

Fall-Winter 2020-21

Saint George's Magazine

Everlasting
Envelopes

To
Serve
and
Lead

Plus
New Arts Building Opens,
Pioneering Esports Team,
British Museum Curator,
& High-Altitude Medicine

SAINT GEORGE'S

Magazine

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SGS Mission Statement
Inspiring scholars, athletes, and artists to serve and lead others.

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Cover Photo:
Ava Bush delivering SGS student cards and letters to residents of the Royal Park Retirement Center.

On the Web
View the full Saint George's Magazine and added special features online at www.sgs.org/magazine or by scanning this QR Code:



To Serve and Lead

Dear Friends,

What interesting times we have experienced over the last year. The logistics of running a school through a pandemic have been challenging to say the least. Add in the racial and social justice activism over the summer, and now, to be writing this letter two days after the violence at the Capitol Building is sobering.

However, we look towards a hopeful horizon in the new year. 2021 can be a symbolic reset and signs of hope abound. Saint George's students have navigated a hybrid (a mix of in-person and distance learning) model since the start of the year. Fortunately, with new data, vaccines and adherence to the existing safety protocols, we can expand opportunities for our students to regain some of the normalcy we long for.

I believe this edition of the SGS Magazine is a great start to celebrating and recognizing the ongoing work of our teachers, students, alumni and friends. The pandemic has taken away traditions, connections and the ability to gather, but it has also opened up possibilities to help others during these isolating times. I am moved by our students, both those identified in the pages of this magazine and the countless others providing service in and beyond our community. They are creating a win-win situation – empowering and rewarding for these servant leaders and meaningful for the people they are serving.

Through these turbulent times, I have been reminded daily of the work we do as educators and the students we serve. We recognize the importance of building skills in an educational environment where students are cared for, known and safe. In addition

to creating an environment, the IB Learner Profile guides us as we aim to develop students who are:

- Inquirers**
- Knowledgeable Thinkers**
- Communicators**
- Principled**
- Open-minded**
- Caring**
- Risk-takers**
- Balanced**
- Reflective**



Jamie Tender,
Head of School

I am extra proud of the work our teachers, administrators and staff have put forth this past year. It has been an incredibly challenging task for the teachers to create a true hybrid teaching model after learning to teach in a Distance Learning model in the Spring of 2020. Our parent community has been patient and diligent in erring on the side of caution in regard to coronavirus and its related symptoms. This cautious approach has kept our SGS students and teachers safe.

This year has created unanticipated expenses and a loss in revenue that we will navigate over time. Thank you for your support to the 2020-21 Annual Fund. The gifts we receive this year will have a lasting impact for the school as we move forward.

Here's to a safe and healthy 2021!

Sincerely,

– *Jamie Tender, Head of School*

Juniors in Rick DeFord's Physics class (and on computer from home) measure the distance to a target to calculate a flying ball's trajectory



Learning to Serve



In Each Grade, Students Practice Helping Others

7th graders pull invasive weeds in the woods above campus



Melanie Mildrew, SGS Director of Outdoor and Community Service Programs

Saint George's has a long history of service.

We were one of three schools that piloted Joya's (formerly the Guild School's) penny drive and have been dedicated to ongoing support of this cause. SGS is 2nd Harvest's biggest food drive in the fall, raising 2,054 lbs. of food in 2020. This makes a great impact when temperatures change, the holidays are upon us, and the need in the community increases.

These are two of our annual drives led by different students each year. In addition, SGS students support other causes that come and go depending on their enthusiasm. It is important to support what students are passionate about so that we make a true difference in our community.

We start teaching service in the Lower School through classroom themes. Each classroom decides what is age appropriate

and fitting for their students and then creates opportunities to develop this foundation of giving back to our greater community. This year has required some rethinking of what we normally do. For example, the 2nd grade classroom usually reads to the preschool students at Green Acres. We were unable to do such a trip, so this fall we read to their students via Zoom. It was not the same, but the Green Acres kids loved having the experience of being able to connect to students outside of their community.

In the Middle School, we do theme days for each grade with the themes connecting the students to more in-depth learning and some service activities built into the curriculum. The 6th grade theme is River Connections, and we started this year by testing the water quality of the Little Spokane River and the creek by the Middle School. Later in the year, they will raise trout to be reintroduced into local lakes and explore how healthy water ecosystems matter for fish.

The 7th grade theme is Water Warriors. They look more at how we interact with water and how to create new and maintain existing healthy riparian watersheds.

The 8th grade theme is Helping Humanity. They learned about former refugees in Spokane and what our local organizations are doing to make their transitions into our community successful. Later they will also look at homelessness in Spokane.

These are big issues, and this serves as an introduction. The community service experiences our students have in their Lower and Middle School years are a great introduction and practice for what they will do during their years in the Upper School.

Students in the Upper School are required to do service as part of their graduation requirement for CAS (creativity, activity, and service). The International Baccalaureate defines service as a “collaborative and reciprocal engagement with the community in response to an authentic need.” It is important for our students to recognize what

needs there are in our community and how to respond in an effective way.

This push to engage is important so that our students are putting themselves out there and recognizing what service is. At first this seems hard, but I see amazing growth in our students from freshman year to their junior and senior years. The students are applying to be on teen boards for such organizations as the Ronald McDonald House and Joya, or championing causes they are passionate about such as the blood drive, the food drive, suicide awareness, Day of Silence, human trafficking, Operation Christmas Child, Everlasting Envelopes, etc. It is my privilege to support them while navigating this journey.

Service is a choice and those who participate gain more for themselves. Study after study points to the power of service to combat depression. At times like these, this is what we should put our focus on.

