all 48 continental states as part of a movement she started called "The Main Street Tour." She is interviewing small businesses in more than 100 cities to share their stories with the world. Maayan is also providing free training and support for small businesses and leveraging her audience of 2-plus million followers on social media to build awareness and recognition.

2012

Lakeside's director of experiential education, Bryan Smith, shares: "**Andrew Haeger** spent this past summer guiding fly-fishing trips on the Big Hole River in southwest Montana, where he took my son (Henry '25) and me fishing for a couple of days. We had an amazing time reconnecting, talking about Lakeside, and catching some big trout!"

2015

See note for **Abe Friedman** in 2008.



Guide Andrew Haeger '12 on the Big Hole River. Lakeside's Bryan Smith looks on.

2019

On Aug. 29, with family members and former Lakeside teammates in attendance, baseball player **Corbin Carroll** made his Major League debut with the Arizona Diamondbacks. His first Major League hit, a line-drive double that drove in two runs, helped fuel the largest comeback victory in franchise history. In September, Carroll was named the USA Today minor league player of the year — an extra-impressive honor given how quickly the 22-year-old had risen up through the Diamondbacks' minor league system. He missed all of 2020 when COVID-19 shut down the minor leagues, and he played just seven games in

2021 before shoulder surgery ended his season. He's widely regarded as a rising star in the National League. 🌸

Correction

We inadvertently left off two athletes from our Spring/Summer Class Notes listing "Lakesiders Competing at the Next Level." **Emerson "Emme" McMullen '19** plays lacrosse for Claremont-Mudd-Scripps. (Last spring, she was named to the All SCIAC Conference and All West Region teams.) Also missing was Bowdoin lacrosse player **Anna Kelly '20**. We apologize for the oversights.



Major League baseball player Corbin Carroll '19 (center) stands with Lakeside coach Kellen Sundin and former teammates William DeForest '19, Luke Porter '19, and Jared Feikes '19.



The artist

Leah Aegerter '13

In 2019, sculptor Leah Aegerter '13 completed a 10-day trek with five friends through the Grand Canyon. She later wrote: "That trip has had a lasting effect on my relationship to geology and the ideas and forms that now comprise my artistic practice. Shortly after, I began to 3D scan rock faces whenever I hiked and to build a library of scans — it's a way for me to capture the physicality of the landscape without altering it." This past fall, Aegerter returned to that majestic red-rock desert landscape as a 2022 artist-in-residence with the Grand Canyon Conservancy. Her experimental process involved scanning rock layers and textures throughout the national park, running the scans through modeling software and outputting them on a 3D printer, then casting abaca paper into 3D prints. The result makes an artistic — and beautiful — geologic record.



Leah Aegerter '13, left, used 3D printing in making her geologic sculptures, above.

In January, Aegerter will move to the Kitsap Peninsula for a reunion of a different kind: as an artist in the Rockland Residency, operated by Shawn Landis and Jodi Rockwell — Aegerter's former Lakeside art teacher.

[grandcanyon.org/our-work/artist-in-residence/rocklandwoods.com](https://grandcanyon.org/our-work/artist-in-residence/rocklandwoods.com)



The Lakeside/St. Nicholas Alumni Board is pleased to welcome eight new members for the 2022-2023 school year. Get to know these representatives from the alumni community.

**AI-LI CHIONG-MARTINSON '06** holds a B.A. in international relations from the University of St. Andrews and an M.A. in international relations from the London School of Economics. After completing a J.D. at Seattle University School of Law, Ai-Li clerked for Chief Judge Thomas O. Rice of the U.S. District Court for the Eastern District of Washington and Justice Debra L. Stephens of the Washington State Supreme Court. After clerking, she joined McNaul Ebel Nawrot & Helgren. Ai-Li currently lives in the house she grew up in on Capitol Hill with her husband, Reid, their two children, Keizō and Kenj, and her mom, Bi-Lan (who was notorious at Lakeside soccer games). In her free time, Ai-Li enjoys spending time with friends and family, traveling, and escaping to Vashon Island whenever possible.



