

# Parkmont News

VOLUME 13, ISSUE 2

• SPRING 2005

## A Visit to Niagara Falls

By Ron McClain

Parkmont last visited Niagara Falls in 1987 on the way back from a week spent canoeing and studying ecology in Algonquin National Park in Ontario. We stopped for a half night of sleep in an open field and for a ride on the Maid of the Mist before resuming our trip. So it seemed appropriate to return this fall during our World Geography class—how else to visit another country and see a major geographical feature in a 54-hour adventure!

Leaving Parkmont on Sunday afternoon at three, we headed for western Pennsylvania and then Lake Erie. While on the turnpike, we got our GPS finder working on our class laptop. It provided such accurate readings that when construction detoured us to a single lane heading east, GPS told us we were driving into traffic. We swung by Pittsburgh (plenty of map reading opportunities for everyone), headed north to Rt. 90 and found a motel in a small town an hour west of Buffalo. The next morning in search of breakfast, we found out that Dick Cheney and

*The World Geography Class visited Niagara Falls in the fall. Below, Martin Gathercole, Nikki Gross, and Dwayne Branch observe the falls.*

John Edwards were appearing in town that evening for the VP debate, hence the reason for some of the security vehicles in the area.

We arrived in Buffalo and then Niagara by noon, were awed by the falls, and hydrated by our Cave of the Winds tour that passed beneath part of the American Falls. We then crossed the US-Canadian border and were briefly delayed while the immigration police figured out that

*continued on page 3*



Spring 2005

Dear Friends of Parkmont School,

As I write this note, Parkmont's coastal ecology class is boarding the Ocracoke Ferry for a two-and-a-half hour sunset ride to that beautiful Outer Bank isle. It's become one of our favorite Parkmont classrooms, visited first ten years ago under the leadership of Ginger Russell. The trip is part of a ten-day sequence of activities that inform our students about the beauty and battles to be found on our Atlantic Coast. As a Long Island, NY, native, I grew up thinking beaches went on forever and lasted the same, but today's Washington Post photo of a pipe blasting sand onto Rehoboth beach reminds us that our affluent penchant for vacations runs smack against fragile wetlands and an evaporating coast. A rise of a couple of more degrees of the politically unpopular global warming trend will produce changes no pipe can remedy. Wendel Landes has done a wonderful job of taking our students to beautiful places for the past seven years so that they will know firsthand what's worth saving and will understand the details of human progress that make solutions complex.

Two weeks ago, Judy Lentz and Parkmont hosted our 23rd Poetry Festival, bringing together another splendid collection of DC artists, grades 6 through 12, from schools throughout the city. There have been enough imitations of the Festival, both private and public, in the last six years for us to realize what an impact it's had, and there's no more exciting day in our building during the year than the one when our students join their peers from around town to read their work. The original inspiration for the Festival was City Dance, a late 70's dance festival that brought together professional and amateur dancers from many studios in our diverse community to share their art at the Warner once a year. More than two decades of loving guidance from Judy has made the Parkmont Poetry Festival a gift both to the school and the city.

As part of our effort to keep telling the Parkmont story, we've been meeting with local educational consultants, psychologists, and admissions folks. The other day when one asked what we were doing new, I was delighted to say the list was short because what's new at Parkmont in recent years are the people and their relationships. We're not inventing a new curriculum model; we just keep asking teachers to create courses that engage their students and deepen skills and thought. We're not looking for a new grading system like Montgomery County, which will set back student effort for five or six years until reformed again. We're not looking to standardized tests to prove we're doing a good job because they measure no such thing, despite

what NCLB and the state of Maryland believe. And we're not trying to become better experts at educational jargon, which takes the range of human intelligence and gifts of all kinds and divides them into disorders, at the expense of human dignity, so that insurance companies and educational systems will know what to fund. We were practicing "one mind at a time" education before Mel Levine described what kids need in his wonderful books, and individualized education will never get old for us.

Next fall will bring exciting news about plans to support Parkmont and keep it strong for the next 33 years. But I'd like to finish this spring note by thanking you for your interest in our work and our children and for the many gifts that have brightened this year. And to share with you an opening paragraph written recently by one of our seniors as part of his petition to graduate, the last obstacle our students hurdle on their way to college and into the world.