— Melanie Mildrew, SGS Director of Outdoor and Community Service Programs

“It is important for our students to recognize what needs there are in our community and how to respond in an effective way.”



Clockwise from upper left: 2nd graders reading to friends at Green Acres preschool, boxes for Operation Christmas Child recipients, 6th grader testing water quality in the Little Spokane, painting Food Drive signs

Ronald McDonald House

W. 1015 FIFTH AVENUE



At the Ronald McDonald House, we basically do what we can to make life easier for the families facing hardships due to their sick children. The most common things that we do are provide meals for the families and maintain the RMH lawn and equipment. Other than that, we mostly host fundraisers.

I became interested in the Ronald McDonald House after doing Genius Hour in 8th grade. I thought that they had a really good message and were doing really good things. Seeing this inspired me to apply for the RMH Teen Board, and this year I finally got in! I got put on the service planning committee, which means that I plan the service events and manage fundraisers. Due to new Covid restrictions, we have had to postpone the teen board meetings right now. We hope to get back into it next semester!

- John Nowland, SGS Class of 2023

John Nowland delivering food from one of his first fundraisers for Spokane's Ronald McDonald House. Donations came from around Saint George's and from his neighbors.

Finding Fulfillment

My name is Jazz, and this year I had the opportunity to run for ASB President, winning that position as a Junior. One of the main reasons I ran was to make an everlasting impact on our community as a whole. I also want to inspire others to step out of their comfort zones and commit to things they would otherwise fear!

A significant part of being an SGS Dragon includes our commitment to service, something I find truly important. Serving others in our community is something that may seem daunting to a lot of us, especially as students, because we feel there is not much we can do as individuals. However, that is far from true.

During my time at home, I've reflected on the things I'm passionate about and want to see evolve in our society. One of those things is the stigma surrounding mental health. Mental health is something we all struggle with in different ways, and it's important we shed light on the value of opening up about our fears and vulnerabilities.

During the month of September, many prevention organizations, medical facilities, and mental health advocates unite to educate and promote suicide prevention. It is a time to remember those affected by suicide, raise awareness, and help us as a society to do better. I think it is our job as a school to help students understand the issues around suicide and mental health. By starting that conversation, we can provide support and direct help to those in our community who need it.

Service, to me, should have an everlasting impact. So, with the help of our awesome faculty members and students who felt comfortable participating, we created a video about preventing suicide. Making this video was not only a way to promote suicide awareness during the month of September, but also to support a long-lasting conversation around

topics our society has deemed controversial. Talking about these topics is difficult, but I'm hoping that bringing these conversations to schools will help normalize them.

My view of service, which some consider somewhat naïve, is to truly give without the expectation of receiving. My hope is that, as a member of the ASB, I will inspire my peers to do the same.

I am reminded every year of how crucial the act of giving back is to our success as a community and our own personal growth. When serving others, it is not just what we do that matters, but the inner drive behind our actions that really counts. Throughout my journey, I have found there is no one right way to serve others. It's all about becoming conscious of the role you want to play in this world. I serve to discover abundance, express my gratitude, connect with others, and broaden my perception of the world because that is what fulfills me. Find what fulfills you, and act on it!

- Jasmine Brown, SGS Class of 2022



**Jasmine Brown,
ASB President,
Class of 2022**

“I serve to discover abundance, express my gratitude, connect with others, and broaden my perception of the world, because that is what fulfills me.”



**From left:
Jasmine and
some of the
faculty and
students she
recruited
to voice the
ASB's Suicide
Prevention
video. Scan
the QR Code
below to view
the video.**





**Ava Bush,
Class of 2023**

“Saint George’s students’ ability to serve their community shone through with their thoughtful, well-written letters and their colorful drawings.”

Everlasting Envelopes

Everlasting Envelopes is a project I created with my brother, CJ Geeza, at the beginning of the COVID-19 outbreak in March of 2020. Our goal was to help the most impacted group of people during the pandemic – the elderly. The elderly population are the most vulnerable to catch the virus, but they are also more susceptible to depression during these times because they aren’t allowed visitors or in-person contact with anyone to minimize the risk of spreading COVID-19.

Which is why we deliver letters to make them feel loved. This is all about getting people to write, draw, or create anything that

can be put in an envelope and delivered to the residents in a local nursing home to put a smile on their face. Our letters are delivered open, for sanitizing, and packaged by people with masks as well as sanitized and washed hands to prevent the spread of the virus.

Saint George’s advisory theme for the month of November was gratitude and paying it forward, which was the perfect opportunity for us to collaborate with the students here. The students were able to send 70 letters to Royal Park Retirement Center in Spokane just before Thanksgiving to help those who are struggling with isolation. Saint George’s students’ ability to serve their community shone through with their thoughtful, well-written letters and their colorful drawings.

