Fighting Slavery: Chase Hommeyer ’10 Combats Human Trafficking in India
Page 12

We are Shaped by Our Stories
Page 20

What does it mean to be a Hamlin Girl?
Page 26
DEAR HAMLIN COMMUNITY,

Stories are the connective tissue of our lives. We are bound together in chapters and verses. We speak volumes. As parents and educators, we share stories to transmit our core values from one generation to the next; our family tales and parables reveal truths about human nature and the ways of the world, provoke deep thinking about life events and choices, and entertain rapt listeners. There is no doubt that our stories carry the full weight of history and legacy, and we are shaped by the stories that are told as well as by the storytellers themselves.

A recent letter, newspaper clipping, and gift of a poetry anthology from alumna Jean Springer Kahn ’33 reminded me of the power of the stories that define Hamlin’s 152-year history. Jean, now 99 years young, reminisced about the Pacific Avenue cable car unloading Hamlin girls in the morning as well as the flair of her beloved teacher Mademoiselle Emelie LaSalle. Jean remembers the courageous leadership of Sarah Dix Hamlin and her sister Kate and the exceptional quality of the education she received in the 1920’s and 1930’s. The 1957 newspaper article tucked into the book of poetry reminded me of the extraordinary vision of Cornelia Stanwood and the generosity of her sister Lila McKinne, who guided Hamlin’s transition from a privately-owned business to a non-profit institution. Hamlin’s fantastic new Director of Alumnae Engagement Adrienne Moon and I look forward to visiting Jean at her home in Napa later this fall and sharing more memories and stories.

We cannot lose our connection to the past because it is the strong foundation for all that we do today.

Our fall edition of Keeping Posted features several storytellers, from current teachers and administrators to students and alumnae; our Class Notes section is more robust than ever (please keep the news coming!), and our vibrant photos speak a thousand words. After you peruse this beautifully-redesigned magazine, please stay in touch with present-day Hamlin by reading the featured news on our website and by following us on social media. I assure you that the stories will leave you feeling uplifted, inspired, and proud.

As I begin my 8th year as head of school, my heart holds deep gratitude for our past, great joy in the here and now, and tremendous excitement for the future. Thank you for your steadfast commitment to the mission of excellence in education for girls and for your faithful support of the school. You are all an essential part of Hamlin’s never-ending story.

With Affection and Appreciation,

Wanda M. Holland Greene
Head of School
In an effort to promote independence and responsibility, the School encourages a policy based on the premise that choices have natural consequences — both positive and negative. Students often learn best when they learn from their mistakes. If a student forgets an item at home or fails to complete an assignment, for example, parents are asked not to bring items to school. If a parent does bring an item for the student, it will be the teacher’s discretion whether or not to allow the student to have it. Allowing girls to work out solutions to their challenges on their own or with a caring adult at school builds confidence and resilience.”

(THE NO RESCUE POLICY, AS ARTICULATED IN THE HAMLIN SCHOOL PARENT-STUDENT HANDBOOK)

Raising our children can often feel like groping in the dark, but some simple truths are as clear as the light of a California day: Children forget. Children fail. Children fall down. Simply put, children mess up, sometimes in grand style, and it is absolutely painful for parents to watch the consequences unfold. As the mother of two young sons, I can say with certainty that allowing our children to experience disappointment, frustration, and sadness is very hard. Never mind that we have read on times that mistakes are the building blocks of learning, that we should use the word “yet” to ensure a growth mindset, and that acknowledging strong effort is far more important than praising outcomes. (Thank you, Carol Dweck.)

Moreover, my strong sense as the mother of sons and the head of a school for girls is that we tend to rush in and create clear boundaries for parents and to help build confidence and resilience. Hamlin has had a longstanding “no-rescue” policy, which we work diligently to enforce each day. It’s not easy to tell parents that mistakes are the building blocks of learning and that choices have natural consequences. As the mother of two young sons, I can say with certainty that allowing our children to experience disappointment, frustration, and sadness is very hard. Never mind that we have read on times that mistakes are the building blocks of learning, that we should use the word “yet” to ensure a growth mindset, and that acknowledging strong effort is far more important than praising outcomes. (Thank you, Carol Dweck.)

I worry that his teacher will think that I am a disorganized mom, not that he is a disorganized student. I resist the urge to pack my son’s backpack with the necessary sheet music by reminding myself that his work habits are not a reflection of mine. Though we share a last name and certain physical features, I am not my children. I love them dearly and take pride in their accomplishments, but their successes and failures are theirs—not mine.

As Kahlil Gibran writes in On Children: “They come through you but not from you; And though they are with you, yet they belong not to you.”

2. Remember that parental love should be more about doing things with your children rather than doing things for your children. As busy parents, we often assume our guilt by searching for evidence in our daily lives that proves that we are active and attentive parents. Creating a mental list of all the tasks we have completed for our children makes us feel at peace, needed, and “on the job.” Rescuing them from chores and hard work and checking things off of their to-do lists feels good—even if we don’t really acknowledge the endorphin rush. The problem with this kind of “parental productivity” is that we are doing tasks that our children are able to do independently. Sadly, we rob our children of a sense of efficacy and affirmation because we need it for ourselves.

3. Slow down. I am far more likely to rescue my children and fix problems for them if I am in a rush. It’s more efficient for a parent to tie a first grader’s sneakers rather than wait for the endless trial and error that comes with learning to loop the laces. You will certainly move faster throughout the day (and the airport too) if you zip the jackets, pull the roller suitcases, and pass all four boarding passes to the agent. However, what will your child do when he/she is traveling solo? We never want to send our children the message that they are incapable of living without us.

As we lead schools of excellence and guide children into lives of purpose, we must build a close and mutually respectful partnership with parents. It is one thing to create policies and procedures and publish them in handbooks; it is quite another thing to empathize, link arms, and offer strategies and tools. Parenting is not for the faint of heart, and we must do our unpaid job with great intention and skill. As Gibran concludes in On Children, “We are the bows from which our children as living arrows are sent forth.” I’m ditching my firefighter gear, picking up my bow, and shooting for the stars.

Suggested Reading:
How to Raise an Adult (Julie Lythcott-Haims)
Permission to Parent (Dr. Robin Berman)
The Gift of Failure (Jessica Lahey)
This past summer, as part of the Hamlin Field Experiences, a group of Middle School students traveled to Costa Rica for ten days. This was the second trip to Costa Rica that we have taken, and our travels were a success.

Hamlin teamed up with Costa Rica Explorations, a company specializing in student and group travel. Our goals were to practice Spanish, to learn more about Costa Rican culture, and to give back in the form of a service project. This trip touched upon all four of our Global Citizenship strands: Environmental Stewardship, Global/Local Awareness and Communication, Identity Formation, and Social Justice.

The girls enjoyed learning about CEN CINAI, a local education and nutrition center, where they volunteered with buildings and grounds and in the Kindergarten classroom. When our Hamlin girls weren’t volunteering at a local school needing to the kindergarteners and fixing up the classrooms, they learned about the local culture and food and spent some time zip-lining through the rain forest.

