Meeting the Challenges of our Time through STEM
P A G E  10

Hamlin Enjoys a Summer of Love!
P A G E  28

How a Simple Act Led One Alumna Back Home to Hamlin
P A G E  38
Welcome letter from Head of School, Wanda M. Holland Greene | 4

Hamlin visits Washington, D.C. and New York City | 6
Red and Gold Chorus Performs for Big Crowds in San Francisco | 8
Rise to the Challenge and Changing the World | 9
Meeting the Challenges of Our Time Through STEM | 10
Graduation 2016 | 12
A Year in Photos | 14
Searching for Betancur by Jamie Shenk ’08 | 18

Creating a Tradition: Field Day at Hamlin | 22
Building on Tradition: The Future of Athletics at Hamlin | 23

From 2120 Broadway to NYC Broadway | 24
Hamlin enjoys a Summer of Love! | 28
Teaching Globally: Hamlin Expands its Global Citizenship Program | 33
Goodbyes | 34

Message from Kasey (Byrnes) Wayne ’88 | 36
My Time with Mather Martin ’97 | 37
Reaching Across the Decades: How a Simple Act Led One Alumna Back Home to Hamlin | 38
A Year in Alumnae Photos | 40
Perspectives: Gender in Jordan | 44
2016/2017 Alumnae Event Calendar | 45
Class Notes | 46

New Trustees | 54
Ways to Give | 57
DEAR HAMLIN COMMUNITY,

This past June, I was given the extraordinary opportunity to be the opening speaker for the first-ever Bay Area Women’s Summit, an all-day conference envisioned by San Francisco Mayor Edwin M. Lee and Oakland Mayor Elizabeth “Libby” B. Schaaf. It was an action-packed and idea-filled day, planned by women and designed for all those who believe that gender parity should be a fact of life. Hundreds of women (and a few men) from the Bay Area and from across the country descended upon the Moscone Convention Center to discuss the status of women in San Francisco and in America, and the lofty purpose of the day was to establish an agenda and action plan for change. A mere examination of facts and figures would be necessary but not sufficient for this summit; conference-goers engaged deeply in dialogue about the social, economic, political, and educational trends that affect women and were then asked for a sincere pledge to move the world forward and to work toward improving conditions for women. The goal was to feel something and to do something; concerned men and fired-up women joined forces to identify new resources and allies in the fight for justice. We agreed that in order for lasting change to occur, we needed to insist that the government, as well as the public and private sectors, seek to improve and increase opportunities for young girls and women. As the leader of a girls’ school, I was tremendously excited to be a part of a group of thoughtful people who were thinking vigorously and seriously about present circumstances as well as the future our children will inherit. A school like Hamlin remains as relevant today as it was well over a century ago, when our extraordinary founder and first head of school Sarah Dix Hamlin conceived of a vibrant school where girls and young women would be educated to “meet the challenges of their time.” Education was then and is now one of the most important vehicles for women to gain social status and economic power, in addition to voice, confidence, and independence.

At the time of this writing, exciting things are happening for American women: 61 of the 121 medals awarded to the USA at the Rio Olympics were won by women, and Hillary Rodham Clinton is the Democratic candidate for President of the United States. (Don’t miss the interview of Mather Martin ’97 in this issue—she knows a great deal about political campaigns!) Closer to home, the Class of 2016 is off to high school (graduation photos inside), the Class of 2012 is moving on to colleges, universities, and gap year adventures all over the world, and Hamlin’s eldest alumna Jean (Springer) Kahn ’33 is getting ready to celebrate her 100th birthday! (Don’t miss our article on Jean in the Alumnae section!) In addition to highlighting the accomplishments and stories of our amazing alumnae, the fall issue of Keeping Posted also features the work and play of our students, faculty, parents, and trustees, all of whom make Hamlin an extraordinary place.

Welcome to the 2016-17 school year, my ninth as head of school, and thank you for all you do to make Hamlin rise and shine!

With Affection and Appreciation,

Wanda M. Holland Greene
Head of School

“We agreed that in order for lasting change to occur, we needed to insist that the government, as well as the public and private sectors, seek to improve and increase opportunities for young girls and women.”