**CARA GRAY '03 HELMER** is the policy director of legal affairs at the Washington State Hospital Association (WSHA). Her work focuses on representing the interests of hospitals and health systems in Washington State in legislative policy, regulatory concerns, and legal affairs. Prior to working at the WSHA, Cara clerked on the 6th Circuit Court of Appeals and worked as a litigation attorney at Latham & Watkins in the Silicon Valley. Cara has a B.S. in nursing from the University of Washington and a J.D. from Stanford University. Cara lives in Seattle with her husband and two small children. She enjoys traveling, spending time with family and



**INTERESTED IN SERVING?** The Alumni Board works to help members of the alumni community connect with each other and with Lakeside School. The board meets monthly from September to June. Members have the opportunity to hear about Lakeside today from current students, teachers, and administrators, as well as attend classes at the Upper and Middle schools. If you'd like to learn more about serving on the board, email the alumni relations office at [alumni@lakesideschool.org](mailto:alumni@lakesideschool.org) to be connected to a current board member.

friends, and eating food that other people cook.

**DR. PAUL JOHNSON '84** is the new director of people and culture at Seattle Symphony Orchestra at Benaroya Hall. Before joining the Seattle Symphony team, Paul was director of diversity, equity, and inclusion at The Seattle Waldorf School. Before that, he worked in human resources at



Boeing, Microsoft, and Starbucks Coffee Co. Paul received his bachelor's degree from Seattle University and graduate degrees in cultural studies, human resources, and project management from the University of Washington, Villanova University, and Georgetown University. He recently completed his doctorate in organizational change and leadership from the University of Southern California. Paul lives in southeast Seattle with his wife, Ricole, and their 9-year-old son, Roman. They enjoy traveling, live music, theater, sporting events, and walks around Seward Park.

**MELINDA MORBECK '90 LEWISON** holds an A.B. in history from Princeton University and an M.B.A. from Harvard Business School. Melinda leads investments for a family office in Seattle. While at Lakeside, Melinda's



primary activities were soccer, crew, and hanging out in the library. Melinda and her husband live in Bellevue with their teenage daughter and son, and in her spare time, Melinda enjoys skiing, hiking, and running.

MEMBERS

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Nate Benjamin '07  
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Adam Hinthorne '14

Paul Johnson '84

Erin Kenny '89

Melinda Morbeck '90  
Lewison

Ric Merrifield '84

Michelle Perkins '92

Kiet Vo '07

Sean Whitsitt '05

Dimitri Woods '09

Geoffrey Wukelic '14

**MICHELLE PERKINS '92** holds a B.A. in communications from the University of Washington, where she received an athletic scholarship to play basketball.



Michelle has spent the past 24 years working at the Seattle Fire Department as both a firefighter/paramedic and most recently as a fire inspector. Michelle and her husband live in Lake Forest Park with their two children. In her free time, she enjoys gardening and coaching basketball.

**AMY BARKER '01 PITELKA** received a B.A. in politics from New York University, where she also studied economics and Slavic studies, and a J.D. from Harvard Law School. Amy is the head of legal at Level, a financial technology company that offers modern employee



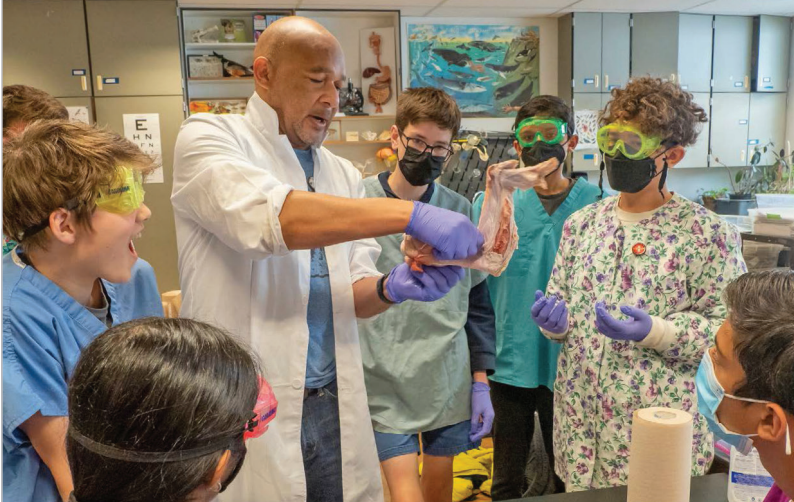
benefits on a single payments card. She moved back to Seattle from Washington, D.C., where she served as lead counsel and acting deputy administrator of the U.S. Digital Service at the White House, focusing on the facilitation of government benefits. She lives in Mount Baker with her husband, 2-year-old son, and, importantly, their dog — which means she spends as much time outside as possible.