When we landed at the airport, our first experience was with the airport official who greeted us. At the airport official walked up to Ms. Trujillo and asked which group we were looking for. “Costa Rica Explorations,” I think was the answer. And it was a little funny, because at the time, my headphones were blasting “Sadi Gali” the moto of Costa Rica. I must say, I wasn’t really listening at the time, my headphones were blasting “Sadi Gali.” Ms. Powers and Ms. Trujillo thanked him and I felt pretty loooong, pretty cool. We basically just met up with the other Hamlin students and continued on our way. The airport official walked up to Ms. Trujillo and asked which group we were looking for. “Costa Rica Explorations,” I think was the answer. And it was a little funny, because at the time, my headphones were blasting “Sadi Gali.” Ms. Powers and Ms. Trujillo thanked him and I felt pretty loooong, pretty cool. We basically just met up with the other Hamlin students and continued on our way.

The first thing you feel when you step off a plane to San Jose, Costa Rica in the summer is the humid heat that hits you immediately after you step into the connecting area to the terminal and plane. Of course growing up in San Francisco, I had never experienced such a loving feeling except in Washington DC, where my grandmother lives. I was grateful it wasn’t raining hot water. As we traveled through the airport, we got our passports stamped. I greeted the man in Spanish and he replied the same before asking me “is this your first time in Costa Rica?” “Thank you.” I replied without hesitation. He had spoken so quickly, I could only catch “Costa Rica.” Then in English, he asked me again “is this your first time in Costa Rica?” I was really, really embarrassed. First step into a different country and I had already messed up.

After that, we went through a wave of men offering taxi drives to people who were coming through the terminal before an airport official walked up to Ms. Trujillo and asked which group we were looking for. “Costa Rica Explorations,” I think was the answer. And it was a little funny, because at the time, my headphones were blasting “Sadi Gali.” Ms. Powers and Ms. Trujillo thanked him and I felt pretty loooong, pretty cool. We basically just met up with the other Hamlin students and continued on our way. The airport official walked up to Ms. Trujillo and asked which group we were looking for. “Costa Rica Explorations,” I think was the answer. And it was a little funny, because at the time, my headphones were blasting “Sadi Gali.” Ms. Powers and Ms. Trujillo thanked him and I felt pretty loooong, pretty cool. We basically just met up with the other Hamlin students and continued on our way.

The Hamlin girls enjoyed learning about Costa Rica’s rich biodiversity by gaining more knowledge about local animals and plants. They were immersed in local culture, which included daily Spanish practice with community members and with their homestay families. They developed an appreciation for Costa Rica in general is incredible! It’s a country without an army, and... you could tell she was a woman who loved to smile. After introductions and a few exchanges of handshakes, we were off to our next destination, a loving hotel called “Buena Vista” just on the outskirts of San Jose. The next ten days with a Tico and a woman from North Carolina would possibly be the most amazing in my life.

ONE OF OUR GUIDES, JOSE MIGUEL was a native of Costa Rica, a little bit above average height with sparkling hair combed with gel. He was actually the tallest one on everyone on the trip, so when we danced later that week it was very awkward. I had to play the guy’s dancing lead. Another guide, Donna was a pretty, older woman with grey hair and crow’s feet around the corner of her eyes. She had bracelets around her wrist and a little bit of one man. She could tell she was a woman who loved to smile. After introductions and a few exchanges of handshakes, we were off to our next destination, a lovely hotel called “Buena Vista” just on the outskirts of San Jose. One boy was terrible! He hit the floor with his head. “I’ve always wanted to escape the USA,” meaning I’d like to leave and just stay in different places for long periods of time, and... wow, I can’t even describe the exhilarating feeling of being away from the USA. It was incredible! The people, the sights, the food. The people again! They were incredible! Costa Rica in general is incredible! It’s a country without an army, and... you could tell she was a woman who loved to smile. After introductions and a few exchanges of handshakes, we were off to our next destination, a lovely hotel called “Buena Vista” just on the outskirts of San Jose.

IN THE ROOMS, THE GIRLS were sleeping like a few of my classmates on the trip, and I was grateful it wasn’t raining hot water. As we traveled through the airport, we got our passports stamped. I greeted the man in Spanish and he replied the same before asking me “is this your first time in Costa Rica?” “Thank you,” I replied without hesitation. He had spoken so quickly, I could only catch “Costa Rica.” Then in English, he asked me again “is this your first time in Costa Rica?” I was really, really embarrassed. First step into a different country and I had already messed up.

The students also had a lot of meaningful thoughts and conversations about themselves as US citizens and as citizens of the world. The girls are bringing this experience into their everyday lives here in California, and have shared their newfound appreciation for Costa Rica with the Hamlin community. We couldn’t have asked for a better experience!
As it has for over a century, this processional signaled the beginning of the graduation ceremony for the Hamlin Class of 2015. The sun shone warmly in the June sky as the Class of 2015 took their places on the raised stage, framed by a view of the San Francisco Bay.

Sabrina Lem ’15 opened the ceremony by welcoming families, friends, faculty, staff, and her classmates to the commencement exercises. In closing, Sabrina advised her classmates to “remember the sisters you’ve gained and the values you’ve learned.”

The Student Speaker, appointed by the Middle School faculty, was Olivia Jacob ’15. Olivia, an editor for the School literary magazine “Blue Stockings” blended poetry and prose in her remarks. Olivia’s message centered around her own unique definition of family, which she described as “…a community full of those who you love and trust… people [who] accept you exactly as you are, and never try to change you, but push you to be your best self.”

Olivia went on to describe her Hamlin family of the Class of 2015 as sisters who have learned from each other how to speak out, wonder, and question: “I can assure you that my sisters will be the ones leading marches down streets and standing up and shouting for what we think is right. And what’s even better is that each one will have an entire family of passionate girls right behind her saying, ‘See that? That’s my sister. She’s going to change the world. And I’m going to help her.’”

Clara Collison ’15 introduced guest speaker Rachel Swaby, author of Headstrong: 52 Women Who Changed Science—And the World describing Ms. Swaby’s core values of kindness, equality, and hard work, Clara observed, “[Ms. Swaby] is – I suspect – a Hamlin girl at heart.” Inspired by the trailblazers featured in Ms. Swaby’s book, Clara urged her classmates to be role models to younger generations, saying, “We must make ourselves accessible to aspiring girls.”

In her remarks, Ms. Swaby profiled some of these influential women in history, using their stories as inspiration for us all to approach life’s inevitable challenges as opportunities.

Throughout the ceremony, the Class of 2015 performed songs with messages relevant to the occasion, including Natasha Bedingfield’s “Unwritten.”

Head of School Wanda M. Holland Greene’s final remarks referenced the complementary messages found in “Unwritten” and in “Written in Stone” from the Grade 8 Musical Mulan. To the graduating class, she said, “You are already so much of the adult you will be, and some of that will never change… And yet, there is so much that is unwritten.” Drawing further inspiration from pop star Jessie J, Ms. Holland Greene left the girls with this final message: “Each of you is a masterpiece. A work of art. Uniquely and Wonderfully Made. Divine and Marvelous to behold. You have blessed this school with your presence, and your Hamlin years are just the beginning of the story of your lives. The rest is still unwritten.”

After performing “Farewell to Thee,” the Class of 2015 descended the stage to begin their next chapter as Hamlin Alumnae.

---

**Class of 2015 alumnae are attending the following high schools this Fall…**

- The Bay School of San Francisco (5)
- The Branson School (2)
- College Preparatory School
- Convent of the Sacred Heart High School (2)
- Crystal Springs Uplands School
- Drew School (2)
- Episcopal High School
- The Hockaday School
- The Hotchkiss School (2)
- Lick-Wilmerding High School (2)
- Lowell High School (3)
- Marin Academy
- Ridley College
- San Domenico High School
- San Francisco University High School (5)
- St. Ignatius College Preparatory (6)
- The Thacher School (2)
- The Urban School of San Francisco (3)

---

“I can assure you that my sisters will be the ones leading marches down streets and standing up and shouting for what we think is right.”