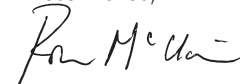
***The Events Leading up to My Desk Job***

*It is difficult to describe people. Most, including myself, are multi-dimensional. Adjectives that have been used to describe me include: smart, stubborn, artistic, challenging, compassionate, articulate, deep, mature, immature, funny, creative, trustworthy, unmotivated, responsible, irresponsible, opinionated, ambiguous, and selectively honest. I recognize that some of the descriptions are in conflict (i.e. responsible, irresponsible) with each other but that's the nature of people. They are complicated. I hope that you will understand me better after reading my petition. The following is the story of Patrick Jodrie-Black.*

Truth-telling 101 - always prominent in our curriculum.

Happy summer to all of you.

Best Wishes,



Ron McClain, Director



Botswana is part of the British Commonwealth and its citizens do not need visas.

## ParkmontNews

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Parkmont School  
4842 Sixteenth Street, N.W.  
Washington, D.C. 20011

Main line: (202) 726-0740

Development Office: (202) 726-6140

Fax: (202) 726-0748

E-Mail: [cross@parkmont.org](mailto:cross@parkmont.org)  
[www.parkmont.org](http://www.parkmont.org)

Ron McClain, *Head of School*

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Christy Halvorson Ross, *Editor*

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Canadian Niagara flourishes while its American twin looks much like a ghost town. After entering one of the tourist towers, we walked along the Gorge with its panoramic view of the Horseshoe and American Falls before spending the rest of the day driving along the Gorge. We then stopped to check out the locks on the modern canal that links Lake Erie and Lake Ontario and finished our northward travel at Niagara-on-the-Lake where the spires of Toronto were visible across the great lake.

Despite all the security concerns, it was simple to cross the border. The traffic is definitely one way to the US during rush hour with workers streaming to the states because of the exchange rate. This pattern exists despite the economic stagnation we had witnessed on the US side.

We toured the countryside late in the afternoon with one obligatory lost hour to make certain students could test their map reading skills; fortu-

nately they succeeded. After a brief visit to one of the Erie Canal locks, we returned for an evening of touring the American side, again under the bright lights, before finding accommodations in Niagara for the night.

Monday we hustled back to the falls for a Maid of the Mist trip and caught plenty of spray in the churn below Horseshoe Falls. We visited the educational displays that we had found so informative the day before, ate lunch and jumped back into the van for our return trip. After stopping at Presque Isle, a beautiful park-covered peninsula that creates a harbor at Erie, for an hour of Frisbee playing and rock skipping in the lake, we headed south to Pittsburgh. I-77 is straight enough at this location to measure the latitudinal seconds and minutes. Once headed eastward on the turnpike, we located a ridge of windmills that we later discovered provide power for Appalachia.

*Martin, Nikki and Miriam Doyle don their ponchos for the 'Maid of the Mist' trip. Below, the entire group on the boat*



# Street Law

By Wendel Landes

In 1972, a small group of Georgetown University law students designed a practical law curriculum called Street Law for a class project. The curriculum, designed to promote knowledge of legal rights and responsibilities, was eventually introduced and taught widely in D.C. area schools. Parkmont has used elements of this original project in its own version of Street Law. After several years' absence from Parkmont, the Street Law course has returned to allow students to explore some of society's vital legal issues and increase student engagement in the democratic process.

In consideration of the abundance of legal institutions and professionals in the District, this year's class was designed to take advantage of numerous opportunities for field trips and speakers. Beginning with a tour of the U.S. Capitol provided by the staff of Representative Chris Van Hollen and concluding with a tour of the U.S. Supreme Court, the students in the class sampled a wide range of the city's legal institutions.

One of the more memorable experiences was a visit to the local chapter of the American Civil Liberties Union. With desks in the hallway piled high with papers and busy young lawyers and volunteers milling about, the office of the District's ACLU chapter offered a stark contrast to nearby corporate office buildings. The addition of twelve visitors nearly overwhelmed the physical space. Our speaker, the executive director of the chapter Johnny Barnes, was coincidentally one of the founding members of the Street Law project while at Georgetown. Mr. Barnes offered an enthusiastic welcome and launched into a discussion of the Bill of Rights in light of the new Patriot Act. Following his presentation, he fielded question after question on the work of the ACLU. A student who asked why the ACLU would defend the free speech rights of a member of a hate group posed one of the most thought-provoking questions. Mr. Barnes' answer and the continued debate among the students provided ample evidence that the class learning objectives had been furthered in a profound way simply by connecting the students with an expert in the community.