- Ava Bush, SGS Class of 2023

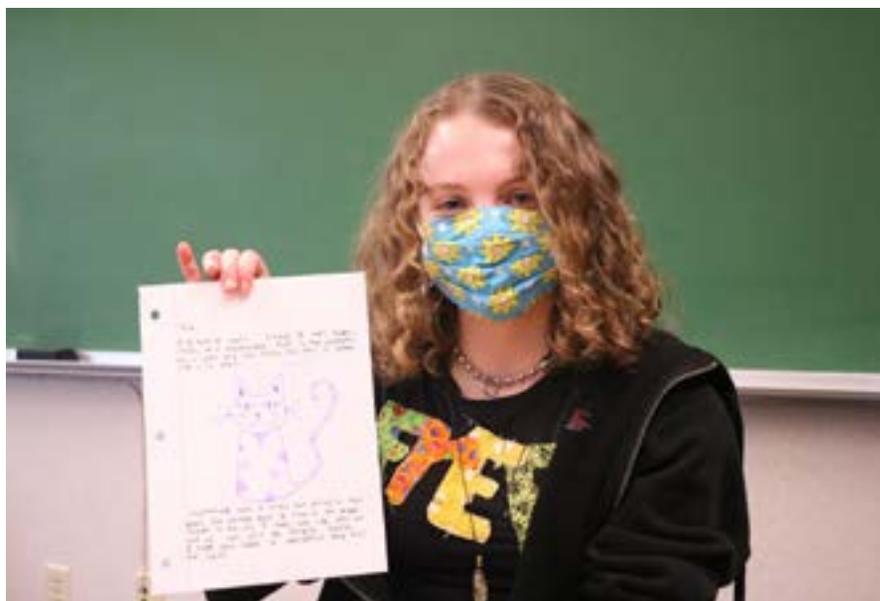


Students with some of the letters and cards created for shut-in seniors at Royal Park Retirement





11th graders working on letters for Everlasting Envelopes recipients



Girl Up!

The Spokane Girl Up Club's mission is to build a network of teen girls in Spokane who do community service together and support each other. I started the club in October and it currently has 12 members. In addition to doing community service together, we also learn about equal opportunity for women and how we can create that in our community.

I started it because I wanted to give back to my community and the girls in it by creating a supportive network for them. I added the community service aspect so they could also give back and become more involved in their community. I added the gender equality part because it is an issue that I am passionate about and the more people informed about it, the quicker it can be resolved.

Members from the club attend Saint George's School, as well as North Central, Lewis and Clark, and Medical Lake high schools and Bryant Tech. I recruited some of them and asked if they would be interested in joining the club, but a couple also reached out through mutual friends and our Instagram account.



Our first club meeting was partnered with Everlasting Envelopes. We made letters for people in retirement homes who cannot see their loved ones because of the pandemic. Our second meeting was a 5K walk that supported Operation Underground Railroad, which is an organization that rescues people from human trafficking. Our third meeting at the beginning of December will be another partnership with Operation Underground Railroad, and there will be a presentation about recognizing the signs of human trafficking. Then we are going to make care packages for trafficking victims.

We hope to educate more girls about equal opportunity and how they can better serve their communities in the future.

- Bianca Massman, SGS Class 2023



**Bianca Massman,
Class of 2023**

“I started it because I wanted to give back to my community and the girls in it by creating a supportive network for them.”

Inspiring Leadership



**Mark Rickard,
Physical Education
and Leadership
Teacher, ASB Advisor**

About four years ago, one of my players on the girls' basketball team was selected as a captain by her teammates. Directly after her selection, she approached me and asked, "As a captain, what am I supposed to do?"

I was actually a bit stunned. I assumed this girl naturally possessed the skills, knowledge and understanding that would allow her to be an effective captain. She was a multi-year starter, fantastic in the classroom and had a very high basketball IQ. How could she not know what was expected of a captain?

I immediately looked inward and asked myself exactly what sort of leadership education I provided my captains. The answer was... not as much as I should. After asking other coaches, and receiving similar assessments, it occurred to me that this was a crucial gap that needed to be filled.

That is why the Dragon Leadership Academy was created. I felt strongly that a program teaching crucial components of leadership could not only be of great benefit to the students and their teams, but it would

also fill a potential need by strengthening our kids' abilities to lead and inspire their peers in any environment in which they may find themselves in a position of leadership. At the same time, it would hopefully add to the teaching that is already happening on their respective teams. Further, I believed this program would provide another practical way for us to live out our mission of inspiring scholars, athletes and artists to serve and lead.

The overarching goal of the Academy is to deliver a robust, exciting, and inspiring leadership curriculum to student leaders in the Saint George's Upper School. The theoretical component of the curriculum was delivered over the course of six, 90-minute workshops. These workshops, presented online during October and November of 2020, were dedicated to three fundamental concepts:

- > **Finding Your Leadership Purpose**
- > **Broadening Your Leadership Perspective**
- > **Developing Tangible Leadership Skills**

“The Academy created safe spaces for students to share their expertise, their mistakes, and their questions about how to serve the SGS community,” says Dr. Francesca Mulazzi, Head of Upper School at SGS. “I envision the Dragon Leadership Academy evolving into an annual event that is both a rite of passage and a privilege to be invited to.”

Dr. Mulazzi was one of multiple keynote speakers who were excited to share their expertise and experiences with our students, including two recent alumni.

Natalie (Farias) Holloway ‘16 earned a hospitality management degree and graduated from the Center for the Advancement of Leadership at Utah Valley University, where she currently works organizing executive events. She spoke in one workshop on cultural intelligence and creating an inclusive team culture.

Natalie “Chessey” Thomas ‘10 played on the nationally ranked University of Tennessee women’s golf team before filling assistant coaching roles at the University of Idaho and the University of Washington. Chessey is now the associate head coach of women’s golf at the University of Nebraska. She addressed the Academy students on team chemistry, an attitude of gratitude, and crucial peer confrontations.

Along with these guest speakers from Utah and Nebraska, one workshop featured Dr. Tade’ Ayeni, Director of the Office of Diversity and Equity at the Hackensack Meridian School of Medicine in New Jersey. His multiple graduate degrees and wide experience in higher education has helped him understand how systems and programs can help or hinder students in their academic pursuits. He shared insights with our students on equity, inclusion, and leadership through storytelling.

“The students were very engaged, thoughtful, and insightful,” says Dr. Ayeni. “My background is in teaching at the college and graduate level and, although these students were still in high school, I was able

to conduct the session at the same level of a college course.”