-Olivia Jacob ’15
A YEAR IN

Photos
2014/2015

1. Grade 8 Tea
2. Grade 4 Tie Drop
3. Halloween Parade and Assembly
4. First Day of 2014/2015 School Year
5. Red and Gold Day
6. Red and Gold Day
7. Lower School Diwali Assembly
8. Grade 8 Rocket Launch
9. Members of the Cross Country Team
10. Grade 4 Opera Performance of La Boheme
11. All-School Community Picnic
12. Hour of Code
13. Spelling Bee Winner, Sarah Paper ’16 with Middle School Head, Ms. Helm
14. Hamlin Harvest
15. Gingerbread House Workshop
16. Hamlin Chorus
17. Hamlin Chorus sings at a Cal Bears Softball Game
18. Grandparents and Special Friends Day
19. International Urban Parks Conference at Mountain Lake Park
20. Earth Day
21. STEM Family Night
22. Grade 7 and 8 Math Teacher, Mr. Yorston, wins The Tutor Corps Foundation’s 2014 Teacher of the Year Award
23. Community Art project at From the Heart
One day last year, I walked into work with 66 bananas. Why? Because the night before, the team of people I was working with at a non-profit called Guria had rescued 66 people from slavery in a brick kiln, and we were hosting them at our office.

This past year, I lived in Varanasi, India—7,772 miles from my home in San Francisco—as a member of the Princeton Bridge Year Program. Bridge Year is a fully funded, 9-month-long program that accepts 35 incoming Princeton freshman each year to live in one of five country locations: China, Brazil, Bolivia, Senegal, or India. Each student lives with a homestay family, volunteers full-time at a local non-profit organization (for me, Guria) and learns the local language (for me, Hindi).

By the end of my senior year of high school, I desperately wanted an experience outside of the classroom, far away from what I was used to: a gap year. I wasn’t “burned out,” but in the rare calm moments of high school, questions plagued me that needed addressing: “What do I actually care about and what is just ambition?” and “Where am I blindly rushing off to and why?” I was so busy that every time the questions popped up, I locked them away in a box labeled “inconvenient” in name of getting my homework done… my college applications done… my life done. My experience in India helped me grapple with my identity and values. Getting outside of the classroom and out of my comfort zone helped me grow as a human being, instead of just as a student.

I had a lot of incredible experiences in India, but my experience working at Guria—a non-profit that fights human trafficking and commercial sexual exploitation—was hard to top. Every day I worked personally with Ajeet Singh Ji, Guria’s founder and director. He founded the organization in 1993, before “human trafficking” was a concept anyone understood. He faced decades of social ostracism from his family and community and unbelievable hardship, but he never wavered from his path: to fight against the injustice he saw in front of him. At least once a day, Ajeet Ji would talk to me about his philosophy and ideas about life, giving me plenty of inspiring and befuddling material to work through in my evening journaling.
I was so lucky to work at a place like Guria. Although—admittedly—it wasn’t always easy. One of many challenges of working there occurred a few weeks into my time there when I was faced with negotiating between my American idea of what work means, and how things work at Guria.

In America, the pace of an office is regular, mechanical, predictable. But Guria office happenings proceeded at a rhythm I hadn’t yet picked up on—indeed at the time it didn’t seem like any rhythm at all. Throughout the day, I would vent secret exasperations in my head: “Ajeet! If you just did __________, we wouldn’t have to spend __________ hours doing __________. Why does Guria bother doing __________ when ________ would be so much more efficient? Ajeet Ji? Earth to Ajeet Ji!”

October and November at Guria was a time of…let’s just say…me discovering all the ways I could practice taking deep breaths and reminding myself to have a learning attitude about service.

Barish, Ajeet Ji’s six-year-old daughter, pulled me out of my stubbornness. Every day when she came home from school, Barish wriggled out of her mother’s clutches and barged into my office chirping loudly in her rapid-fire high-pitched heavily-accented voice. Usually I would entertain her hesitantly for a few minutes and then try to shepherd her out so I could get back to work. But one day I was particularly exasperated and entirely gave in. I closed my computer and looked at her, trying to understand what she was saying. Apparently, she wanted to draw a dinosaur, so I pulled out two pieces of paper to draw on with her.

So began my friendship with Barish. Those days, it was not uncommon to see me romping around the office with Barish playing “supergirls” and rescuing imaginary children from various disasters in the legal room.

The Guria oddities never ceased, but I tried to make time to play with Barish every day. It made me happy and helped me relax. Made me less high-strung, more open. And once I opened myself up, I realized that maybe my style of work is not better than Ajeet Ji’s. Maybe I am responsible for adapting to Guria and Ajeet Ji’s style, not the other way around.

Guria was never the brainchild of a cookie-cutter, organized genius. It is the life’s work of a deeply caring, independent-thinking visionary. Ajeet Ji has been at this for 26 years and if Guria doesn’t do something the way I would, there’s probably a reason for it. I sat in a classroom for 18 years; I didn’t go on rescue operations, face death threats, and come out alive. I didn’t battle bureaucracy for almost three decades or know the Indian judicial system like the back of my hand. I wasn’t the one who faced years of frigid and unforgiving ostracism and emerged with my dreams unscathed and with my unwavering dedication intact. All my accomplishments had been met with praise, all my dreams with support. If anyone needed to change how they did things, it was me. Ajeet Ji should continue to be himself. In fact, Ajeet Ji’s unapologetic independent thinking is what makes Guria work.

The term “thinking independently” is thrown around a lot, but I don’t think I ever fully understood what it meant to think independently until I met Ajeet Ji. It means that you think, you question, you speak out, and you do not waver from what your heart says is right—even if you are completely on your own. Thinking independently also has a lot to do with dreaming: allowing yourself to dream, and never subconsciously limiting yourself to what is considered possible.

This is why Guria has such a long list of activities, including: rescue operations, rural village empowerment, and non-formal education centers. They don’t care about the number of activities other NGOs are doing, and they have never considered doing something more “reasonable.” Each and every activity on that list has evolved directly from Guria’s 26 years integrating into the communities they served, listening attentively, and evolving solutions. Ajeet Ji describes Guria’s approach to fighting human trafficking like raising a child. You don’t look at a child and try to leverage something. You also don’t throw money and projects at a child. And you don’t yell at a child to grow up a certain way just so it will impress donors. You support a child, you listen carefully, you adjust, and you care—a lot.

It’s been humbling to spend so much time with Ajeet Ji. To work at Guria. To gain a 7-year-old best friend. I am proud to say I now know how to see without judging.

“It’s been humbling to spend so much time with Ajeet Ji. To work at Guria. To gain a 7-year-old best friend. I am proud to say I now know how to see without judging.”
On Wednesday, September 2, Stanwood Hall was packed with parents, faculty, and staff for the 2015/16 Opening Day address given by Head of School, Wanda M. Holland Greene. Her remarks culminated with the ribbon cutting and grand opening of The Riveter Lab (on Twitter @riveterlab), a dynamic research and design center housed within the Coreen Ruiz Hester Library.