**DIMITRI WOODS '09** earned a B.A. in theater from Santa Clara University and an M.F.A. in acting from the University of South Carolina. While in graduate school, Dimitri joined Actor's Equity, the stage actors' union, and has been working as a professional actor and dialect coach, alongside a career in finance



operations and process improvement for SaaS companies. He is currently the director of entitlement operations at Alteryx. While at Lakeside, Dimitri was a varsity athlete on both track and swim teams and an active leader in BSU, Acafellas, LIP, and other student organizations. Dimitri lives in Capitol Hill and has a puppy cockapoo named Leon Ignacio Woods III (aka Nacho).

**GEOFFREY WUKELIC '14** received his B.S. in computer engineering from the University of Washington. He currently works for U.S. Sen. Patty Murray's campaign. At Lakeside, Geoffrey was a member of the varsity baseball team, the basketball team, and the Student Global Leadership Institute. In his free time, he enjoys staying active, traveling to new places, and spending time with his family.



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— Bob Donaldson '62

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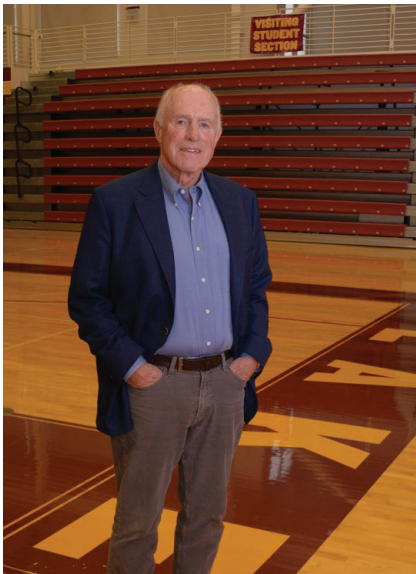


# Bruce V. Bailey '59

During the Upper School assembly on Nov. 2 — fittingly, in the gym — Bruce Bailey '59 was presented with the 2022-2023 Lakeside/St. Nicholas Distinguished Alumni Award. A version of the following citation was read aloud by alumni board member Stephanie Saad '94 Cuthbertson as part of the presentation.

WHAT DOES IT MEAN to be alumni? For all of us, there was — or will be — the simple fact of graduating from this institution, each of our specific class years mere pushpins to denote a certain place at a certain moment, a transition that quickly becomes the realm of the past. But for Bruce Bailey, who has been an integral part of the Lakeside community since he began 7th grade here in 1953, alumni is very much an active verb: He has contributed to and enhanced the culture, evolution, and spirit of Lakeside for almost 70 years, and his effortless generosity and irreplicable résumé have bettered every facet of our school. In fact, it was Bailey himself who created the Distinguished Alumni Award in 1971, who wrote the first four citations, and who helped choose many of the recipients. This honor, he says, has typically gone to someone with achievements from without — Lakesiders who have made an impact elsewhere in the world, well outside the bounds of campus. Bailey, as he puts it, is “very much in this place.” And he’s all the more deserving for it.

It is tempting to turn Bruce Bailey into a laundry list of positions and accomplishments, something that he would rather avoid. But the sheer number of his contributions, too many for a single page, beg recognition. He has held 14 different titles at this school, 11 of them as director, and occupied 14 different office spaces. As a student in the 1950s, he was class president for four years and earned eight varsity letters. As a coach, he took the boys’ basketball team to 13 district and eight state tournaments — and was voted into the Washington State Basketball Coaches Hall of Fame in 2003. As a college counselor for 35 years, he guided thousands of students through



Known as “Mr. Lakeside,” Bruce Bailey '59 coached basketball, among many duties.

their journeys beyond Lakeside. As an educator, he pioneered an economics course and taught it for 20 years. As a constant presence and a jack-of-all-trades, he is the symbol of both our continuity and our willingness to change and improve. Why is commencement held outside? Why are there class retreats? What’s up with the old brass lettering on St. Nick? The answer, inevitably, is Bruce. Chances are, if he isn’t responsible for a tradition or tidbit, he likely knows who is. Along with his nicknames of Mr. Director and Mr. Lakeside, some say he’s Mr. Living Archives, too, a man with an uncanny memory of Lakeside history, people, sport, tradition, and story.

Just walk down the stairs into his home office and it’s readily apparent that Bruce Bailey’s story is Lakeside, and Lakeside’s story is Bruce Bailey: There’s an impressive replica of Bliss Hall, thanking him for 42 years of service. There are at least seven gold

plaques for excellent coaching. On one bookshelf sit green spiral notebooks containing detailed player stats from every one of his basketball seasons; if you were to ask him what gives him the most pride, he may well point to those pages and all the triumphs and challenges they represent. In the college counseling office, he adored helping students learn to describe themselves with authenticity, to answer the question: Who are you?