So far, I truly believe the program has added value to the experience of those students who have participated. I have been very pleased with our student’s enthusiasm and engagement during the first phase of the Academy. Meaningful dialogue helped them learn about the skills, abilities, and passions of their classmates. They also gained insights through activities such as developing your personal calling card and creating a leadership purpose.

“I learned so much about myself and who I want to be as a leader through thorough investigation of my strengths, weaknesses, and especially my own purpose in life as a leader,” says senior Carol Wolff.

The next step for the Dragon Leadership Academy is turning theory into action, purpose into impact. The goal of phase two is for our students to use the tools and concepts presented in the workshops to develop their own leadership project with a focus on addressing a need or issue within their teams or clubs. During this next phase, I will act as their mentor as students develop and work toward implementing their particular projects.

This is where the magic happens! Academy students are currently developing projects within their own teams including increasing participation in our Chinese Club and developing new and creative ways to build team chemistry on the girls’ soccer team. I look forward to continuing to work with our students as new ideas are inspired!

I am so grateful to have had the opportunity to make this program a reality. I look forward to making the Dragon Leadership Academy a sustainable and exciting opportunity in future years!

– Mark Rickard, SGS Physical Education & Leadership Teacher, ASB Advisor

“I don’t know if they realize how lucky they are to have this type of opportunity so early on in life.”

**Meghan Kilgore,
SGS K-12
Counselor**

“This leadership program allowed me to experience what it means to be a leader through the eyes of many outstanding people who look up to Coach R as a coach, role model, teacher, and most importantly an incredible leader.”

**Carol Wolff,
SGS Class of 2021**

Student Insights

What three SGS seniors learned from the Dragon Leadership Academy

John DeForest

I began the Dragon Leadership Academy with a vague concept of what a leader was, and came away knowing that it was more important to understand how to be a leader. I really enjoyed all the guest speakers that Coach R brought in to discuss with us the different aspects and philosophies that define different types of leaders. They helped us figure out what kind of positive change we wanted to enact with our own leadership endeavors.

We developed and refined the way we thought about leadership in a community setting, and also worked on concrete artifacts to better our individual skills. I look forward to applying my newfound understandings and ideas to projects and initiatives both within and outside the SGS community, whether academic, athletic, or service-oriented.

Aidan Reichel

The Dragon Leadership Academy has helped me identify ways to improve as a leader in my communities. The speakers not only shared how they impact the communities or organizations they lead but gave a unique perspective about how they utilize strategies, ideologies, and community-building techniques to effectively lead. The workshop exercises helped to analyze different leaders in different organizations and locations. When we analyze different leaders, we begin to see the bigger picture and how they create a dedicated following.

I can use what I have learned in the Academy to help make better decisions when I am in leadership roles. Whether I am helping out Melanie Mildrew with an outdoor trip or leading my friends, I now have the ability to lead confidently in whatever situation I might find myself.

In the Dragon Leadership Academy, students were asked to write a first version of their "Leadership Purpose Statement." This assignment asked them to think of a specific leadership role that they are currently in or hope to be in. Here is one example, along with her response to identifying three attributes of a leader:

Cambrie Rickard Purpose Statement:

Creating relationships through kindness and trust that will make everyone around me better.

Three Attributes of a Leader: Considerate

Being considerate means seeing the bigger picture. As a team member, I would want to be able to see other people's perspectives before making decisions and I would want the same from others. A specific way to practice being considerate is by not assuming things and talking to people directly.

Collaborative

Collaboration within team members is always crucial for success. Effective collaboration means that the workload is spread out where it should be. For example, sometimes that would mean that each member has an equal amount of work to do. Other times it could mean that the work is spread out to the members who can do the best work in each field. Either way, collaboration is important and necessary and there must be a balance between independent work and collaboration.

Hard-working

This is fairly obvious, I would think. But no one likes being on a team with people who don't put in the work and still expect success. If you work hard for your teammates, they will work hard for you.



Aiden Reichel leading an Outdoor Club hike in North Idaho's wilderness

Building Team Culture

When I was first approached to speak in the Dragon Leadership Academy, I was shocked. I still feel so young and kept thinking, “who would want to listen to my advice?”

As I learned more about the program my mindset quickly changed. I began to view this from the perspective of the students and put myself in their shoes. What did I want to hear when I was in high school? What would I go back and tell myself with what I know now? I wish a program like this was available during my time at SGS. As I began my career, I recognized how important developing leadership skills are. This Leadership Academy is a marvelous opportunity for students to sharpen skills that are crucial in the success of post-high school life.

When I started to think about my experiences, it dawned on me that although it doesn't seem very long, I've learned a lot in the four years since graduating from SGS. I was always taught to be a good leader, and for years my focus was solely on being a leader. It wasn't until I got into my college education and career that I understood there's more than just being a good leader. You need to be a good teammate.

My presentation for the Leadership Academy was centered on creating an inclusive team culture. Most of you might know that I come from a family that loves everything sports. I played sports growing up and always assumed, since I was constantly involved in a team culture, that I was a good team player.

However, that wasn't the case. Whenever I would have problems in a team setting, whether that was sports, group projects, or work, my first reaction was to blame someone else's lack of skill. It took a rude awakening to realize that team culture begins with me. I shared my experience of when I was a bad team member and what I did to improve in that role and also as a leader.

For me, team culture is dependent on these components: listening, understanding, and supporting. Anyone can be a great team member and create a fantastic team culture when they actively listen to every voice, seek to understand those on their team, and show support to their team members.

Once I focused on improving these three skills, I noticed a huge difference in how I functioned as a team member. One of the most important aspects of my current job is teamwork. My job as the Assistant Director of Executive Events at Utah Valley University is extremely demanding. I am constantly working on multiple projects at one time. There is no way for me to handle it all on my own.