Later in the session, the class traveled downtown to the offices of the American Bar Association to meet with Parkmont parent Howard Davidson, the director of the ABA's Center on Children and the Law. The students felt like high-priced lawyers as they watched a presentation and video while sitting in high-backed leather chairs around a long oak table. Here they heard a bit of the history of child welfare law, which began when children were first protected from cruelty under laws designed primarily to prevent animal cruelty. They also learned more about the endlessly complicated legal system overseeing foster care and adoption and about the roles of social workers, lawyers, and judges in the system. The visit ended with a tour of the director's office and a glimpse into the life of a busy lawyer.

With our time in class each week, students in Street Law briefly became lawyers themselves as they participated in debates and mock trials. These events sharpened verbal skills and provided high drama with objections by

lawyers and gaveling by the judges. The simulations also illustrated the difficulty of actually questioning a witness effectively.

The class took one of its final trips of the session as part of its study of the *Brown v. Board of Education* decision. The National Museum of American History's exhibit provided vivid details of the era of school segregation and the legal battles won on behalf of America's children. Of all the experiences in this class, this exhibit and the viewing of the film *Separate But Equal* allowed the students to imagine law in the context of their own lives and more fully realize some of the objectives originally envisioned at Georgetown in 1972.

## Student Writing: Occupation of Alcatraz

By Willa Reinhard

Students in Social Justice in 20th Century America studied the American Indian occupation of Alcatraz Island (1969-1971) carried out to protest a history of broken government treaties and stolen native land. Inspired by photographs of some of the people actually involved, students wrote pieces about the takeover. Here are two examples:



I chose the photograph of the little girl. She looks curious and hopeful about what Alcatraz has in store for her. I think this photo represents the hope the American Indians had at the beginning of the occupation. They hoped that the land would be returned to them and that they could build a cultural center. The girl is probably only six or seven years old, but she knows that the white people don't always treat her people fairly. She doesn't know why this happens, but she knows that it's not right. Alcatraz didn't end up being what the original occupiers intended it to be, but it inspired American Indians to celebrate their heritage, and several important protest groups began because of it. —Laura Butler

"We have been here long enough. Everyone is against us and is trying to push us out of here. We have no electricity, not enough clean water or food, no incoming phone calls. The fuel line is leaking. The hippie people are moving onto the island from San Francisco. Oil has been dumped into the ocean, and everyone is blaming it on us. The lighthouse is not working correctly. A fire has destroyed parts of the island. We are losing support, and it is becoming harder and harder to stay here. Why won't people leave us alone? What have we ever done to justify how much they hurt us? Yvonne Oaks is dead; she fell on concrete. Richard Oaks, our leader, has left the island, and we are all alone, struggling for power. When will this nightmare end? When will we be left in peace?" —Maddie Collins

# Middle School Trips and Adventures

By Gina Duffin

Every fall, Middle School students travel to an outdoor Education facility to spend a few days camping, to get to know one another, and to practice their cooperation and team-building skills. For the last two years, we've traveled to Tuckahoe State Park on the Eastern Shore to jump off a telephone pole, swing on a trapeze, climb a thirty-foot wall, play capture the flag in the dark of night, and solve life-size puzzles. The trip is both physically and mentally challenging, allowing students to push themselves to perform difficult tasks in a safe and supportive setting. I was so pleased to observe that during all the activities students were cheered on by their peers and leaders, no matter how easy or challenging the task. I was also impressed that students with a fear of heights were climbing thirty feet off the ground, and shy students were speaking up when the group had to figure out how to solve a puzzle. Every year I am happy to see how much the students enjoy and learn from this trip.

In November, we had the opportunity to go canoeing at Sycamore Island on the Potomac. Sycamore Island is a small privately owned club where members enjoy spending time playing ping pong or pool in a rustic club house, canoeing, kayaking, swinging off of a rope swing into the Potomac River, or just enjoying the small area's natural wonders. To get to the island, we had to take a ferry that is attached to a piece of rope extending from the island to the mainland. The students jumped at the chance to help tug on the rope to lead the raft across the water. The day was a beautiful day. The slightest drizzle drew a misty veil over the river, creating a stillness that I've only felt while miles from civilization. Every once in a while, herons could be seen perched peacefully on the shore or a fish surfaced for a savory meal, creating rings in the water near our canoes. All was quiet and calm on the river the day we canoed near Sycamore Island.