So who is Bruce Bailey? For those who have been lucky to know him, he is a compassionate advisor, loyal friend and colleague, and intuitive leader. For those who don’t, he is something harder to describe: a maker and protector of legacy, a proud supporter, a link between past, present, and future Lakeside. He is a true and distinguished representation of what alumni can be, especially if distinguished also connotes down-to-earth, direct, and self-deprecating. He is, simply put, a legend. But who is Bruce Bailey, according to Bruce Bailey? When pressed, he says, “It might sound kind of corny, but as a coach and teacher I really tried to emphasize the fun factor. That’s why we’re here. I’ve always been a positive person who’s interested in the process, not the outcome. Instead of what can’t we do, I always asked: what can we do?” And if we had to answer back, we’d say: Bruce, with you as our shining example, we can do everything.

For his decadeslong dedication to and outright love for our community, for his impossibly generous service and effective leadership, and for his incalculable impact on generations of students, the Lakeside/St. Nicholas Alumni Association is proud to honor Bruce V. Bailey '59 with the 2022-2023 Distinguished Alumni Award. ❁

Photo: Paul Dudley



David Harrah '44, shown climbing 21,768-foot Mount Yerupajá in 1950.

ated from candidate school as a commissioned officer. After his tour of duty, he enrolled at Stanford University. Harrah was attracted to Stanford’s proximity to some great places for climbing and mountaineering, particularly at Yosemite. At Stanford, he discovered the Stanford Alpine Club. He spent many college weekends going to the Sierra Nevada mountains, where he completed numerous challenging climbs. His first Yosemite climb was an early ascent of the Washington Column Direct Route, a long, strenuous, 15-pitch climb involving intricate route finding. Harrah was quickly recognized for his leadership skills and mountaineering knowledge and eventually became president of the Alpine Club during his junior and senior years.

As a junior, Harrah and another Stanford Alpine Club member were contacted by Harvard’s mountaineering club to join the 1950 Harvard Andean Expedition.

Their goal was to successfully climb the highest then-unclimbed peak in the New World, Mount Yerupajá, a 21,768-foot peak in Peru, which locals called “El Carnicero” — The Butcher.

After months of preparation, the team flew to Lima, Peru, drove to the remote village of Chiquian, and made final preparations for their climb, including finding mules and hiring mule guides. The mountaineers established a base camp at 13,400 feet. After multiple attempts, Harrah and a team member named George Bell established a high camp on the mountain, following a route Harrah had earlier sketched out. In the end, only Harrah and one other climber, Jim Maxwell, had the strength and will to make the final attempt, successfully conquering the highest unclimbed peak in the New World.

After resting at the summit and taking some photos, the real

## LAKESIDE ALUMNI

### David Harrah '44 • Aug. 16, 2022

David Harrah began outings into Washington’s Cascade and Olympic mountain ranges in 1935 at age nine. Once he had shown serious interest in climbing, his father, Edward, gave him Whympers’ 1871 classic, “Scrambles Amongst the Alps.” Harrah quickly aspired to demanding climbs. He graduated through the Seattle Mountaineer climbing courses, and at age 15, he narrowly escaped a fatal fall by grabbing a juniper bush in midflight down a steep slope.

Harrah was on the track team and excelled academically at Lakeside School, where he graduated at the top of his high school class. After school, he volunteered to join the U.S. Army, where he gradu-

IF YOU HAVE A REMEMBRANCE to share about a St. Nicholas alumna or Lakeside alumna/alumnus for the next issue, please email the alumni relations office at [alumni@lakesideschool.org](mailto:alumni@lakesideschool.org) or call 206-368-3606. The following are reprints of paid notices or remembrances submitted by family members. All remembrances are subject to editing for length and clarity. The submission deadline for the Spring/Summer 2023 issue is April 14, 2023.



drama began. As Harrah down-climbed to join his ropemate on a belay platform, a section of ice broke under him, and he fell the entire 120-foot length of the rope. After bouncing at the rope’s end, Harrah had to slowly climb back up to join his partner, despite severe pain from potentially broken ribs. As darkness came, the climbers realized they could not safely reach high camp. They dug a small cave inside a crevasse high on the mountain to escape subzero nighttime temperatures and wind chill that would have killed them. That evening their toes developed severe frostbite. They were able to make it down to high camp the next day. When they made it to col camp, Harrah insisted that he go to the hospital in Lima since he knew that at least his toes and possibly his feet needed to be amputated. Harrah lost his toes at that hospital.