ABOVE: Oakland Mayor Elizabeth “Libby” B. Schaaf, Wanda M. Holland Greene, and San Francisco Mayor Edwin M. Lee at the Bay Area Women’s Summit

Photo: Chloe Jackman

Photo: Chloe Jackman
Hamlin visits Washington, D.C. and New York City

This June, as the 2015/16 school year came to a close, eleven Hamlin Middle School girls from Grades 6, 7, and 8 chose to broaden their perspectives by exploring two of our nation’s most influential cities: Washington, D.C. and New York City.

For this summer experience, the Hamlin staff curated a summer study tour that had the right balance of learning, challenge, and adventure. During the seven-day journey from the White House and the U.S. Capitol to Times Square and the Statue of Liberty, the girls learned how these two great cities have shaped (and continue to shape) our past, present, and future. The girls gained new insights, saw amazing marvels, and built skills for their future through the jam-packed experiential learning itinerary that ran the gamut from visiting museums, memorials, and monuments to attending Broadway shows and learning to jump double dutch at Head of School Wanda M. Holland Greene’s childhood home in Brooklyn.

It was an amazing trip that we were thrilled to be apart of!

Each day, a couple of girls wrote a reflection on a memorable part of our day:

**DAY 1 ITINERARY: TRAVELED TO WASHINGTON, D.C.**

**DAY 2 ITINERARY: SPY MUSEUM, FREDRICK DOUGLASS’ HOUSE, NATIONAL ARCHIVES, MUSEUM OF AMERICAN HISTORY, MUSEUM OF NATURAL HISTORY**

"On our second day in Washington, D.C. we in particular enjoyed the Frederic Douglass House, where we watched a movie describing his accomplishments. After the movie, we went on a tour of Frederic Douglass’ house. While it was inspiring to further our learning on Frederick Douglass as an abolitionist, we found it also interesting to learn about Douglass as a person through observation at Cedar Hill.”

- Heather Smith, Grade 6 Social Studies & English Teacher, and Nick Wilsey, Middle School STEM Teacher

**DAY 3 ITINERARY: LIBRARY OF CONGRESS, U.S. CAPITOL, MEETING WITH CONGRESSWOMAN NANCY PELOSI’S CHIEF OF STAFF, MUSEUM OF THE AMERICAN INDIAN, AIR & SPACE MUSEUM, MLK MEMORIAL, LINCOLN MEMORIAL**

"Today, we had the privilege of meeting with Congresswoman Pelosi’s Chief of Staff. We previously prepared questions to ask him including some about her job, Congress in general, and what steps are or need to be taken to address current local and nationwide issues. This experience allowed us insight into the world of Congresspeople, providing information on the inner workings of Congress as a whole, as well as the specific job description of state representatives. To us, it was particularly inspiring to hear about Congresswoman Pelosi’s and her Chief of Staff’s passion and commitment to public service. The Chief of Staff also said that, since the Democrats are currently the House and Senate minority compared to the number of Republicans, they often have to defend people’s rights. Overall, we gained valuable knowledge, insight, and inspiration from a person with an important behind-the-scenes role in our local, statewide, and national representation.”

- Bella L. ’17 & Sophie B. ’17

**DAY 4 ITINERARY: WHITE HOUSE, DROVE TO NYC, TIMES SQUARE, THE EMPIRE STATE BUILDING**

"Today we visited the White House and explored the life of a president and his family. We began this journey in the White House Visitor Center where we got a glance into the thoughts of former Presidents and First Ladies while they inhabited the White House. We learned what each room was, and its significance in the life of presidents and history. Each area of the house had historical significance and was decorated with the utmost care and attention to detail. Alone, the White House seems more like a museum than a home, but if you add the thoughts and opinions of people who lived there you realize that it isn’t such a foreign place. Many presidents and their families commented that they were fearful of the feeling the White House gave off. After a while, they began to view the house as a home, even though it was a famous residence. By touring the White House we say that the world was not so different from our own. Although it was perfectly furnished and only a few people ever got to live there, piecing together the house itself and the commentaries we heard gave us a new view of the whole thing. It now seems more reachable and at the same time something truly incredible. Touring the White House allowed us to experience something that seemed far away and unreachable, and grasp on it in our everyday lives.”