In January, both the Middle School and Upper School students took a trip to Whitetail Ski Resort. Students had the opportunity to either ski or snowboard, and all were



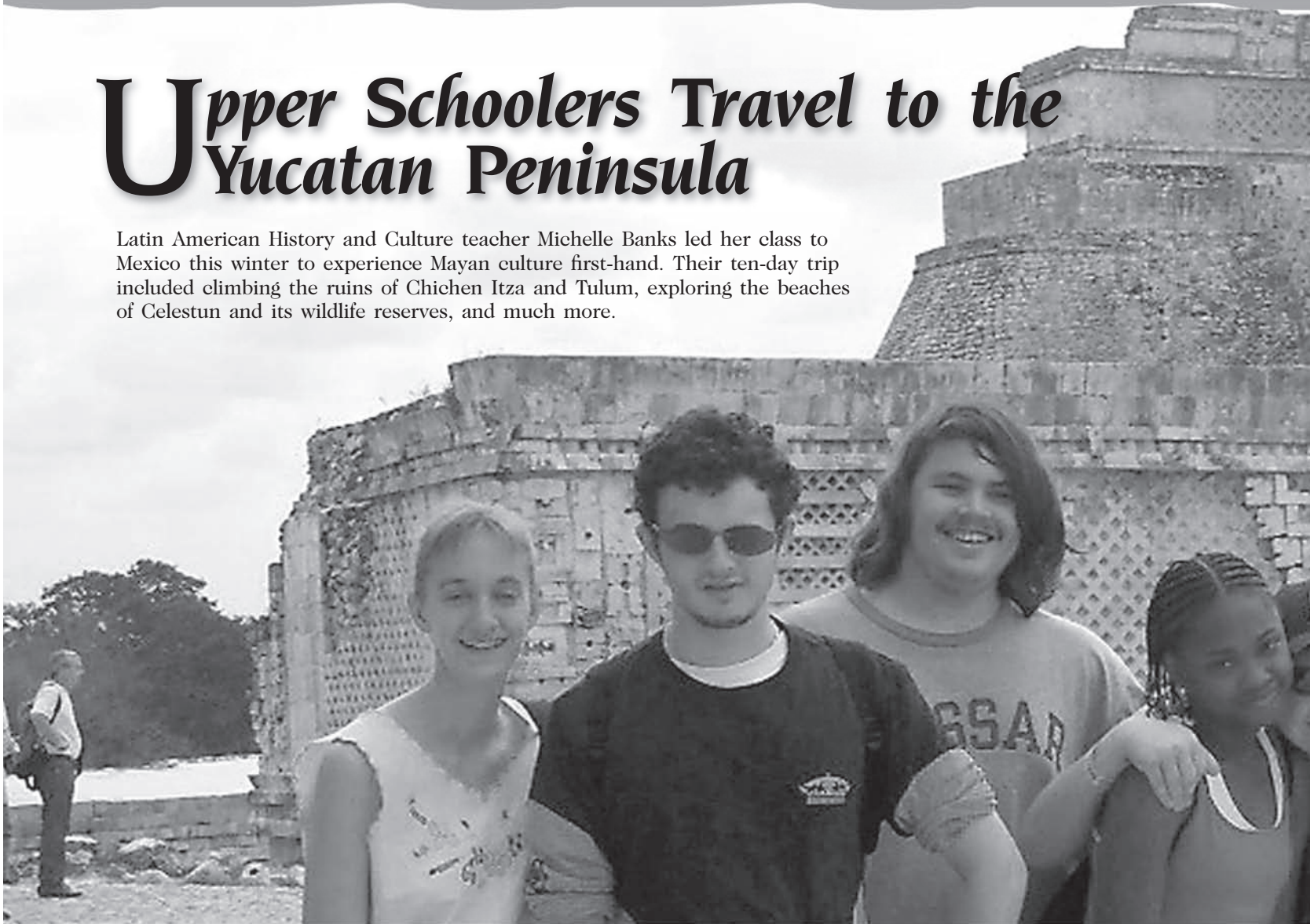
given the opportunity to take a lesson, no matter what their skill level. Many of the Middle School students this year had never skied before, and it was wonderful to see them pairing up with more advanced students, who took them under their wing, offering to help them and stay with them throughout the day. The day was sunny and the temperature wasn't too cold, so everyone spent most of the day on the slopes learning as much as possible without the need to come in and warm up with hot chocolate every hour. Everyone learned so much that day and had so much fun that we planned a second trip to Whitetail with the Middle School later in the month.