Following his recovery from this expedition, Harrah graduated from Stanford with a B.A. in philosophy and a Ph.D. in philosophy from Yale. While at Yale, his friend introduced him to Stanford transfer student Rita Giese. Like Harrah, Rita had grown up in Seattle, having attended St. Nicholas School. She loved hiking and had joined the Stanford Alpine Club after Harrah had graduated. The chemistry between them was instant. They married in August 1955. The two moved to Riverside, California, where Harrah had been hired as a philosophy professor at the University of California, Riverside.

Harrah often went hiking with his family on weekends and summer vacations and sometimes rock climbing with friends. On occasion, he was asked to participate in mountaineering rescues in California. Harrah’s two sons, Shane and Mark, inherited his attraction for heights: Shane as a hang glider pilot and Mark as a paraglider pilot from the 1990s to the present. Harrah was an ardent long-distance jogger for decades, and he completed many marathons and ultramarathons on weekends.

After escaping death on numerous occasions, he finally succumbed to cancer on Aug. 16, 2022, in Studio City, California, at age 95. Besides preparing for various contingencies during life, which prevented him from death on numerous occasions, he gave one last piece of advice to his sons, his granddaughter, Christina, and his daughters-in-law, Ning Xiao and Anna Simeonova: Be lucky.

**Phil Bayne ’55 • June 4, 2021**

Maurice Philip Gould Bayne was born the second of five children of the Rt. Rev. Stephen Fielding Bayne Jr. and Lucie Culver Gould Bayne. He graduated from Lakeside School and earned a B.A. from the University of Washington and M.S.W. from Columbia University.

Philip served in the U.S. Army in Germany,



where he met Ruth Jentsch. He married Ruth in Germany before moving to Washington State, where they lived until Ruth passed in 2005, with a brief stint in Arizona.

Philip was a polymath and always the most intelligent guy in the room. He was a teacher, a social worker, and a sharpshooter. He learned languages with ease. Some might learn recipes. He did that, too, learning and practicing a variety of cuisines, from Szechuan to Indian.

He is survived by his children, Sam and Miranda, granddaughter Mimi, partner Annie Schmidt, and his elder brother, Stephen III.



**Jim Allison ’61 • June 20, 2022**

James Evan Allison Jr. died peacefully in his sleep. Jim was born in Alabama on Sept. 21, 1943, to JD Steele Allison and James Evan Allison. Because of the early death of his parents, Jim was raised by his mother’s sister, Elizabeth Steele Jensen, and her husband, Mark A. Jensen, in a loving family in Seattle. He went to McGilvra Elementary School and Lakeside School, where he made many lifelong friends. Until Jim was 12, he spent a part of each summer in Eutaw, Alabama, where many Steele and Allison family members still lived. He developed a love of gumbo, pork rinds, and pecan pie that endured for the rest of his life.

Jim earned his bachelor’s degree from the University of Virginia in the McIntire School of Commerce and graduated with an ROTC commission. During the Vietnam War, he served with the Army Signal Corp in Saigon and was honorably discharged as a 2nd lieutenant in 1970. Upon returning to Seattle, Jim completed his M.B.A. in accounting at the University of Washington Business School. He started Allison & Co., a private venture capital company, and became an early investor in SEBCO, a privately owned investment firm specializing in commercial real estate. In 1974, he married his “current” wife (as he humorously referred to her for their entire marriage), Margaret “Margi” Appleton Allison. They had two sons, Jim and Chris Allison, and moved into a house not far from where Jim had grown up in Washington Park. In the 1980s, he was elected chairman of SEBCO and served

in that capacity until 2015, retiring with the honorary title of chairman emeritus. As chairman, Jim oversaw the transition from owning smaller, unique-purpose properties to larger institutional ones, and was involved in expanding the company into Southern California markets. He was a committed philanthropist, serving on the Seattle Children’s Home and The Bush School boards. In addition to business and the community, Jim enjoyed his memberships in the University Club, 487 Club, the Bohemian Grove, the Seattle Tennis Club, and the Seattle Yacht Club. Seattle had become his beloved hometown, and he loved everything connected to its water; he was an outstanding water skier, loved boating and sailing, and successfully took up scuba diving. He also enjoyed downhill skiing, duck and partridge hunting, and traveling with his family and friends. He loved to read, especially history, which helped sustain him through his long illness. He was quick-witted and intelligent and liked to say that as his life became more restricted, “I would have taken better care of myself if I had known that I would live this long.”