Hamlin girls will use the myriad tools in this dynamic lab environment to build their dreams and better our world. The space has been transformed from a traditional library to a carefully curated collection of books, digital devices, coding & software platforms, and fabrication tools. This physical modification in space marks a larger pedagogical shift: girls are no longer coming to school to simply “get information” instead girls come to Hamlin to learn how they can use information to meet the challenges of their time by creating new content through the principles of quality research and design. Further, this space creates a distinct “home base” for Hamlin’s signature STEAM (Science, Technology, Engineering, Art, and Math) projects that occur throughout the grade levels as part of our integrated curriculum.

As early as Kindergarten our girls learn to code and solve problems through inquiry. A defining synthesis of STEAM in Kindergarten is the Zoo Habitat challenge. In the spring the Kindergarten girls are asked to design a living space for a zoo animal of their choice. Using age appropriate learning resources, both print and digital, the girls design and build the space that best meets the needs of their animal. The girls then share their learning through video presentations and to a live audience.

In each grade level we provide instruction in programming and offer robotics and circuitry as robust units of study in our Lower School Science & Computer Science classes. These projects, supported by careful interdisciplinary planning, are showcased as an integrated art installation. A virtual living aquarium was a recent product of this collaborative effort.

In Middle School, programming instruction and STEAM opportunities continue. Google Sketchup provides an opportunity for Grade 5 girls to write code in order to draw a landmark of Ancient Greece and in Grade 6 the girls dance their way to a deeper understanding of The Water Cycle. A new 3-D design Grade 7/8 arts elective has launched in the new Riveter Lab. This course will feature writing code as the means to build 3-D designs. Laser cutting, 3-D printing and arduino technologies will also be featured.

We are thrilled that our Hamlin girls now have a place where they can dare, dream, and then work to bring their ideas and designs to life.

The creation of the Riveter Lab was made possible through the generosity of our current parents at the 2014-2015 Spring Gala.
Goodbyes

In June 2015, we wished a fond farewell to three remarkable members of our faculty: Jan Micha, Sheila Holman, and Diane Doron. Each of these tremendous educators gave more than 25 years of their lives to Hamlin and we wish them each a wonderful retirement.

Over the next few months, we are collecting alumnae memories of their time with Ms. Micha, Ms. Holman, and Ms. Doron. If you would like to share your appreciation for or a story about any of these teachers, please email alumnae@hamlin.org to contribute to their memory book.

“It is just as important for the girls to learn that nothing particularly comes easily, but if you have a passion for something, with the help of others, you can do it.”

-JAN MICHA

JAN MICHA

Jan Micha retired this year after 28 years teaching at Hamlin.

Many Hamlin girls will fondly remember Ms. Micha’s Famous American Women program. For nearly three decades, every Hamlin Grade 4 student has chosen an American woman to research, study, and ultimately “become” in a monologue presented to her classmates and parents at the Century Club. “Not only do they learn about that particular woman, but everyone else,” said Ms. Micha. “It is just as important for the girls to learn that nothing particularly comes easily, but if you have a passion for something, with the help of others, you can do it.”

Ms. Micha also introduced many ways for Lower School girls to more fully engage with and think about the world around them including Candlelight Lunches and the Caring Committee. “The idea was that children can make an impact,” Ms. Micha said. “They learn that they don’t have to wait to be an adult to make a difference.”

In her retirement, Ms. Micha plans to pursue another passion: travel. She estimates that she has visited 35 countries, and will add two more to the list in 2015: Turkey and Greece. In between visits to her family in Ohio, she plans to take some courses in history and art and, perhaps, learn Spanish.

SHEILA HOLMAN

After 28 years at Hamlin, Sheila Holman retired in the spring of 2015. She spent 11 years as a parent volunteer when her two daughters, Abi Holman ’95 and Rachel Holman ’98, were students. After her daughters graduated, she joined the Hamlin faculty where she spent 17 years wearing a variety of Hamlin hats.

For much of Ms. Holman’s time at Hamlin, she was the Music Accompanist for Diane Doron’s classes and the choral program. She was also an assistant teacher in the Lower School classrooms spending nine years in Grade 4 with Jane Hillegas-Stommel.

Ms. Holman plans on spending her retirement traveling to Ireland and France with her husband, Miley, to visit their girls. Many people may recall that Ms. Holman is an incredibly talented knitter so she will, undoubtedly, be knitting up a storm in her retirement. She’s also looking forward to learning a new hobby—photography.

DIANE DORON

Diane Doron retired earlier this year after 28 years of teaching music at Hamlin.

Ms. Doron knew from a very young age that she wanted to be a teacher. She recalls, “I used to line up my brothers and sisters dutifully for school. They had to do what I said, that was part of the attraction of playing school!”

Teaching music at Hamlin combined her two passions—music and teaching. A vocal major in college, Ms. Doron took a vocal approach to music education and believed that music education was more about the process than performance. Her formal holiday concerts always focused on participation, not “star” vocalists.

Ms. Doron’s legacy includes creating the official choral program as well as the After School Academy (ASA). When asked what she will miss most about Hamlin, she said “the kids!” Ms. Doron went on to say that she delights in them and their creativity.

Ms. Doron plans to spend her retirement traveling with her husband to “see America and small towns.”
As a Social Studies teacher at Hamlin, identity and perspective are a large part of my curriculum and are important lenses through which I encourage our girls to experience all that they do and learn, in and outside of the walls of Stanwood.

While I don’t currently teach a Civil Rights Unit in Grade 6, my curriculum has a very clear social justice approach. Our first unit focuses on identity and power, and I believe that this beginning to our year, starting with the “me,” helps the girls approach the rest of our units differently, with more perspective. We then study migrant farmworkers’ rights in California and the grape boycott; class structure in Aztec, Incan, and Mayan cultures; human trafficking around the world; the economic impact that the United States has on Latin America; and the Chinese Cultural Revolution.

I am an African-American woman who has spent two-thirds of my life in Arizona and California, in predominately white communities. I believe having a deeper understanding of my own background strengthens my teaching of the lives and plight of people in the United States and abroad. So, in the spring of 2015, I applied for Hamlin’s Penny Wheelock Grant, which is meant to expand the horizons of the recipient thereby enhancing that teacher’s energy and effectiveness in the classroom, as well as to commemorate the joy of teaching about other lands and cultures as exemplified by former Hamlin teacher, Penny Wheelock.

Receiving the grant afforded me the opportunity to take a trip through several U.S. cities that were major parts of the Civil Rights Movement. Doing so allowed me to further my understanding of a time and of events that were instrumental in shaping me to be the woman I am today. I hope it will allow me to better educate our girls about the past in order to create positive social change, today and tomorrow.

I invited my mom to go on this journey with me because she has wanted to do a D.C. educational vacation for some time. And even though she lived in Missouri for 40 years, she had never been to the South. Growing up in inner city St. Louis, her family did not participate or know much about civil rights events during the 60s.

My journey through D.C., Selma, Birmingham, Montgomery, and Memphis taught me five important lessons that have impacted my identity and made me a better educator.

**We are Shaped by Our Stories:**

**LESSONS LEARNED DURING MY CIVIL RIGHTS TRIP**

HEATHER SMITH, MIDDLE SCHOOL HUMANITIES TEACHER

*Until the lion has his or her own storyteller, the hunter will always have the best part of the story.* – EWE-MINA PROVERB

**A**

**B**

**C**

**D**

**E**

**F**

**G**

**H**

**I**

**J**

**K**

**L**

**M**

**N**

**O**

**P**

**Q**

**R**

**S**

**T**

**U**

**V**

**W**

**X**

**Y**

**Z**

---

**THE FACULTY**

---

**ABOVE:** Sam, our tour guide in Selma, walked in the historic march when he was 11 years old. **BELOW:** Civil Rights Statues in Kelly Ingram Park.
This trip has cemented for me, the importance of U.S. travel for our country’s citizens and our girls. There is no equivalent classroom substitute for seeing and experiencing actual places.