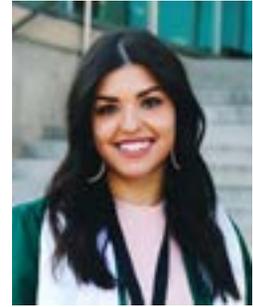
This is where my team comes in. I love my team, and we've worked hard to develop a team culture that is inclusive, positive, and efficient. This has been done by focusing on listening, understanding, and supporting one another. Team culture has become a huge priority to me, so huge that it will be one of the biggest aspects I seek out when looking for a future job opportunity.

At the beginning of my presentation, I instructed the students to list out attributes they would expect a future team member to have. By the end of my presentation, I challenged them to make a goal of how they can achieve or improve each attribute.

I was so impressed with these students. They had meaningful comments and questions that inspired me. I love seeing youth take proactive steps to improve themselves as individuals. I hope that they know how beneficial this program will be in the long run.

I am honored to have been able to participate in a portion of this Academy. Thank you for the opportunity. Go Dragons!

– Natalie (Farias) Holloway '16



**Natalie Holloway '16,
Assistant Director
of Executive Events,
Utah Valley
University**

“It wasn't until I got into my college education and career that I understood there's more than just being a good leader. You need to be a good teammate.”

**Natalie Holloway (far left)
with a Utah Valley University
student group**



Creative Classrooms



**From Left:
Jennifer Davenport with art supplies; the Visual Arts classroom;
3rd grade painting practice; orange is the new black.**



The new Arts Building is such a gift on so many levels. Despite the limitations the pandemic has placed upon the program, it has inspired and energized both the students and me to put our very best into the current curriculum. The music room is open, airy, and spacious and the large windows allow the beauty of the outdoors to inspire and mix in with our music-making. The wonderful acoustics enhance the sound of our fabulous instruments and, once Covid restrictions are lifted, will enhance student vocal work as well. It is easy to dream about future possibilities for the program.

- Judy Hafso, Music Teacher

My new classroom has been working really well this year. The building has high ceilings and big windows that frame lots of trees and make us feel like we are right in the forest. The larger room size has allowed me to fit all of my classes (even with the six feet of social distance between students), and the technology department set up a great camera and projector system so that I can also teach kids that are learning from home. My favorite part of the new building is the gallery room right outside my classroom door. The students have really enjoyed displaying their art in the space. We've also been very excited to have our own kiln in our classroom, and a few classes have already used it to make clay projects. We are so thankful for this beautiful new building!

- Jennifer Davenport, Art Teacher



From Right:
5th grade drummers, 1st graders singing in social distancing circles;
Judy Hafso sets the beat; pointing back to the drum measures.



Making Ocean Waves



Above: Glazing, arranging, and preparing to fire the parts of the ceramic wave

“The Wave”, an installation created by the Saint George’s School Ceramics class, was chosen as a winner in an international contest recognizing ocean-related artwork and activism.

“The Making Waves Award recognizes young environmental leaders who creatively raised awareness for ocean conservation and climate action in their communities,” said Linda Cabot, founder and president of Bow Seat Ocean Awareness Programs. “Your impressive submission stood out from the more than 5,300 entries we received from around the world.”

The Making Waves Award brought with it a \$500 total cash scholarship, divided among the students who helped create the installation: Norma Broderick ‘20, Krystal Huang ‘20, Angelina Jiang ‘22, Anna Klim ‘22, Sonja Klim ‘22, Fair Niven ‘22, Pearl Wenzel ‘22 (German exchange student), and Selina Yang ‘22.

“Our installation was made up of a bunch of unique waves with different colors, curves, and shapes; each individual shape coming together to create a larger picture,” says Jennifer Davenport, SGS Ceramics teacher. When the installation was displayed in the SGS Art Gallery in early 2020, students, faculty, and parents were invited to take small pieces – rain-drop shaped ceramic pushpins – of the installation home to share the art and its message with their family, friends, and the larger community.

“We wanted our installation to remind people of how beautiful the ocean is, how important it is to the world, the very real possibility we could lose it, and the necessity of taking action to save it,” says Davenport.



Scan this QR Code to see more photos of students making the ceramic wave.



“The Wave” on display in the Upper School Art Gallery in early 2020

Esports Arrive

High school athletics have been on hold, at Saint George's and across the state, until COVID-19 levels drop. But that hasn't stopped the newest Dragon teams from practicing and playing matches – all online.

Just a year ago in January 2020, a conversation about college video game “esports” teams by then ninth graders Gabe Gustafson and Gibson Montgomery got them thinking about a high school equivalent. Gabe promoted the idea to fellow students, Technology Director Thomas Hurst signed on as their advisor, they scheduled time in the computer lab, and the SGS esports program was born. The 12 students who signed up chose teams to focus on one of two games – Minecraft or Valorant.

When in-person classes ended in March, the teams shifted to online practices from their homes (since matches against other teams were online anyway) and the program has barely skipped a beat.

Some aspects of esports are similar to athletic teams. Practices for each team involves a warm-up period for mechanical skills and to get the players hyped up for a match. Then they go into an intensive performance time to work on game skills or to review game strategies. Once a week or so the teams will scrimmage in a practice match against other Minecraft or Valorant teams.

In other ways, esports teams are very different from typical athletics. “It’s more stressful from mental exertion than physical effort,” says Gabe Gustafson. Coaches also have to be personal trainers, tailoring activities to individual players and their play styles. “Players also have to choose one game to focus on, since they are so different,” he says.

For example, Valorant has attacking and defending teams with one side planting a bomb and the other trying to defuse it before it explodes. The game tends to be play oriented, similar to football.