Jim is survived by his wife of 48 years, Margi; his sons, Jim and Chris; his grandsons, James and Sid; his sister, Elizabeth Jensen Jenkins; his brother, JD Jensen; and many dear in-laws, nieces, nephews, cousins, and their families. He was preceded in death by his brother Mark A. Jensen Jr. and his sister Katrina Jensen. A private family service was held in September, near the time of what would have been his 79th birthday. Donations in his memory may be made to the Mark A. Jensen Jr. Endowed Scholarship at Lakeside School.

**Brian Phillips ’69 • Sept. 10, 2021**

A group of longtime Lakeside friends and brother, Craig Phillips ’70, announce with sorrow the passing of Brian Phillips in Thailand from complications of dementia.

Brian grew up in Seattle and attended Lakeside School and then Columbia University. After graduation, Brian served in the Peace Corps in Tunis, where he taught Tunisians English as a second language. He subsequently attended the University of Washington School of Law. While in law school, Brian did original research identifying constitutional infirmities of a proposed initiative measure that sought to stop the Seattle school desegregation plan. The U.S. Supreme Court saw the wisdom of Brian’s work and in 1982 ruled the action unconstitutional.

Brian was a loyal friend and was always stimulating and enjoyable company. He had far-flung interests, read widely, and had strong opinions on most matters that he did not hesitate to share. He was a sailing enthusiast and lived on his sailboat in Everett for a time. He had a diverse practice of law, primarily criminal cases in Snohomish County. In 1989, he immensely enjoyed the opportunity to argue one of his cases, Washington v. Harper, in the U.S. Supreme Court. In the mid-1990s, Brian’s interest in justice and seeing more of the world led him to serve in Belgrade to reform and strengthen the Yugoslav justice system on behalf of a United States nongovernmental organization associated with the American Bar Association. In 2003, via his Everett law practice and drawing on his years of effective service as a member of the Edmonds School Board, Brian brought suit against a school board and an employee union, ending a long strike.

After long trips to Thailand in the first decade of the 2000s to visit a



Dana Pigott's Lakeside senior portrait, 1980.

fellow UW alum who had moved to Bangkok, Brian chose to live abroad again, this time for good. He purchased a condominium on the banks of the Chao Phraya River and served on the condo’s board. His work in Thailand included teaching law at the University in Bangkok. His younger brother, Craig Phillips, recalls that Brian loved his students and took a great deal of time and energy to incorporate American law with Thai law to develop meaningful lesson plans. He enjoyed participating in community theater in Thailand, as he had in the U.S. His acting abroad included improv with ex-pat groups, a spot in a commercial for Dos Equis beer, and another in a rooftop scene in the movie “The Hangover Part II.” He took on the challenge of learning the Thai language and eventually married a Thai businesswoman, Khun Siripan, who survives him. Rest in peace, brother Brian. You are missed.

**Dana Pigott ’80 • Sept. 5, 2022**

The family announces with great sadness the passing of Dana Pigott from a heart attack at her home. Dana was 60 years old; she was born in Bellevue and lived most of her life in Seattle and Bellevue. Dana attended Lakeside School and Stanford University, majoring in human biology and French.

Dana was an endlessly giving person and had a successful career in nonprofit fundraising. She was an active community member, and her generosity will live on through the support she raised for many nonprofits and schools in the Seattle area.



IN MEMORIAM

Dana loved to travel and took many adventurous trips with her children. She was an avid skier and spoke fluent French. She loved all animals, but especially dogs. She had a close circle of friends and was always ready to help anyone in need.

Dana is survived by her children, Luke Charles and Anna Helene Pigott; her parents, Yvonne and Charles Pigott; her six siblings; and five in-laws. Dana was a loving and dedicated mother, and she will be greatly missed.

In lieu of flowers, donations in her honor can be made to Seattle Children’s Hospital or Overlake Hospital/Norcliffe Fund.

John Price ’88 • Sept. 7, 2022

It is with deep sorrow that we learned of the untimely death of John Gilbert Price. John was born in Omak, Washington, to Richard and Rosemary Price. He was the middle child between his older sister Paige and younger brother Andrew. His childhood was filled with madcap adventures in the snow, exploring creeks, skateboarding, playing endless games of Marco Polo, and sleeping out on the back hill, stargazing. John’s friendships were varied and long-lasting. His enthusiasm drew people to him. Unfailingly kind, John saw the good in others. Perceptive, imaginative, and fun, John was always up for the next adventure. John blossomed at Lakeside School. Although he missed home, he found a community that encouraged him to explore new interests and instilled a duty to the larger community. After Lakeside, John graduated from the University of Southern California and Gonzaga Law School. Throughout his life, John loved music. He was a talented musician and played guitar. His ability to understand complex instructions led him to repair his grandmother’s 1957 Thunderbird and a 1967 Volkswagen Convertible, and to spend time woodworking and raising bees. He loved to travel on his motorcycle with friends.