*Middle Schoolers engaged in team building skills at FLOC Learning Center. Below, Alex Acuna, Evan Odoms and other middle schoolers canoeing on an Animal Behavior trip*



# Upper Schoolers Travel to the Yucatan Peninsula

Latin American History and Culture teacher Michelle Banks led her class to Mexico this winter to experience Mayan culture first-hand. Their ten-day trip included climbing the ruins of Chichen Itza and Tulum, exploring the beaches of Celestun and its wildlife reserves, and much more.





# Art in Motion: Alison Duvall at Parkmont and Beyond

By Kim Schraf

**D**uring one of the several faux snowstorms of 2005 that threatened to close down the District but failed, I enjoyed a cozy coffee with Parkmont's art maven, Alison Duvall. She and I often pass like ships in the night (well, no, the afternoon) during our part-time school days here, and it was my first chance to delve into her nothing-short-of-fascinating and multi-faceted life.

**KS:** Let's begin by talking about how you're spending the twenty-two or so hours each day when we don't see you at Parkmont. What else do you do?

**AD:** Well, I also teach art at the River School, a small school on MacArthur Boulevard, where I work with two-to-seven-year-olds, integrating deaf and hearing children. Some of my students are deaf, some have hearing aids, some were born deaf and have received cochlear implants, and some have normal hearing. Depending on the type of implant, some of these kids have little or no speech. A few were adopted from other countries and their hearing loss wasn't even recognized for some time because it was thought to be a language issue. It's remarkable to witness the difference in them before and after they receive implants. My husband and I also have a photography business, called Everything Photographic; our studio is located in Brookland. We teach photography classes for adults through the Art League of Alexandria. And I guess the rest of my time is spent volunteering two days a week at the Therapeutic Horseback Riding Center at Rock Creek Park Horse Center.

**KS:** Oh, I've heard a lot about that kind of work! What's it like?

**AD:** It's amazing. I've been doing it since I moved here, and I do it whenever I can. They offer private as well as group lessons, and the Pathways program works with severely at-risk kids who come in several times a week. For a child with an emotional disability, it is incredibly empowering to control a 1,000-to-

1,500-pound animal, and it asks of them enormous trust. Imagine what it means for an almost-mute child to be in charge, and have to tell the horse where they are going. In the private lessons, we work with individuals with physical disabilities or impaired mobility to strengthen the legs and improve muscle control. The gentle, rhythmic movement of horseback riding is actually the closest simulation of the human walking gait.

A self-portrait of art teacher Alison Duvall, and, to the right, students in her ceramics class at Parkmont.



**KS:** What sorts of students have you helped there?

**AD:** There's one young man with spina bifida, who uses a wheelchair, and rides with us once a week. He has achieved greater balance and much more independence.

A deaf boy with cerebral palsy originally couldn't even stay upright on his horse, but after developing his muscles through riding, you couldn't have guessed that he had CP. And the autistic kids I work with are exceptional. There's something about making them focus on the horse, the necessity of speak-

ing to command the horse. They use more language, their tics relax, and they have fewer outbursts. Since they thrive on order, a fixed, repeated routine is calming for them.

**KS:** So, did you find Parkmont or did Parkmont find you?

**AD:** I found Parkmont. In 2000 I saw an ad in the paper for an art instructor. I was just finishing my summer camp creativity session at the Corcoran at the time.

**KS:** That was lucky for us. What are some of your favorite activities in the classroom?

**AD:** I particularly love teaching photography, and I love ceramics. The students also seem to respond to these the most.

**KS:** The afternoon class segment, which you teach, is unique in that middle-school and upper-school students share the same class. And it's the last class of the day. How does that work for you?

**AD:** Actually, the mixed-age set-up lets them get to know each other. And it can be especially therapeutic

for middle-schoolers to see an upper-school student excelling at something and think, "I want to do that." Or the other way around! The energy at the end of the day is variable. Lots of kids are wildly pent-up and excited to have a shift in focus. In ceramics, for example, there are days when they don't really make

**"Kids are always asking me, "What do I do with it now?" once they've created something. We have to find ways for them to do something with their art."**

anything; there's no real goal. You make something and crush it. Make something and crush it. For kids with issues around manual dexterity, the smashing can be a great release. They love that. And of course, passing reflects improvement. Some students only make one or two pieces

in the seven weeks, but their accomplishments and progress are huge. Others, however, may require an end deadline for a piece because that's what they need to do the work. And sometimes a kid just needs to get messy. I tell them, "You have to get dirty." I have them bring a change of clothes or shoes, even though for some of them, this is the hardest part. And then there are others who just get carried away!