- Abby P. ’17 & Gemma D. ’17

**DAY 5 ITINERARY: STATUE OF LIBERTY, ELLIS ISLAND, 9/11 MONUMENT & MUSEUM, AND A BROADWAY SHOW**

"Our favorite thing about today was seeing the Broadway show Something Rotten. Something Rotten is a musical about two brothers trying to make it big as playwrights in London, England. It was our favorite thing of the day because the show combined humor and entertainment perfectly. Seeing a Broadway show was influential, as it’s a significant part of touring New York City. We are all very grateful that we got to go see a very comedic production that was full of many talented singers, actors, and dancers.”

- Olivia P. ’18, Savannah W. ’18 & Delaney G. ’18

**DAY 6 ITINERARY: MET, CENTRAL PARK, RODE THE SUBWAY, VISITING BROOKLYN/ MS. HOLLAND GREENE’S CHILDHOOD HOME**

"When we arrived, Ms. Holland Greene received us with her usual caring and loving hugs. As she told us her story, we got to learn a lot about what life was like in Brooklyn 40 years ago. It was really interesting and cool to hear Ms. Holland Greene’s stories and then get to actually see and experience certain activities like Double Dutch and the ice cream truck. One of our favorite experiences from today was when she took us to the park and we got to see all the kids running around and having fun. Visiting her childhood home helped us learn more about Ms. Holland Greene as a child and a little bit of the history of Brooklyn where she lived.”

- Anna D. ’16 & Petra B. ’16

**DAY 7 ITINERARY: TRAVEL HOME**

"This trip taught us a lot about different cultures and how they influence our own. It was a huge learning experience for us to see how different everything was compared to our own. It was interesting to see how different everything was and how our society is influenced by different cultures and practices. We all learned a lot from this trip and can’t wait to do another experience like it next summer!“

- Bella L. ’17 & Sophie B. ’17

This is the end of our summer study tour. We all had an amazing experience and we all can’t wait to do it again next year! Thank you to the Hamlin staff for planning the trip and making our experience a success. We are all very grateful to be apart of this trip and know we will never forget it. We are already looking forward to next summer.”
Red & Gold Chorus Performs for Big Crowds in San Francisco

Kate Roseman, Lower School Music Teacher

The Hamlin School loves and supports music. Over one hundred students in grades 4 through 8 participate in the Hamlin Chorus. The Grade 4 and 5 girls comprise the Red Chorus, and Grade 6 through 8 girls sing in the Gold Chorus. One of the most exciting performance opportunities of the 2015-16 school year was singing the National Anthem at the San Francisco Giants vs. San Diego Padres game on April 25, 2016. Before the game, parents, faculty, and students came together as a community to enjoy a tailgate and support the Chorus. The Red & Gold Chorus sang a spectacular rendition of The Star Spangled Banner under the direction of Margaret Clark. “I felt so proud performing with my friends and my school in front of so many people who didn’t know,” remarked Whitney K. ’20. When the Chorus reached the ending high notes, the crowd went wild! Many students consider this event their most treasured memory from chorus.

The National Association of Independent Schools (NAIS) Annual Conference creates opportunities for educators from independent schools from all over the country to come together as a community to learn and grow. Hamlin’s Gold Chorus had the prestigious honor of performing for the assembled 5,000+ educators and administrators at this year’s conference held at San Francisco’s Moscone Center. Middle School Music Teacher Margaret Clark, Middle School Dance Teacher Jill Randall, and Drama Teacher Heidi Abbott worked with the girls to produce a spectacular performance. They performed two songs that blended the past and the present to emphasize the conference theme, “What’s Your Story?” The first piece, “Lineage” arranged by Andrea Ramsey, featured a poem by Margaret Walker. The poem acknowledges and lauds the strength of those who came before us. The refrain, “My grandmothers were strong,” connected and grounded the singers to their past while captivating the audience by evoking a sense of nostalgia. Students incorporated elements of dance and movement, respectfully depicting the challenges and accomplishments of “their grandmothers.” The Gold Chorus closed with a lively rendition of “Unwritten” by Natasha Bedingfield, highlighting the exciting uncertainties of their own futures. The Gold Chorus represented the best of Hamlin by honoring their past while showing determination in facing their futures with confidence. They beautifully conveyed their Hamlin identities by sharing their own unique story.