LESSON 1: YOU CAN MISS OUT ON THINGS IN YOUR LIFE AND NOT REALIZE IT.

As we moved throughout D.C., visiting the White House, Capitol Hill, the Library of Congress, Fredrick Douglass’ Home, memorials, monuments, and the Museum of American History, I turned to my mom and whispered, “Mom, I can’t remember the last time I’ve been around this many black people.” I live in Sausalito and work in Pacific Heights. I don’t encounter many black folks in my daily life. When I am in Phoenix, I spend most of my time with black people, but they are all related to me. I didn’t realize that black people were missing from my life until I was surrounded by them. They were tourists, going to work, or at work. They were literally all over the place.

Last fall, when we asked girls in Hamlin’s affinity group for girls of color, ALANA (African-American, Latino, Asian, Native American), about being a girl of color at Hamlin, a student noted that she was the only Indian girl in her class until Grade 3, when two new Indian girls enrolled at Hamlin. She went on to say that she didn’t realize anything was missing until they arrived. Now I have a better understanding of how that felt for her. I didn’t realize or feel that black people were missing in my life, and it was the first time in as long as I could remember that I could just blend in.

LESSON 2: ALL OF THE BOOKS AND MOVIES IN THE WORLD ARE NO SUBSTITUTE FOR A FIRST-HAND ACCOUNT OF HISTORY.

After D.C., we traveled to Alabama. From the airport, we headed directly to the town of Selma. Prior to this trip, I was to think about Alabama, football and racism came to mind. We drove for a couple of hours and passed nothing on the way. Every movie about the South set in the early 1960s and everything going on currently in this country went through our minds as we drove to Selma. As we travelled, I struggled with whether or not our fears were justified.

Selma, Alabama, a town well known now due to the recent movie, has a population of approximately 19,000, compared to San Francisco’s roughly 850,000 inhabitants. I don’t think I’d ever been to a city that small. In Selma, we received a personal tour of the Voting Rights Museum and a driving tour of all notable locations in the whole city. Our tour guide, Sam, was eleven years old when the historic march to Montgomery happened, and he participated in the march! While the Smithsonian museums in D.C. were incredible, nothing can beat a first hand account of such historic events. Hearing about the attempts at marching, the meetings in the churches, how the community and local citizens, black and white, reacted and reacted from someone who was actually present and participating was priceless.

LESSON 3: THERE IS NO EQUIVALENT CLASSROOM SUBSTITUTE FOR SEEING AND EXPERIENCING OUR GREAT COUNTRY.

Throughout my schooling, I learned about slavery, the Civil War, and abolitionists like Fredrick Douglass. As a Grade 3 teacher, I taught about America and the people here. We studied the Children’s Crusade in Birmingham, a pivotal event of the Civil Rights Movement, through articles and videos. None of my prior knowledge brought along on my trip could replicate the experience of standing in Kelly Ingram Park, where children were attacked by police dogs and sprayed with fire hoses.

Reading articles about the bombing of the 16th Street Baptist Church, where four girls died, doesn’t compare to learning about the events surrounding the bombing at the Birmingham Civil Rights Institute located across the street from the church.

This trip has cemented for me, the importance of U.S. travel for our country’s citizens and our girls. There is no equivalent classroom substitute for seeing and experiencing actual places.

LESSON 4: THE INTEGRATION OF MUSIC AND SOCIAL JUSTICE INVITES AND MAINTAINS PARTICIPATION IN MOVEMENTS FOR SOCIAL CHANGE.

From Alabama, we drove to Memphis, Tennessee. We visited the Lorraine Motel, the site of the National Civil Rights Museum and, of course, ate Memphis barbeque. But, the Memphis stops that impacted me the most were Beale St. and Memphis Rock & Soul Museum.

Walking down Beale St., a place that played a significant role in the history of blues music, was electrifying. Visiting Memphis Rock & Soul and learning about how Stax and Sun recording studios integrated work environments during a time of serious racial tension in the city and the South was inspiring.

Blues, though widely recognized as a distinctively African-American contribution to music, should also be known for its role in shaping the political consciousness of African-American communities over the last few centuries. It was critical to me to understand the impact of the genre on a community of which I am a part.

In my opinion, school is an ideal setting to change or shape ideas about other groups of people. Attitudes around race and other groups of people are formed at an early age, and changing those attitudes in a lasting way also needs to happen at an early age. Thankfully, Hamlin uses multicultural books and materials, as well as role playing and other types of simulated experiences. These teaching materials and strategies enable diverse groups of students to interact positively and develop positive racial and cultural attitudes. At Hamlin, I look forward to our continued summer trips around the U.S. and abroad. Additionally, I am proud of the efforts of our admissions staff and parent volunteers when recruiting and attracting culturally and racially diverse Kindergarten and transfer students each year.

In my opinion, school is an ideal setting to change or shape ideas about other groups of people. Attitudes around race and other groups of people are formed at an early age, and changing those attitudes in a lasting way also needs to happen at an early age. Thankfully, Hamlin uses multicultural books and materials, as well as role playing and other types of simulated experiences. These teaching materials and strategies enable diverse groups of students to interact positively and develop positive racial and cultural attitudes. At Hamlin, I look forward to our continued summer trips around the U.S. and abroad. Additionally, I am proud of the efforts of our admissions staff and parent volunteers when recruiting and attracting culturally and racially diverse Kindergarten and transfer students each year.

The Penny Wheelock grant is funded through Hamlin’s endowment as a result of generous gifts in honor of Ms. Wheelock. If you are interested in more information about supporting the endowment, contact Lauren Thorhill at thorhill@hamlin.org.

LESSON 5: EXPOSURES TO, AND POSITIVE INTERACTIONS WITH, PEOPLE OF OTHER RACES AND FROM OTHER PLACES IS THE MOST EFFECTIVE WAY OF REDUCING PREJUDICE AND RACISM.

While my trip ended in Memphis, my learning did not. After returning home and reflecting on my trip, I continued to wonder, what now? If racism is taught and prejudice is due to ignorance or lack of experience, how do we provide an education for our girls that allows them to live free of both?
Keeping Posted

Every year a distinguished alumna is chosen to receive the Alumna of the Year award. This award is presented by the Alumnae Association to an individual for outstanding contributions to The Hamlin School.

MY TIME WITH 2015 ALUMNA OF THE YEAR, Sally Erlanger Gerstein ’72

Sally Erlanger Gerstein ’72 is this year’s award recipient, in recognition for her many years of dedication and giving back to the Hamlin community. Kasey Byrnes Wayne ’88, President of the Alumnae Board, said, “Sally has been an indispensable member of the Alumnae Board. She provided invaluable input, guidance, and leadership, as we became the hosts of the annual Holiday Tea during Winterfest. Sally brings a welcoming smile, a warm and friendly attitude, and positively reflects what it’s like to be a Hamlin Girl for Life.” Ms. Gerstein represents a long line of strong, confident Hamlin women. This legacy started with her grandmother, Fritze Levy Coblentz who graduated from Hamlin in 1914, and continued with her mother, Lolly Coblentz Erlanger ’43, herself, and then her daughter, Sara Gerstein Melman ’98.

Around 10 years ago, Ms. Gerstein’s daughter became a teacher in New York City. This shared love of education bridged the distance between them. In order to feel more connected with her daughter, Ms. Gerstein began to take a more active role at Hamlin.