However, Minecraft is more complicated with many different ‘mini-games.’

“One is styled after Hunger Games where you win by being the last survivor. Spleef is a game where you dig a hole for your opponent to fall into. Our team plays Bed Wars most often, where you try to eliminate your opponent’s bed on one of several islands,” says Gabe. Minecraft games tend to be more free flowing, like soccer or basketball.

The Minecraft team has competed in one tournament so far. “Even though it was on short notice and in a mini game we weren’t familiar with, we managed to place within the top 15%,” says Gabe. “Our main goal for the teams is to compete in one big tournament each and do as well as possible. Other goals are obviously self-improvement in esports skillsets, such as physical and mental health, gameplay, organization, focus, and work ethic.”

“We teach people to think for themselves and apply what they have been taught to the game.”

Which also applies to the college esports teams that inspired Gabe and Gibson to begin Saint George’s program in the first place. Some colleges offer esports scholarships, although gaming communities can feel isolated on campuses. “Gamers can be great students, often majoring in graphic design or computer science,” says Gabe. “It’s good for the colleges, that can gain visibility with a successful program, and good for the players.”

“Overall, if you are interested in video games, then you have to be interested in esports.”

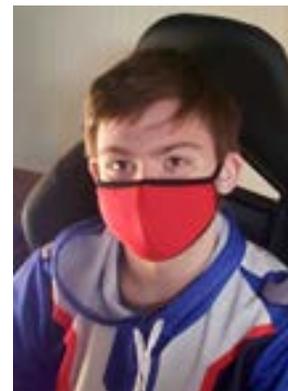
– John Carter, Communications Office



Gibson Montgomery in a practice match

“We teach people to think for themselves and apply what they have been taught to the game.”

Gabe Gustafson, SGS Esports Organizer



Above: Gabe Gustafson, Valorant graphic identity



Clockwise from upper right:

▲ **No fall sports, but students held after-school workouts on the soccer field to stay in shape.**

▶ **An Upper School physics class project included input from distance learning students.**

▼ **Middle School students found or created letters at home to form a natural alphabet.**

▼ **First graders paraded with hand-drawn dragon masks when the Lower School held its own Dragon Dance in early fall.**

▼ **First day of in-person classes for 7th & 8th graders in October with the required "Golden Tickets" confirming no COVID symptoms.**



◀ **Orientation Day for the senior class included community-building activities on Graduation Lawn.**

▲ **After a Great Horned Owl was found dead on campus, the 2nd graders got to examine its feathers to see how it flies so quietly. It was a great conclusion to their class project on owls.**

▲ **5th graders designed and built bridges of popsicle sticks, then tested how much weight they could carry before exploding. This simple structure held 112 lbs!**



A Generous Community

The past year has been full of incredible events affecting our nation and the world. Given these challenges, the Saint George's community has been more determined than ever to reunite on campus – with great care for safety – to provide the meaningful experience our students need.

In my second year as the Development Director, I continue to see the generosity from our students, faculty, parents and alumni during these uncertain times. A key to our strength is financial flexibility. Our ability to deliver our program in the midst of the current crisis requires further flexibility, which is why the Annual Fund has been a top priority for the 2020-21 school year.

The Power the Dragon Annual Fund has started off strong. The 2020-21 Parent Drive is still in process, and we hope to achieve our goal of over 90% parent support and 100% board and faculty participation. Giving Tuesday took place twice this past year on May 5, 2020 and December 1, 2020. We saw overwhelming gratitude from our donors on

| SUMMARY OF GIVING | |
|--|------------------|
| July 1, 2019 - June 30, 2020 | |
| Annual Fund Gifts (Unrestricted & Restricted): | \$199,034 |
| Art Building: | \$382,600 |
| Fellows/Main Endowment: | \$1,419 |
| Errol Schmidt Endowment: | \$300 |
| Total | \$583,353 |

these two days of giving, tripling our previous year's donations.

We continue to stay engaged with our alumni, even though most in-person events have been cancelled. But one exciting announcement is for a virtual Gala event that will take place in the Spring.

I want to thank everyone for their generosity to Saint George's through these unforeseen challenges. We all look forward to see what 2021 brings.

– Ashley Miller, Development Director



Scan this QR Code to Give Now to the SGS Annual Fund

Pete O'Brien Retires



Mr. Pete "O.B." O'Brien, who began teaching chemistry at Saint George's in 2000, decided to retire just before the start of the 2020-21 school year. He taught many students the finer points of chemistry and lab work, including the ability to 'funkify,' and continued to encourage them in college and professionally. During his tenure, he also served as the Science Department Chair.

Pete was active in extracurriculars at SGS, coaching a variety of sports, playing in the rock band, performing on stage in musicals, and leading May Term excursions. He also created the Dragon of The Week award to highlight mission-based accomplishments of the Upper School community. And he is the proud father of two daughters who graduated from Saint George's – Patsy '06 and Molly '10. We wish Pete and his family well in his retirement.

– Jamie Tender, Head of School



Scan this QR Code to hear 1 minute of Pete singing & playing guitar

The Far North

Amber Lincoln '94 Curates Major Arctic Exhibit



Upper Right:
Cover image of Arctic exhibit catalogue.
Inkjet print, 2019.
Kiliiii Yuyan (b. 1979),
Umiaq and north wind during spring whaling.
© Kiliiii Yuyan.

Amber Lincoln co-curated the major exhibition “Arctic - culture and climate” at the British Museum in London. Here are her thoughts about the process of putting this exhibit together, the things she most wanted to share with visitors, and the challenges of curating an multinational exhibit in the midst of a global pandemic.