John married Kim Lovall and happily took on the role of helping raise Alyssa and Evan Schnitzius, a position he cherished to the end. Alyssa and Lars Odegaard gave him his first grandchild, Miles.

John is survived by his parents; sister Paige, brother Andrew (and his wife, Yukimi), and niece Sakura; ex-wife Kim Lovall, as well as Evan Schnitzius and Alyssa Odegaard (Lars); and grandson Miles. His delight in his new grandchild brought him untold joy.

Memorials in John’s name may be directed to Lakeside School, [lakesideschool.org/give](http://lakesideschool.org/give).

FORMER FACULTY

Thérèse Barnette • July 19, 2022

Thérèse Doepfner Barnette passed away peacefully in Hilo, Hawaii, after a brief illness. Born in Davos, Switzerland, Thérèse came to the United States in 1956 to attend the University of Oklahoma, where she



studied drama. She married her college sweetheart, Leslie J. Barnette Jr., in 1959. The couple moved to Seattle in 1963, where Thérèse taught German, French, and drama at Lakeside Middle School for 40 years. A dedicated teacher, she continued to substitute-teach at Lakeside long after her retirement. She had boundless energy and was an active volunteer with



Zinda Foster’s smile brightened students’ lives here for two decades.

the Seattle Opera Young Artists program, the University of Washington School of Drama Advisory Board, and was the leader of a vigorous play reading group at Ida Culver House Broadview, where she lived for six years. She moved to Hilo, Hawaii, in 2020 to be with her daughter and son-in-law. Thérèse was a consummate hostess. Her kindness, generosity, and love of music, art, literature, and, of course, the theater were a source of inspiration to many. The lives she touched were enriched by having known and shared time with her. She truly valued her many friends. Thérèse was preceded in death by her beloved husband of nearly 60 years, Les, and daughter Ayn. She is survived by a daughter and son-in-law, Lee and Mike Dombroski; step-granddaughter Kassia Dombroski; brother Andreas (Irene) Doepfner and family; sister Regula (Rolf) Ulm and family; sister-in-law Kaye B. Lemon; nieces Amy Lemon, Meg (Josh) Blum, Jane (Chris) Cowles, Beth (Brad) Ham and families; and nephew Kent (Amy) Lemon and family; and her much loved “surrogate” children and families across the U.S.



A celebration of life will be held at a later date. Memorials are welcome in Thérèse’s name to the University of Hawaii Hilo Theatre Fund ([uhfoundation.org/applause](http://uhfoundation.org/applause)) or your local food bank.

Zinda K. Foster • Nov. 26, 2022

Zinda Foster passed away on the Saturday following Thanksgiving, less than a week before this issue of the magazine went to press. In sharing the news with the Lakeside community, Head of School Kai Bynum wrote, “Across her more than 20 years at Lakeside, Zinda led the Upper School Service Learning program, ran LEEP alongside T.J. Vassar, coached, advised, worked in admissions, led outdoor and Global Service Learning trips, created and oversaw the Upper School student center, and was an integral part of the life of Lakeside students. She was a powerful force and a kind soul, and we will miss her presence throughout our community.”

Look for a fuller tribute in the Spring/Summer 2023 issue of Lakeside magazine.

Marjorie Kennedy Hemphill • Aug. 28, 2022

Storyteller, teacher, actor, musician, writer, poet, and lover of the arts, Marjorie Kennedy Hemphill humorously described herself as a “Jacqueline of all trades and the mistress of none.” A voracious reader and crossword puzzle fanatic, she also loved the company of friends and the nature of the Northwest. Her fondness for animals never faded.

Born in Toronto on Oct. 19, 1930, to Eva Stokes and Angus Kennedy, she was the youngest of three children. Like her parents, she became an avid reader. She learned the Highland Fling from her Scottish father, tap-danced at family get-togethers, and loved to sing. Encouraged by her sister Shirley, Marjorie moved to the Pacific Northwest in her 20s to be with her family and continue her education. At the University of Washington, she earned her M.L.S. and worked as poet Theodore Roethke’s “Girl Friday,” handling his correspondences and organizing his last book of poetry. In 1962, Marjorie moved to Bainbridge Island with her first husband, settling to raise three children. Meanwhile, her storytelling got her the role of King County Library storyteller. She

traveled the 40 libraries, entertaining children. Next, she was invited to teach at the UW, becoming an adjunct professor of storytelling, folk tales, and children’s literature.