Watch the Red & Gold Chorus perform at the Giants Game by visiting Hamlin’s YouTube page at www.youtube.com/user/hamlinschooltube

Above: Examples of two Change.org petitions created by our Grade 7 students.

In 2013, a group of dedicated Hamlin educators put their minds together and created “Rise to the Challenge,” (RTC) a dynamic project-based endeavor that Grade 7 students delve into with diligence and creative intelligence.

Hamlin students have the opportunity to choose their own topics, conduct in-depth research, share their findings, and provide short and long-term solutions to a variety of local and global issues. Topics span multiple disciplines and incorporate science, math, and social studies.

This year RTC addressed numerous issues of interest including stem cells, ethical treatment of animals, income inequality between genders, abortion rights and clinic access, transgender human rights issues, San Francisco public education, clean energy, law enforcement and race, college sexual assault, technology’s impact on health and wellness, global girls’ education, the Syrian refugee crisis, and philanthropy.

Students educate others about their topic through a website, video, “TED Talk,” infographic, or other digital presentation format. They design an action plan that includes steps that they can take beyond simply educating their classmates. Then they implement their short-term plan and construct a long-term plan, demonstrating a path forward for others to continue the work. On the RTC day, Grade 7 students showcase their stellar presentation skills to more than one hundred Hamlin community members in attendance.

As part of the 2016 RTC exploration we connected with President of Change.org and Hamlin alumna, Jennifer Huret Dulski ’85. Ms. Dulski met with a handful of our Grade 7 students and shared aspects of her journey from Hamlin to Change.org. She inspired the girls with stories of how Change.org petitions significantly impact the world. A few weeks after Ms. Dulski’s visit, Kelly Sawyers (also from Change.org) spoke to the entire Grade 7 class about how young women can use the platform to make their voices heard.

Hamlin students generated seven Change.org petitions as part of their RTC project work. Their well-written petitions combined facts with emotional appeal. At the time of publication, one petition had already received nearly 3,000 signatures. This real world experience using a groundbreaking online platform to share their work added a new dimension to Rise to the Challenge. Hamlin students not only became self-informed but they lent their intelligent voices to the global narrative for change.
Alex K. ’17 was a finalist in “The Discovery Education 3M Young (Science Technology Engineering Math) contests to design solutions to compassion, courage, and integrity. We are continually ignited by on engineering a promising new technology. She used her creativity deleterious effects.

differently. Bella used science to pose possible future redesign of the finalists under the direction of their science teacher Melissa Alfred. Science Fair.” The science fair evaluated experiments on scientific methodology, creativity, and communication. Their experiment tested how exposure to technology (primarily blue light) right before bed, 30 minutes before bed, and one hour before bed impacted sleep and alertness the following day. They found that students were much more rested and alert the next day when they refrained from much more rested and alert the next day when they refrained from technology at least one hour before going to sleep.

Bella L. ’17 was a finalist for the “Engineer Girl Essay” which focused on engineering a promising new technology. She used her creativity and innovation to write an essay about engineering sports equipment differently. Bella used science to pose possible future redesign of the equipment to better protect athletes from long-term injuries and other deleterious effects.

Alex K. ’17 was a finalist in “The Discovery Education 3M Young Scientist Challenge” which is a one-of-a-kind video competition that sparks the imaginations of hundreds of thousands of students and enhances science exploration, innovation, and communication across the United States. Its mission is to foster a new generation of American scientists at an age when interest in science generally declines. Alex explains, “My invention was a solar powered heated blanket. I made it because it could aid the homeless people in San Francisco, as well as the refugees fleeing Syria. I created my design by learning the basics of how to make solar panels, electric blankets, and heated motorcycle vests.”