**KS:** I think we need a ceramics workshop for the staff. I want to do some of this!



it's done, they take tongs and rinse the pieces off. I always want them to leave it overnight, but they can't wait.

**KS:** What temperature is this happening at?

**AD:** It ranges in the thousands of degrees. And

of course, the kids are fascinated by the burning, as well as how their pieces are transformed.

**KS:** Alison, you're bringing fabulous energy and imagination to the curriculum at Parkmont! Any final thoughts about what you do?

**AD:** Kids are always asking me,

"What do I do with it now?" once they've created something. We have to find ways for them to do something with their art. For me, the most important thing is to get them to feel good about what they've made and to experience positive feedback. That encouragement instills self-esteem about their work, and that's essential. Students are often quick to put down their efforts before anyone else can, and that's really damaging. There are so many struggles and challenges in other classes throughout the day. It's always easy for me to find something that's really great that someone has done.

**AD:** That's a great idea! I'd love to conduct one. You know when? On one of our staff work days. (Ron, we'll give you the detailed plan for this.) I'm not a great ceramicist myself, but I have so much fun doing it.

**KS:** What's on your wildest-dream wish list for art at Parkmont in the future?

**AD:** I'd like to develop photography more. I taught a black-and-white photography class, but it was in a shared space and it was a difficult process. I'd love to have a big darkroom where students could be connected to the process that allows each of their pictures to appear.

We're working on getting a kiln, but in the meantime, we do improvised pit-firing in the driveway. You take a metal trashcan drilled full of holes and filled in with layers of newspaper. Then you put in the pieces (which have been bisque-fired, so they are all white), layering the art and the newspaper. Then you light the paper and put the lid on. It's impossible to predict what the finished pieces will look like. The students watch it happen, and when

## International Feast

By Willa Reinhard

Tandoori chicken, homemade chili and corn bread, spring rolls, cheesecake and sweet potato pie is just a sampling of the tempting array of dishes that lined the tables when Parkmont families gathered at school for dinner on a Thursday evening in November.

With the help of a few parent volunteers who arrived early, the Commons Room was transformed from an ordinary academic space into a welcoming bistro. There were circular eating areas, lit candles, and flower adorned tables.

Parkmont's International Potluck is an annual fall event, and more than half of the school's families arrived to share their favorite recipes. But the night offers more than just the chance to try new and tasty foods. It also provides a wonderful opportunity for new and returning students and their parents to mingle with each other and with Parkmont faculty and staff.

Thanks to all the families who brought food and attended, making this a successful event.

# It Does WHAT?

By Mike Moyer

The first annual “Rube Goldberg Machine Contest” was held in the Middle School during the first session in Mike Moyer’s Inventor’s Workshop class.

The contest brings the ideas of Pulitzer Prize-winning artist Rube Goldberg’s “Invention” cartoons to life. This Olympics of Complexity is designed to pull students away from conventional problem solving and push them into the endless chaos of imagination and intuitive thought. To be specific, each pair of students is given an elementary challenge: something as simple as popping a balloon, squeezing out toothpaste onto a toothbrush, or switching on a light bulb. But instead of just “solving” the problem, students have to make the solution as complicated and convoluted as possible. In fact, the more steps—there were a minimum of six for our invention class—the better the Rube Goldberg Machine. And what a machine! An assemblage of ordinary objects, mechanical gadgets, and the oddest odds and ends are linked together to somehow accomplish the desired goal.

Rube Goldberg drew his “Inventions” as contraptions that satirized the new technology and gadgets of the day. His drawings, using simple machines and household items already in use, were incredibly complex and wacky, but somehow (perhaps it was because Rube was a graduate engineer) the “Inventions” always had an ingenious, logical progression as they worked to finish their task.