Ms. Gerstein and I discussed the value of being at Hamlin. She reflected that at Hamlin we are sisters. We will always have each other and the school in times of need. Ms. Gerstein also voiced her thoughts on how fortunate Hamlin girls are. They are given a sturdy base to grow into themselves, in Ms. Gerstein’s words, “No matter what kind of student you are, when you hear the same things, you keep building upon yourself. I don’t think you know how strong you are until you get out, because it’s a strong environment, and until you get out of here you don’t realize. You’ve been given a gift of an incredibly strong base that you don’t know you have.”

Ms. Gerstein and I agreed that Hamlin encourages us to be authentic, and it is a place where we are appreciated for our differences. Referring to Hamlin Alumnae, Ms. Gerstein reflects, “I have met so many interesting people, multigenerational, and we all have this in common. It’s a very comforting thing when people from all over the place have this little home base.” It is this kind of foundation that allows the young women of Hamlin to develop a secure sense of self, a “home base.”

Despite how diverse Hamlin alumnae are, the commitment and love of Hamlin is consistent. Concluding the interview Ms. Gerstein stated, “The dedication to education is the same. The interest in who you are and what you want to do is still there. The respect for education is the same; it’s just evolved. The things that were important then are maybe less important today. I think things have just progressed for better.”

Whether it is Ms. Gerstein’s class of 1972 or my class of 2017, we are asked to think deeper about personal and societal struggles. While Hamlin’s classroom locations have changed, the level of intensity and respect for learning has never wavered.

Message from Kasey Wayne

DEAR FELLOW ALUMNAE AND PARENTS OF ALUMNAE,

After I completed my first year as Alumnae Board President in June 2015, I had some time to reflect on what we had accomplished and what we can look forward to in 2016. Over the course of the year, I met so many amazing alumnae from many different generations, who all have very distinct and lasting memories about Hamlin. Fellow Alumnae Rebecca Saroyan Robbins ’82 helped to host our inaugural Wine and Chocolate event in September 2014 where we enjoyed a variety of wine and chocolate pairings and made connections with women who hadn’t been back to Hamlin in many years.

At Reunion in November 2014, I spoke with several women who attended Hamlin as high school boarding students. They love to tell stories about what it was like to live in Stanwood. During the Reunion Luncheon, we honored two very special Alumnae, Lerea Miao Romo ’81 and Allison Goodson ’91, who have given so much of their time to our school.

As we kicked off the 2015-2016 school year, we welcomed Adrienne Moon, our new Director of Alumnae Engagement. Together with Adrienne, we are evaluating previous events and planning for even more ways to welcome our former classmates back to Hamlin. We have a whole host of events planned for the year including regional events in Washington D.C. and New York City so please check the Alumnae Calendar of Events at www.hamlin.org/alumnae for more details.

We look forward to seeing you soon!

Best,
Kasey Wayne
Alumnae Board President

DEAR FELLOW ALUMNAE AND PARENTS OF ALUMNAE,

After I completed my first year as Alumnae Board President in June 2015, I had some time to reflect on what we had accomplished and what we can look forward to in 2016. Over the course of the year, I met so many amazing alumnae from many different generations, who all have very distinct and lasting memories about Hamlin. Fellow Alumnae Rebecca Saroyan Robbins ’82 helped to host our inaugural Wine and Chocolate event in September 2014 where we enjoyed a variety of wine and chocolate pairings and made connections with women who hadn’t been back to Hamlin in many years.

At Reunion in November 2014, I spoke with several women who attended Hamlin as high school boarding students. They love to tell stories about what it was like to live in Stanwood. During the Reunion Luncheon, we honored two very special Alumnae, Lerea Miao Romo ’81 and Allison Goodson ’91, who have given so much of their time to our school.

As we kicked off the 2015-2016 school year, we welcomed Adrienne Moon, our new Director of Alumnae Engagement. Together with Adrienne, we are evaluating previous events and planning for even more ways to welcome our former classmates back to Hamlin. We have a whole host of events planned for the year including regional events in Washington D.C. and New York City so please check the Alumnae Calendar of Events at www.hamlin.org/alumnae for more details.

We look forward to seeing you soon!

Best,
Kasey Wayne
Alumnae Board President
BEING A HAMLIN GIRL means challenging what is expected of girls and finding new ways to surprise others. Yes, we go for the powerful positions—we are polite, kind, and loving, so some might not expect ambition to come in that same package.

BEING A HAMLIN GIRL means that we all have the courage and ambition to do something great in life.

BEING A HAMLIN GIRL means being open-minded and going forward even if you are scared and don’t know how things will turn out.

BEING A HAMLIN GIRL means having a lot of power, and with great power comes great responsibility. Our power and confidence come from the tools we have learned in the classroom.

BEING A HAMLIN GIRL means defying the stereotypes of all-girls schools; I am proud to be a student here, and I am not ashamed, I am not boy-crazy, and I am not catty.

BEING A HAMLIN GIRL does mean accepting challenges head on, but being a Hamlin girl also means being able to step back from a challenge, really look at it, and understand what approach will work best for you.

BEING A HAMLIN GIRL means perseverance—when work is overwhelming, a Hamlin girl categorizes and prioritizes. Hamlin girls don’t freak out, and they don’t retreat.

BEING A HAMLIN GIRL means that you always speak your opinions.

BEING A HAMLIN GIRL means that you don’t take everything too seriously, but you take the things that NEED to be taken seriously, seriously.

BEING A HAMLIN GIRL means balancing being super smart and super determined.

BEING A HAMLIN GIRL means being excited to go to school and not dreading Monday.

BEING A HAMLIN GIRL means that you will be pushed to try your hardest in everything you do.

BEING A HAMLIN GIRL means experiencing comfort and a “homey” feeling that is hard to describe. Hamlin is a web that weaves children in, and I am part of a network that feels strong, large, and connected.

BEING A HAMLIN GIRL means being willing to question authority and ask hard questions, not in a rude way, but digging down to a deeper place.

BEING A HAMLIN GIRL means continuing to follow the Creed even when you are not in school.

BEING A HAMLIN GIRL means thinking of learning as an adventure, not as an obligation.

BEING A HAMLIN GIRL means continuously learning and obtaining the tools you need to change the world. The tools are not just laid in front of you, you have to work for them.

BEING A HAMLIN GIRL means being willing to change your mind and to be influenced by others—but for the right reasons.

BEING A HAMLIN GIRL means not being afraid of change and not being afraid to make change or break tradition.

BEING A HAMLIN GIRL means being a girl of integrity. Hamlin girls stand up for what is right. We are ready to face the challenges of our time.

BEING A HAMLIN GIRL means trying your best in everything and putting a lot of effort into every endeavor.

BEING A HAMLIN GIRL means being socially confident; we are good at making friendships.

BEING A HAMLIN GIRL means striving to do one’s best; we are both competitive and supportive of each other. We want to achieve, and we want to help our peers achieve.

BEING A HAMLIN GIRL means living by the Creed to help other people; Hamlin girls believe in the power of compassion.

BEING A HAMLIN GIRL means gaining independence; because I think that is the whole theme of a Hamlin education. You grow up here over the years, and you see yourself grow and become more independent. By the end, you know who you are as a learner, and you know how to advocate for your needs.

BEING A HAMLIN GIRL means being curious, looking for your own answers, finding all the sides to a story, and then forming your own opinion about it.