Grade 7 students Sophia C., Avery G., and Samanta H. won the opportunity to send experiments on one of NASA’s research balloons through the “Cubes in Space” contest. In September they sent their experiments (held in 4 cm cubes) into the atmosphere in standard NASA balloons which reach altitudes upward of 120,000 feet (approximately 29 miles) above the Earth, creating a near space environment. Some of beans were exposed to higher levels of UV radiation and some were wrapped in a UV protecting cloth as a control. I did this to test the effect of ultraviolet radiation on the growth of plants. I chose this experiment because NASA is planning a trip to Mars. If the effect of UV radiation on seeds is known, it could be helpful in planning a food source for a trip to Mars.” - Sam H. ’17

“For my Cubes in Space experiment, I am sending up four different types of sunscreen that will be protecting either UV sensitive papers that change color intensity due to how much UV light escaped through it. Completing this experiment is important to me because it will provide information that will benefit the world today. It will provide a physical example of how important the ozone layer is and how different life would be if it wasn’t there to protect us. It also will provide data to sunscreen companies on how effective their product is when exposed to higher levels of UV radiation. I enjoyed researching this because the situation is actually improving, unlike many other current problems in the world today.” - Avery G. ’17

“For my Cubes in Space experiment, I am studying the effects of global warming on coral reefs. I am doing this by using the coral reef’s symbiotic partner: coralline algae. This algae contains calcium carbonate which spreads out over the reef and strengthens it skeleton. I am seeing how the increased UV rays, which simulates the increased UV rays from the depleting ozone layer, will affect the algae by doing a direct cell count before and after the experiment. Performing this experiment in both space and on earth is particularly important because it eliminates environmental factors, as well as what may be additional differences in algal growth as a result of the difference in altitude. I loved the challenge of figuring out how to fit my experiment in such a small space.” - Sophia C. ’17

“For my Cubes in Space project, I focused on the importance of the ozone layer. It shields us from harmful UV rays, and it is important to protect it. Some places in the world already have higher exposure to UV light because of multiple different factors such as the latitude you live at, how far you live from ozone holes, cloud cover, shade cover, altitude, and snow cover. For my experiment, I am sending up four different types of sunscreen that will be protecting either UV sensitive papers with data to analyze. We look forward to sharing the results with the Hamlin community.
Louisa C. ’16 welcomed families, friends, faculty, staff, and her classmates to the commencement exercises for the Class of 2016. Louisa drew on the themes of Grade 8 Musical The Wizard of Oz when she reminded us that “home is a place in your heart.” She advised her classmates to leave home and explore the world, never being afraid to take risks, because “we know that we have people waiting to catch us when we fall down.” Before joining her class to sing “For Good” from the musical Wicked, Louisa recited the lyrics as her closing words: “I do believe I have been changed for the better, and because I knew you, I have been changed for good.”

The Student Speaker, appointed by the Middle School faculty, was Elizabeth H. ’16. Elizabeth, who played the Lion in The Wizard of Oz, blended nostalgia and humor while imparting a message of courage in her remarks. Her message that “inclusivity has the power to change a community” resonated as she reflected on childhood fads and games. Inspired by the movie High School Musical, Elizabeth evoked song titles from the movie when she reminded her class that “We’re All in This Together” and urged them not to “Stick to the Status Quo.” She challenged her classmates not to “let competition get in the way of being kind and involving others” and to “bring each other up and not tear each other down.”

Eve L. ’16 introduced guest speaker Kimberley Chambers, a marathon swimmer who Ms. Holland Greene has described as “a warrior” and someone who “exemplifies grit and guts.” Inspired by Ms. Chambers’ visit to Hamlin earlier this fall, Eve reflected that “we can look at Ms. Chambers’ example to find strength and courage within ourselves and use it to meet the challenges of our time.” When reflecting on Ms. Chambers’ work, Eve drew a parallel to the values that Ms. Chambers embodies and what Hamlin teaches its students. Eve observed, “We have been taught to reach new heights as young women, and to never give up; we have been shown how to be relentless in everything we do, and to live lives of integrity, honesty, and compassion.”