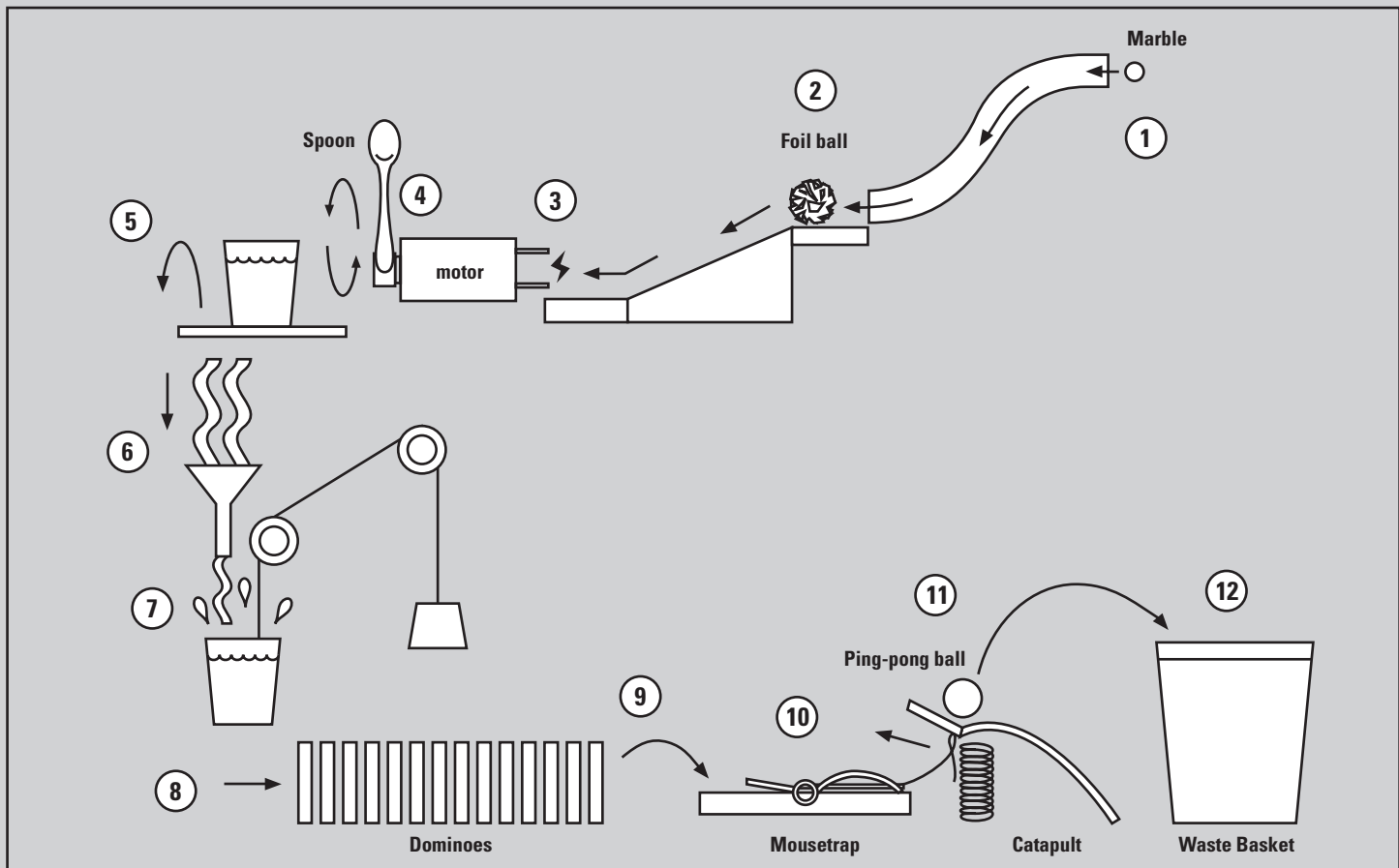
Mike (also a graduate engineer!) had his pairs of stu-

dents design and build a machine to shoot a ping-pong ball into a basket. One example of a successful “invention” is shown and described below.

It was quite a thrill to see all these “contraptions” at work both for the participants and the Middle School audience. Judging from the “oohs” and “ahhs,” everyone will be holding their breaths until the “2nd Annual Rube Goldberg Contest.”

## STEPS:

- Marble rolls down insulation tube
- Bumps foil-covered ball
- Foil ball rolls down ramp and makes a connection with the motor electrodes
- Motor starts and spins around plastic spoon attached to the axle
- Spinning spoon knocks over cup filled with water, which...Fills another cup attached to a pulley
- Filled cup drops down and hits the first domino
- First domino falls and begins a chain reaction knocking over the remaining dominos
- Last falling domino falls on “set” mousetrap and sets it off
- String on mousetrap pulls tab from catapult spring
- Spring “springs” and fires a ping-pong ball sitting in attached plastic spoon
- Ping-Pong ball flies across room and into a wastebasket
- Oouila! Success!



# Auction in April

By Christy Halvorson Ross

For the third year in a row, under the creative eyes of co-chairs Sharon Hess and Cille Kennedy, Parkmont was transformed into a spring wonderland for the auction



on April 2nd. Our school building became a sea of flowers and lights, delicious food, and an amazing array of items for the auction.