This exhibition results from many years of working with Indigenous Arctic communities and studying the North at various Northern-focused academic institutions. I relied on cultural experts, anthropologists, archaeologists, political Indigenous leaders and friends. I pulled a lot of favors! And the widespread contributions and help we received really demonstrated just how committed Arctic scholars and Indigenous Arctic People are to sharing information about their worlds and issues associated with Climate Change.

Peter Looovers was a co-curator. Like me, he worked in the Arctic with Indigenous communities for years. He and I were graduate students together and so knew many people we could rely on for information about historic museum collections, contemporary Indigenous artists, as well as photography and film to illustrate the messages in the exhibition. There are several short film clips throughout the exhibition that we asked friends and colleagues to supply. (See QR Code at left.)

I also had a few ongoing Arctic research projects that we were able to incorporate into the exhibition. I’ve been working in Shishmaref, Alaska on topics related to how climate change is impacting Inupiat material culture, like boats, made artwork (which comes from

raw material found locally, like fossilized ivory, or mammoth tusk). I also worked in Pond Inlet, Nunavut, Canada with seamstresses to learn how changing weather patterns are impacting skin sewing techniques. We were able to use the knowledge and quotes from Inupiat and Inuit informants into the exhibition labels, short films and catalogue. We also asked a few of these people to write essays for the catalogue.

In 2018 and 2019, I traveled quite a bit to different museums in Scotland, Denmark, Canada, Russia and the US to figure out what objects we might include in the exhibition. This was amazing to see various Arctic collections throughout the world. In the end, the exhibition is about 2/3 British Museum objects and 1/3 from other museums. You can see the website for a list of contributing museums. Building relationships with staff at these institutions was really important during the negotiations and changing schedules associated with the pandemic. In the end, we only lost 1 of 12 loans from our lending institutions, so our partners were also really committed to the project.

The exhibition is currently scheduled to run through the 21st February 2021. Most of England, including London, is in a lockdown from the pandemic, so the exhibit and British Museum is closed to the public. We don’t currently know if it will be extended.

– Amber Lincoln '94

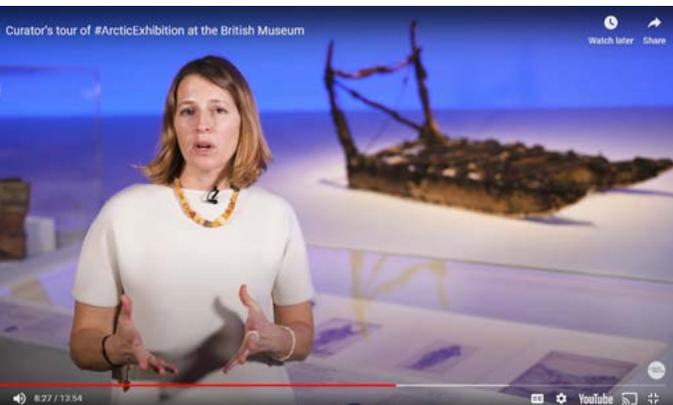
Amber is a cultural anthropologist with degrees from the University of Alaska Fairbanks, a master’s from Cambridge University, U.K., and a PhD from the University of Aberdeen, Scotland. She holds the position of Curator: Americas at the British Museum.



Above: Scan QR Code to see Amber highlighting an Alaskan parka
Below: Scan QR Code to view the Curators' Tour of the exhibit



Screen shot of Amber explaining the significance of Arctic Peoples' way of life in Curators' video



Into Extreme Medicine

Emily Stratton '08 Explores the Medical Effects of High Altitudes

I graduated from SGS in 2008, then obtained a major in Biology and minors in Chemistry and Anthropology at Pacific Lutheran University (Go Lutes!). I attended medical school at Pacific Northwest University in Yakima, WA. I then completed my residency in Emergency Medicine at the State University of New York (SUNY) Upstate Medical University in Syracuse, New York, a level-one trauma center. During my time there, I worked as the assistant to the Chief Medical Officer at the Javits Center Field Hospital in New York City during the coronavirus pandemic.

I am currently a fellow at the Mayo Clinic in Aerospace Medicine, which is the specialty that focuses on the flight environment and putting healthy people in unhealthy places. It is a field based on human physiology and how humans adapt to such situations as high altitude, low oxygen, and microgravity environments by caring for pilots and astronauts and performing research.

I went to Everest Base Camp in March/April 2019 as a second-year resident physician. We spent some time in Kathmandu, Nepal teaching wilderness medicine to medical students and basic medical care to secondary students. We then did the hike from Lukla to Everest Base Camp over about three weeks, which was around 100 miles roundtrip, but very intense due to the high altitude and needing acclimatization days. It was an amazing experience! We visited remote Himalayan clinics, including the Everest Base Camp ER along the way, and helped to care for people affected by the high altitude.

This trip could be thought of as an analog to space exploration in various ways. It was not easily accessible (only through helicopter or on foot), a different environment with its own physiological effects, and we were working as a team to reach a goal.

In the future, I hope to work in the operational space-side of Aerospace Medicine, supporting launches and caring for astronauts, while still working in the ED. With the upcoming NASA Lunar and Gateway missions and the development of commercial spaceflight, such as SpaceX, Blue Origin, Boeing, and others, it is an exciting time to be in the field.

Currently, I am also obtaining a Master of Public Health Degree through the University of Minnesota and expecting my first child with husband, Sachin Santhakumar, who is also an Emergency Medicine physician.

Anything is possible with some hard work and dedication, and SGS helps to make your dreams come true! I want to give a special shout out to Pete O'Brien, who was a great teacher and cheered me on every step of the way!

— Emily Stratton'08, DO

Emily is a Fellow in the Division of Preventive, Occupational, and Aerospace Medicine at the Mayo Clinic in Rochester, MN.