In her remarks, Ms. Chambers, who is the sixth person in history to complete the Oceans Seven challenge, insisted that the graduates of the Class of 2016 “do something – anything – that terrifies you.” Ms. Chambers recalled being terrified as she swam against strong currents, in the dead of night, in shark-infested water, and while being stung over 200 times by jellyfish. And despite the fear that gripped her on all of those swims, she swam on and broke boundaries. She left the Class of 2016 with this parting thought: “If you’re not breaking boundaries, you’re not living your full potential as a young graduate from Hamlin.”

Ms. Holland Greene’s remarks centered around the symbolism of a kite, the image on the back of the Class of 2016’s Grade 8 sweatshirt. In her final words to the graduates, Ms. Holland Greene said, “Today is your day to fly away, girls. May the wind carry you far. And every so often, we hope that you feel a gentle tug toward Hamlin. We will always be here lifting you up.”

After performing “Farewell to Thee,” the Class of 2016 descended the stage to take flight as Hamlin Alumnae.
17. STEM Night
18. Lake Tahoe Summer Adventure 2015
19. Annie S. ’18 presents about white privilege at the Grade 6 Symposium
20. Kindergarten girls “open” a pancake restaurant as the culmination of their emergent unit on restaurants
21. Class of 2016 in their High School gear
22. Riley T. ’22 and Jordan T. ’20 celebrate the Lunar New Year in the Lower School
23. Sophia S. ’22 wins 2nd place in the Chinese Language Bridge contest
24. Kindergarten field trip to Locanda for emergent unit on restaurants
25. Grade 6 Soccer
26. Grade 5 Soccer
27. Junior Varsity Red Basketball
28. Harlem Globetrotter Fatima “TNT” Maddox visits Hamlin
I stared absentmindedly out the window of a coffee shop in Bogotá, Colombia’s capital city, and nervously fiddled with my phone, waiting for its screen to light up. Finally, my phone buzzed. “We are ready.” I quickly made my way down the block to a nondescript office building. My friend’s uncle met me outside and ushered me through a modern lobby into the first open office. Behind a modest desk sat the man I had spent my summer researching as the subject of my senior thesis. My host cleared his throat, “Señor Presidente Belisario Betancur, may I present Jamie Shenk.”

Princeton requires all undergraduates to engage in some type of independent research. As a history major, my version of this requirement consisted of two research papers written my junior year as “practice” for a longer thesis my senior year. I initially dreaded the prospect of writing a thesis. As underclassmen, my friends and I watched with horror each spring as our senior friends disappeared into the depths of the library in a race to meet their April deadlines. But, I found that as soon as I started research for my first junior paper, I was hooked. Historical research, I found, was like solving a puzzle. I loved piecing together different pieces of evidence—a newspaper article here, a government document there—into a cohesive narrative. So, when I was awarded a grant to spend my summer doing research in Colombia I jumped at the opportunity.

I settled on the topic of Belisario Betancur’s presidency in Colombia (1982-1986) almost by coincidence. Like many Americans, my first impression of Colombia’s recent history was shaped by movies like Blow or television shows like Narcos that portrayed a country marred by drugs and violence. While that intimidated me, it also excited me. I wanted to understand what could cause a country to descend into such chaos. Betancur’s presidency coincided with the rise of the major drug cartels in Colombia, so it served as a natural time frame to focus on for my research. Accessing the resources that I needed in Colombia, however, proved much more difficult than I had anticipated.

“It was a powerful experience to witness how [Betancur] talked about his country with palpable love and passion.”

LEFT: With Former President Belisario Betancur after our interview. ABOVE: Looking down on Bogotá
Putting together a historical puzzle with Princeton's resources was fairly straightforward. In Colombia, I felt like someone was always switching around the pieces. Used to the meticulous order of Princeton's libraries, Colombia's archives, in contrast, sent me running around Bogotá tracking down documents. The country's main historical archive only had a small collection of photos of the president. The presidential archive took a month to process requests. Anything related to the cartels was classified. Every day, I got increasingly frustrated and worried that I would never get the information I was looking for.

After yet another fruitless visit to the Archivo General de la República, the archivist, a good friend of my advisor at Princeton, suggested nonchalantly, "why don't you just talk to Belisario?" I quickly laughed him off. Sure, I thought, how is an American college student supposed to get access to the former president of Colombia? The archivist shrugged. "From what I hear, he's a very nice man," he offered before ushering me out of his office.