Over one hundred parents, Board members, and friends of the school attended the auction, raising close to \$20,000 for Parkmont's Financial Aid program and computer center. A diverse range of over two hundred items



Over one hundred people enjoyed the delicious assortment of food and the over 200 items at the annual school fundraising auction.

were for sale, which included dinner at Café Deluxe, a ski trip to Crested Butte, hand-made placemats and toffee as well as dinners to be delivered to your home.

The Parkmont community is grateful for the elegant leadership of Sharon and Cille and also for the hard work of our volunteers and committee chairs. Cari Gradison served as Solicitations Chair and acquired many of the wonderful items for sale; Julie Goos did the informative and decorative table displays; Elaine Aldrich organized the food donations, and Mary Gathercole was the festive Decorations Chair. Thanks to all of them and to all of you who attended the auction to support the school and our students!

## Somerset Alumni News

**Llyn Peabody (1980)** is living in Eugene, Oregon, and has a thriving business as a personal organizer and clutter-clearer.

**Kristin (Dausch) Peake (1988)** lives in Damascus, MD. She and her husband have a baby, Henry Thomas Peake, born December 9, 2004. Arriving a month early, he was 4 pounds, 15 ounces. As you can see from the picture below, he and his mother are doing great.



## Parkmont Alumni News

**Joan St. Germain (1978)** married the love of her life, David Segal, on May 29, 2005. This was the first marriage for both (good things do come to those who wait). The wedding was held on a thirty-five-acre flower farm just north of Boulder, Colorado. David

grew up in Miami Beach, Florida, and moved to Boulder twelve years ago. He is the owner and operator of the Berry Best Smoothie company with locations at both the University of Colorado and the Boulder Farmer's Market. Joan has lived in Colorado since 1987 and continues her work as a librarian at the National Oceanic and Atmospheric Administration (NOAA) labs in Boulder.

**Daphne Kwok (1976)** received the Wesleyan University Distinguished Alumni Award at her 20th reunion this year. Congratulations!

Anne Anderson reported on her three children: **Kelley Anderson, (1988)** MBA, is the proud mom of Alexander Jackson Farb, born December 12, 2004. **Geoff Anderson, (1986)** MA, is the Director of the Division of Development, Community & Environment of the EPA. **Laurie Anderson, (1984)** PhD, is associate professor at Ohio Wesleyan University and has a 2 year-old son, Evan Seufert.

**Angy Engelhardt (1998)** is happily married and was expecting a baby in May.

**Tom Mertens (1999)** is attending Frostburg State University study-

ing art. He is a certified welder.

His sculptures have received good reviews, have been selected for juried shows, and have won awards. His computer graphics are used in the University's publications. He's also been working with the school stage crew. Next year he'll decide whether to enroll in the Master's Program or the Teaching Program at Frostburg. **Jay Cunnick (2002)** is a junior at Cabrini College in Radnor, PA, majoring in IT.

**Matt Stern (2004)** is attending MD College of Art and Design at Montgomery College as a full-time student.

## Fowler Foundation Makes Matching Grant to Parkmont School

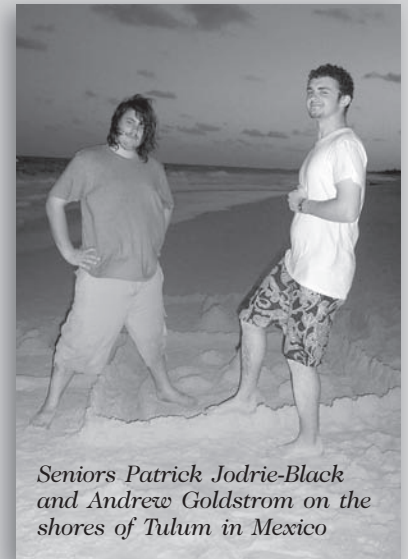
The John Edward Fowler Memorial Foundation has made a \$10,000 pledge to Parkmont School for Financial Aid, with the provision that the money be matched dollar for dollar in new financial aid donations. The school is very pleased to have received this generous grant and also is excited about the prospect of the challenge created by the grant. Please contact Christy Halvorson Ross at Parkmont if you are interested in contributing towards this matching grant.

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*"For me, the most important thing is to get them to feel good about what they've made and to experience positive feedback. That encouragement instills self-esteem about their work, and that's essential."*

*—Alison Duvall  
(Parkmont Art Teacher)*



*Seniors Patrick Jodrie-Black and Andrew Goldstrom on the shores of Tulum in Mexico*

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