BEING A HAMLIN GIRL means that you don’t shy away from hard work; you love accepting challenges.

BEING A HAMLIN GIRL means being vulnerable and taking chances and leaps of faith.

BEING A HAMLIN GIRL means knowing how to win with grace and also how to fail epicly.

BEING A HAMLIN GIRL means being competitive to reach a own goal, but a Hamlin girl doesn’t need to push others down to do it.

BEING A HAMLIN GIRL means never doing anything half-hearted, setting your mind to something, being driven, and putting your whole self into whatever endeavor.

BEING A HAMLIN GIRL means being a creative thinker. I can look at a single picture in so many different ways.

BEING A HAMLIN GIRL means being knowing how to find the beauty in life and have fun.

BEING A HAMLIN GIRL means not being afraid to be yourself and also connecting with others who are different.

BEING A HAMLIN GIRL means carrying your own weight and helping others along the journey.

BEING A HAMLIN GIRL means confident but not conceited.

BEING A HAMLIN GIRL means knowing how to stand tall even if you have to stand alone.

BEING A HAMLIN GIRL means taking an inside class conversation outside.

BEING A HAMLIN GIRL means knowing the difference between something that is risky and something that is courageous.
Jean Springer Kahn shares the following update: “I have been living here in beautiful Napa since 1977, love it, have an active life, still drive, design jewelry and am a docent at the Napa Valley Museum in Yountville. My garden is my passion!”

A widow after 64 wonderful years, Patricia Ward Boudoures, is blessed with five children, 12 grandchildren, and 17 great grandchildren, many of whom live near her in Anderson Valley.

Susan Austin Genevish recently joined with three other artists to open a working studio/gallery space in Hendersonville, NC called, “Art on the Wall” on a small alleyway called Wall Street. She makes soft sculpture art dolls, dyes silks, and does nuno felting. Susan and her husband moved from their 5 plus acres and several outbuildings to a wonderful condo in town. She says, “we are both really happy and healthy!”

Martha Drexler Lynn is an independent scholar and former curator of decorative arts at the Los Angeles County Museum of Art. In the mid-20th century, ceramics evolved from a utilitarian craft or therapeutic hobby into a well-recognized fine art. Her latest book, American Studio Ceramics, Innovation and Identity, 1940-1979 explores how and why this shift occurred and is the most in-depth history of American studio ceramics to date. It will be released in late 2015.

In 2010, Nancy Hoffner Shulenberger opened a Gluten Free baking business, Sterling Silver Food Company in Ashland, Oregon. She has been providing assorted gluten free baked goods, granola, croutons, and crackers to local stores and coffee houses. Last year, she published a book called The Sterling Silver Food Company Gluten Free Guide and Cookbook. Her two daughters were diagnosed with Celiac Disease in 2005 - so she took lemons and made lemonade!

Paul Le Baron and his wife Nina recently moved back to Sausalito from Friday Harbor, Washington where they still have a home. While living there Paul was a partner at the first Sotheby’s International Realty office in Washington State. He now works for Hill & Company continuing his long career in real estate.

Rebecca Saroyan Robbins’ daughter, Vanessa, started Kindergarten at Hamlin this Fall as a member of the Class of 2024.

Victoria “Vicky” Morris Daniel with sons, Hunter (12) and Dylan (10) along with fellow 1985 alum Sylvia Pilpel Sosnoff, M.D. and her son Ari (15 mos.) and daughter Leah (4).
1988
Kasey Byrnes Wayne is looking forward to another exciting year as Hamlin’s Alumnae Board President. Kasey’s daughter Ariel turned 6 in June and started 1st grade at Hamlin this fall. Ariel is thrilled to be back at school with her friends, teachers, and yummy lunches not packed by Mommy. Son Hudson is now 20 months old and loves chasing his big sister around. Kasey hit her 10 year anniversary with Apple Inc in Cupertino earlier this year.

In her spare time, Kasey continues to train and race her heart out around the SF Bay Area. Kasey finally achieved her half marathon race goal, to beat 1:45. It took 12 tries, but on her lucky 13th try, she came in 1st place out of 375 women for her new age group 40-44 with a 1:39:54 and 8th place overall of 1,945 women. She is looking forward to running the Nike Women’s Half Marathon in October for the very first time.

1990
Elena Gumina Angeli and her husband, Luca, welcomed their second son, Gianluca Peter, on August 10, 2014 - two years and a day after big brother, Alessio, was born. Their growing family lives in San Mateo.

1993
Margaret Timbrell Hiatt continues to be the owner of Bath Sense, a San Francisco gift boutique on Presidio Ave. between Sacramento St. and California St. She was very proud to be chosen as an artist to participate in the first ever STArtUp Art Fair last May. Margaret and her husband, Aaron, are expecting twins in October.

1997
Mariam Misaghi got married and changed jobs twice in 2014, so it felt like a busy year! She has been really happy working as Senior Legal Counsel at POPSugar and ShopStyle since December. Mariam also continues to enjoy connecting with other alums through the Alumnae Board and at events.

2001
Colleen Fredericks lives in San Francisco and works in marketing for Fort Point Beer Company, a local brewery based in the Presidio. Look out for Fort Point beer throughout the Bay Area and coming soon to their new Ferry Building location.

2003
This summer, Helen Fowler Ortiz, married Maximilian Ortiz. Their ceremony took place in San Francisco with many Hamlin friends in attendance to help them celebrate. They now have two lionesses in the family with Helen’s now niece, Beatrice Morfit, a current 2nd grader at Hamlin.

2004
Sophie Lambert moved to London in September to pursue a Master’s degree in Art History at the Courtauld Institute of Art.

2007
In May, Camilla Nichols graduated from University of San Francisco at the top of her class. She currently works as a Digital Relations/Sales Assistant at the Hosfelt Gallery.

Anna Klafter is in her third year as Chief Academic Officer at TechBoston Academy, a 6th through 12th grade public school in Boston. Her son Reuben, 6, just started first grade and her daughter Naomi, 3, is in pre-school. She is looking forward to a move back to the Bay Area next summer when her husband, Jason, retires from the U.S. Coast Guard.

Imelda Wong Kortens and husband, Jediah, welcomed their second child, Jessica Celine, to the world on September 9, 2015. Imelda, Jed, and Jessica live in San Jose with Jessica’s big brother, Jackson.
This summer, Jamie Shenk Shenk (pictured below with Middle School Division Head Ms. Helm and Head of School Wanda M. Holland Greene) spent two and a half months in Colombia conducting independent research for her senior thesis in Princeton’s history department. Her work focuses on the intersection of Colombia’s peace process and illegal drug policy during Belisario Betancur’s presidency (1982-1986). She spent most of her days in the Presidential Archives and National Library in Bogotá reading government documents and periodicals from the period and capped off her research with an interview with President Betancur himself!

Zoe Johnson is studying art and music at Loyola University in New Orleans and showed off her talents when she performed at JazzFest 2015 in front of the Loyola University Jazz Band.

Paige Courtney is excited to be attending University of Southern California this Fall.

Last Winter, Angela Hui received a Susan Lindquist Community Service Grant from Tutor Corps Foundation for her project “Promoting Healthy Diet and Exercise in Low-Income Youth.” Focusing on nutrition, Angela created a radio and news media Public Service Announcement for diet and health education, with the specific aim to support local San Francisco populations. By collaborating with community centers, public schools in low-income neighborhoods, and various non-profit organizations, Angela strives to effect positive change in her surrounding community regarding the health outcomes of San Francisco students, and hopes to build awareness about the disparity of resources amongst different socioeconomic populations.