“It was an amazing experience!” Emily performing high-altitude research at Everest Base Camp during her medical residency



Emily in a mockup of the Space Shuttle cockpit at NASA Johnson Space Center

In Memoriam

Lynne (Canwell) Schulz '59



Lynne & Bill Schulz

Lynne (Canwell) Schulz, a member of the inaugural Saint George's graduating class in 1959, passed away on New Year's Eve 2020 at the age of 78.

She was always proud of the fact she was the very first graduate of the school, owing to the fact nobody in the small class of nine grads came before "Canwell" alphabetically.

After a year at San Diego Col-

lege for Women (now the University of San Diego) studying fashion and design, Lynne switched gears, moving east to pursue interests in politics and journalism. In Washington, DC she met and married Bill Schulz, an aspiring journalist from New York who would later serve as Executive Editor and Vice President of Reader's Digest. They raised four sons, first on Capital Hill and then at Hawthorne Place in Washington's Palisades neighborhood.

She was a homemaker nonpareil, a charming hostess, a dazzling cook,



Lynne Canwell (2nd from left) & Class of 1959

and a biting wit. She recalled overseeing a seemingly endless parade of carpools, sports practices, school plays, birthday parties, etc., as the most fulfilling period of her life.

After a funeral mass on Jan. 12, Lynne was interred with her late husband Bill at Holy Rood Cemetery in Georgetown, Washington, DC.

Class Notes



View from San Juan Island across Haro Strait

Karen Kratter '60

Karen (Christianson) Kratter '60 says, "On San Juan Island, our home for the past 12 years, we live on a cliff overlooking the Haro Strait. Great view of the Victoria area, colorful freighters and Olympic Peninsula mountains. Feeling very blessed.

These certainly are challenging times for everyone. Restaurants and businesses are definitely hurting economically, with some closing permanently. It hasn't been decided when or how to open schools. Children (and adults) can't socialize normally. Tourists continue to come on the ferry, even though the Island is supposed to be closed to visitors and they often don't wear the required masks. We

feel the most relaxed and least stressed when we are at home or in the car.

Our daily routine hasn't changed that much. We walk outside for exercise, David keeps attuned to world events via the computer, and I practice the piano. We haven't been off the Island in almost six months! We can't travel abroad, can't see our friends and former neighbors in Bellevue, can't visit my brother in Spokane, and can't exchange visits with our sons and their families in L.A. and Denver.

Thanks for including news from Newell Decker '61 in the last issue. It was really nice to see a familiar name and face from my era at St. George's. My years there were so special."

Phil Moss '77

Phil Moss '77 of Good Hope, Georgia played 'Amazing Grace' on the bagpipes at the Walton County Veterans Memorial at 9:03 a.m. on Sept. 11. The Walton Tribune notes, "That marked 19 years to the minute after hijacked United Airlines Flight 175 crashed into the South Tower of the World Trade Center." Moss also played at the Historic Walton County Courthouse, Walton County Sheriff's Office, Good Hope City Hall, Good Hope Flagpole, and the Monroe Fire Department that morning to mark other significant moments from the 9/11 attack.



Phil Moss paying tribute on Sept. 11

Lauren Meyer '08

Lauren Meyer, who lives and works in South Australia, was recently awarded the South Australia Young Achiever Award In STEM sciences. Lauren investigated the impacts of wildlife tourism for her PhD in biochemical ecology at Flinders University, particularly the effects of cage diving on white sharks. Her work contributed to the implementation of new regulations and new tourism assessment frameworks used by the Department of Environment and Water. She is also the co-founder of Otlet Research, a tissue sharing platform for researchers around the world. Her dad, David, adds, "Thank you to SGS and it's wonderful staff and teachers who inspired her."

See a short Facebook Video about Lauren's work on the South Australia Young Achiever's page:

Scan QR Code to see video on Lauren's work



Ryan Jacobsen '11

Ryan Jacobsen '11 graduated with a Doctor of Musical Arts degree from the University of Colorado at Boulder last spring. He met his fiancée, Caitlin Stokes, during their Master's Program. They performed in the Simone Quartet while traveling throughout Italy during the summer of 2018. Ryan has performed with the CU Boulder Symphony, the Boulder Philharmonic, the Cheyenne Symphony Orchestra and the Greeley Philharmonic. He also played the violin with the Indigo Girls and Amos Lee at Red Rocks in Colorado.

Ryan continues to teach violin at his music studio and performs at weddings and special events. Ryan and Caitlin haven't performed anywhere recently due to Covid, as all symphonies and musical events have been cancelled. His next step, once the schools reopen, is to gain a teaching position at a college or university and continue to pursue opportunities to perform with various symphonies.





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Alumni Appeal



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in the lives of a new generation of Dragons.**

**All it takes is a gift to the
2020-21 SGS Alumni Appeal.**

Make your tax-deductible gift today by check payable to the Saint George's School Annual Fund or online at sgs.org/give. For more information on the Saint George's Alumni Appeal, contact Ashley Miller, Development Director, ashley.miller@sgs.org.



Scan this QR Code
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SGS Annual Fund's
Alumni Appeal

Your gift to the Saint George's Alumni Appeal will:

- ▶ Immediately address the school's most pressing needs to benefit current Dragons' educational experience.
- ▶ Offset the difference between the cost of educating our students and what we charge in tuition.
- ▶ Provide more families the opportunity to attend Saint George's by keeping our tuition competitive.
- ▶ Help retain and reward our dedicated faculty and staff.
- ▶ Allow us to enhance and renovate facilities so our students, faculty and staff have the resources for success.
- ▶ Ensure that Saint George's remains a top educational institution for future generations of Dragons.