In 1977, Marjorie accepted the full-time position of head librarian at Lakeside School. She adored the job and became a much-loved teacher and advisor, inspiring young students with her delight in literature, theater, and the arts. She enjoyed acting in Seattle theaters and directing plays at Lakeside.

Marjorie married Wylie Hemphill in 1985 in what she described as a fairy-tale wedding. She retired from Lakeside and turned her attention to a life of companionship and travels, theater, and writing — she got a second master’s degree, in creative writing — and spending

Head librarian Marjorie Kennedy Hemphill, far left, poses with her staff for a lighthearted Numidian photo, 1979.



Jan Rowe, back row center, with her Middle School advisory in 1990.

as much time as possible on Bainbridge Island and with family, friends, and, of course, her dogs.

Janice Marie Rowe • June 4, 2022

Janice “Jan” Marie Rowe was born on Sept. 23, 1947, to Jack Henry Day and Margaret Day in Renton, Washington. A “miracle baby,” she was extremely premature and not expected to survive. Instead, her parents wrapped her up in one of her father’s kerchiefs and fed her with an eye dropper every hour. Doctors were amazed when they returned for the first checkup.

Jan graduated from Renton High School in 1965 and attended Western Washington State College in Bellingham, where she earned degrees in Spanish and received her standard teaching certificate. She also met her future husband, William “Bill” H. Rowe.

Jan and Bill were married in 1970, and Jan began a long career in teaching. She taught at Eisenhower Middle School in Everett for over 15 years and taught social studies and Spanish at Lakeside Middle School from 1987 to 2002. In her last three years at Lakeside, she also served as head of the Middle School history department. When she perceived a call to ministry, she left Lakeside to follow her calling. In 2005, she received her Master of Divinity at the Cliff School of Theology in Denver. Jan then returned to Seattle to serve the following churches: Renton: Kennydale United Methodist Church; Seattle: Seaview UMC and Tongan Fellowship; Seattle: Green Lake UMC; Renton: First UMC; Seattle: Skyway UMC, and Des Moines UMC. She also worked in service to Shoreline: Ronald UMC for five years. She officially retired in 2019.

Jan’s husband, Bill, passed away in 1997. She is survived by their three daughters, Meredith Lynn Rowe, Lindsay Erin Rowe (George Watters), and Mackenzie Lael Rowe. She loved spending time with her three grandchildren, Chauncey, Odessa, and Leilani. She also leaves behind a brother and three sisters, who will miss her dearly.

The family requests that, in lieu of flowers, gifts be given to the National Leiomyosarcoma Foundation, [nlmsf.org](http://nlmsf.org), an organization Jan was pleased to support.





## 2022-2023 CALENDAR

### 2022

#### November

- 2** Distinguished Alumni Award assembly
- 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** Young alumni gathering with Kai Bynum
- 15** Dan Ayrault Memorial Lecture: Tess Rinearson '11

#### April

- 25** New York Area Alumni Reception

#### June

- 8** Commencement
- 9** Reunion

Visit [lakesideschool.org/alumni](https://lakesideschool.org/alumni) for updates throughout the year. Questions? Please contact the alumni relations office at [alumni@lakesideschool.org](mailto:alumni@lakesideschool.org).

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- For-credit high school courses.
- Athletics camps.
- Investigative Learning Camp for middle school students focused on science, technology, engineering, arts, and math (STEAM).

**All classes and camps are open to the public.**

**Financial aid is available.**

Lakeside students, Downtown School students, and children of alumni can register early, beginning Feb. 6, 2023.

[lakesideschool.org/summer](https://lakesideschool.org/summer)

# The power of Lakeside's vast alumni community is at your fingertips!



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**COMING SOON** An alumni survey on planning for the future of Lakeside School. We'd like your input — but first, we need your current email address. If you haven't yet shared that with us, please send it to [alumni@lakesideschool.org](mailto:alumni@lakesideschool.org) or follow the accompanying QR code.





People + Programs +  
Participation =  
a Lakeside education

**YOU** are an important part of the equation.

It takes talented people, strong programs, and your participation to provide a Lakeside education for every student. Every gift to the Lakeside Fund adds up and makes a difference.



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