IN MEMORIAM
Donald Baldocchi, father of Raquel Baldocchi ’75
W. Richard Bingham, father of Frances “Tatie” Bingham ’10 and Grace “Gracie” Bingham ’09
Jacquelyn Greenblatt, mother of Rachel Greenblatt ’90
Iris Kleinman, grandmother of Erin Kleinman ’92
Nan T. McEvoy, grandmother of Helen McEvoy ’07
Alexis Perskyo ’90
Joan Quigley ’44
Katherine Brawner Reppas ’49

CLASS OF 2011 MATRICULATIONS
Boston University
California Polytechnic State University
Carnegie Mellon University
Connecticut College
Davidson College
Georgetown University
Harvard University (2)
Kenyon College
King’s College, London
Oberlin College
Smith College (2)
Southern Methodist University
Stanford University (2)
Syracuse University
University of California, Berkeley
University of California, Davis
University of California, Los Angeles
University of California, Santa Cruz
University of Denver (2)
University of Michigan
University of Oregon
University of Pittsburgh
University of Richmond
University of Southern California (2)
University of St. Andrews, Scotland
University of Utah
Vanderbilt University
Washington University at St. Louis
Willamette University
Yale University

SHARE YOUR STORY!
We love hearing from our alumnae. Send your news and Class Notes to Adrienne Moon, Director of Alumnae Engagement, at moon@hamlin.org.

JOIN US ONLINE
Like Hamlin on Facebook! facebook.com/thehamlinschool
Like Hamlin on Facebook! facebook.com/sarahdix.hamlin
Join the conversation at twitter.com/hamlin
Share your photos with us on Instagram. Request to join us at instagram.com/thehamlinschool
Join The Hamlin School Alumnae Network on LinkedIn

ALUMNAE EVENTS CALENDAR
Mark your calendar of the 2015/16 alumnae events. Details to follow.
New Trustees

SHANNON CADILE ’89 was born and raised in the Bay Area and attended The Hamlin School from 1985 to 1989. She graduated from San Francisco University High School and then Cornell University, where she earned degrees in history and psychology. Shannon is currently the Senior Director of Prospect Development in Stanford University’s Office of Development, where she leads the organization’s research, prospect management, and analytics efforts. Prior to joining Stanford in 2006, she worked in a variety of roles for the Lucile Packard Foundation for Children’s Health, the fundraising arm for Lucile Packard Children’s Hospital.

She was a member of Hamlin’s Alumnae Board for nine years and was its president from 2009 to 2012. Shannon and her husband, Stephan, live near the beach in the Outer Sunset, where it’s not as foggy as people think. In her free time, she can be found traveling, spending time outdoors, or with her nose in a book.

JANE IBRAHIM GAITO was raised in Tenafly, New Jersey. She graduated from Princeton University with an A.B. in Romance Languages and Literatures and later attended the University of Pennsylvania, where she earned her M.B.A from the Wharton School and M.A. in International Studies from the Lauder Institute. Jane has eagerly sought out international work experience. As a consultant with Andersen Consulting (later Accenture), she covered large financial services institutions and government clients, spending several years on assignment in Puerto Rico. She later worked for Seagram France on marketing campaigns in their core business. Most recently, Jane worked for the Esteé Lauder Companies in New York, first in corporate new business development and strategic planning, and later in sales and marketing for the Clinique and Stila Cosmetics brands.

Jane is a trustee of the Africa Foundation, a nonprofit organization that funds education, healthcare and clean water projects to empower communities surrounding wildlife conservation areas in southern and eastern Africa. Jane has been active in the Hamlin Parents Association for several years, most recently serving as the President of the Parents Association from July 2013 to July 2015. Jane and her husband, Mike, live in San Francisco with their daughters Delancey ’21, Lila ’24, and Eva (age 3).

JESSICA CHASE SPALY was born and raised in Los Angeles, CA where she attended the Mirman School and Harvard-Westlake School. She earned an A.B. in economics from Harvard College and an M.B.A. from Harvard Business School. Jessica invests in US retail and consumer companies at Capital Research Global Investors (one of the Capital Group companies), where she is a Partner. She also serves as US Research Director for CRGI and a director of Capital Group. Jessica previously worked at Morgan Stanley and Kohlberg, Kravis & Roberts. Outside of work, Jessica serves on the Council of the Jamestown Community Center and is an active volunteer for Harvard fundraising in support of its ambitious financial aid programs. Jessica lives in San Francisco with her husband, Eric, and three daughters, Audrey ’21, Lila ’24, and Eva (age 3).

BORIS PUTANEC was born in Zagreb, Croatia but lived in such fun places as Iran, Jordan, Italy, and Greece before going to college at Brown University, where he received B.A. and M.S. degrees in computer science. He entered the startup world right out of college with stints at Kaleida Labs and Internet Shopping Network, before co-founding Ariba in 1996. As a member of the executive team, he was responsible for commerce technology and corporate strategy, helping Ariba become one of the fastest growing enterprise software companies with an IPO in 1999. With another co-founder of Ariba, he formed Hillview in 2005 to focus on early stage venture investments in technology companies in the Bay Area, where he continues to enjoy building companies during the first years of their life.

Boris lives in San Francisco with his wife and two children where they enjoy the outdoors and travelling globally.
Growing up in San Francisco, **Brooks Walker** was exposed to interesting architecture from a young age. He distinctly remembers spending quality time in relatives’ homes commissioned by William Wurster, Joseph Esherick, and Frank Lloyd Wright. By the time Brooks was 12, he knew architecture was his passion and calling. He followed his dream and graduated with a Bachelor of Architecture from University of Oregon in 1983. Upon graduation, Brooks worked with his uncle Sandy Walker for five years where he enhanced his landscape and architecture skills. Brooks also spent several years as a sole practitioner, expanding his architectural experience to include construction and real estate development, before opening Walker Warner Architects with Greg Warner in 1989.

Brooks is very involved in community service and currently serves on the boards and/or committees of SPUR, Aim High, Walker Art Center and SFMOMA Department of Architecture and Design Accessions Committee. Outside of architecture, Brooks leads an active lifestyle that includes fly-fishing, skiing, hiking, tennis, squash, biking, and hunting. He is also a certified private pilot and is passionate about and supportive of the arts. Brooks lives with his wife and three children in San Francisco.

**Andrea Zola** was raised in Holden, Massachusetts. She graduated from Syracuse University with a B.A. in History. Andrea has an extensive background in the healthcare information technology (HIT) industry. Her work includes medical software consulting on the East Coast and providing client-based HIT services at a Boston hospital. After moving to San Francisco, Andrea managed California Pacific Medical Center’s multiple clinical systems and interfaces.

Andrea currently serves on the board of Shelters, a nonprofit organization working to break the cycle of homelessness for children in San Francisco. In her board role, Andrea has chaired the organization’s major annual fundraising event for two years.

Andrea has been active in the Hamlin Parents Association (PA) for several years in various capacities, currently leading the PA as President for the 2015-16 school year. Previously, Andrea served as vice chair of the annual golf tournament in 2011 and 2012, co-chair of Gingerbread for Winterfest in 2012 and 2013, planning committee member for the Gala in 2013-15, and PA Executive Committee member and Communications Chair in 2014-15.

Andrea and her husband, Mark, live in San Francisco with their two daughters. She enjoys travelling, hiking, cooking, and cheering her girls on from the sidelines.