Later that night I recounted my conversation to my roommate, Camilo. A Bogotá native, Camilo was my go-to person whenever I had a question about how to navigate Colombia’s bureaucracy. I expected him to dismiss the idea of contacting Betancur as impossible, but he encouraged me to pursue it. "You never know," he concluded.

From then on, I became part-time researcher, full-time stalker. Whenever I met someone new, I would casually mention my hope to interview the former president, testing to see if they might have a connection. My frustration in the archives was quickly overshadowed by the excitement I felt every time I met someone connected to Betancur as impossible, but he encouraged me to pursue it. "You never know," he concluded.

My search for Betancur also taught me the value of non-traditional research. Two months into my time in Colombia, I was no closer to meeting the former president, but the conversations I had during my search had taught me far more than I could have learned from books alone. While no one knew Betancur personally, nearly everyone I spoke to had a personal story about living through his presidency. One professor, for example, recounted the pride and optimism he felt listening to Betancur's campaign speeches. The president's slogan, "si se puede" or "it can be done" resonated with him in a way he likened to United States President Obama's 2008 campaign of "hope." A taxi driver described with agony the frustration he felt when Betancur's presidency failed to complete its campaign promises. These conversations provided me with an important understanding of my topic’s broader context in Colombian culture.

A few weeks before I left Colombia, I got my big break. One of my high school teachers put me in touch with a former student of hers who lived in Medellín, where I was attending a conference. We made plans to meet up. As we got to know each other, she asked me about my research. "Oh, my uncle works with Belisario," she said casually. "Let me give you his contact." My face split into a wide smile.

To be totally honest, my conversation with Betancur did not reveal much that I didn't already know. He openly discussed his upbringing, his training in philosophy, and how that background informed his approach to politics, but he skillfully evaded any controversial questions. Even so, it was a powerful experience to witness how he talked about his country with palpable love and passion. When he walked me to the door he gave me a final handshake. "Make sure you get my contact," he implored. "I want to read your final paper!"

I could not have asked for a better ending to my time in Colombia and a summer I will never forget.
The history of physical fitness and athletics at The Hamlin School tracks closely to other girls’ schools founded in the late 19th century. In the early years physical fitness was not a terribly important part of life at Hamlin. But this all changed in 1928 when the Athletic Association was formed under the leadership of an Athletic Manager. In The Lions by the Golden Gate: Sarah Dix Hamlin and the History of San Francisco’s Hamlin School, Bill Yenne writes, “Each girl took part in at least two sports. Under this system every sport...had its full quota of enthusiasts.” And while the first mention of a Field Day at The Hamlin School was in 1929, it didn’t become an annual tradition until decades later.

We can thank Hamlin alumna Jane (Bolles) Grimm ’59 for bringing Field Day to Hamlin in its current incarnation. We were delighted to discover this while chatting with Ms. Grimm and her husband at the Alumnae Family Picnic in May. At Hamlin, Ms. Grimm was very active in athletics saying “...it was something that we all did. Sports were a very big part of what a ‘young woman did’.” Ms. Grimm always enjoyed being physically active and instilled this love in her children. “My mother was an athlete and loved to compete,” says Ms. Grimm’s daughter Jackie (Grimm) Kilian ’83. “She felt that girls should be encouraged and have every opportunity to be athletic and play sports, just like the boys,” Ms. Kilian continued.

When Ms. Kilian was a Hamlin Lower School student, Ms. Grimm had “heard about Cathedral and Town having this ‘Field Day.’ And thought, ‘why just the boys? Why don’t we have one for the girls?’” Ms. Grimm brought the idea to the Parents Association who agreed that this was a terrific idea and deputized her to organize it. Using the boys’ schools’ Field Day as a model, Ms. Grimm and a group of fellow Hamlin parents organized all aspects of the event from determining the various competitions and rules to securing the location and awarding ribbons to the victors. It even became a family affair with Ms. Grimm’s brother designing the iconic lion Field Day t-shirts!

When asked about her mother creating Field Day, Ms. Kilian replied “I was taught by my parents to not be limited or defined by the expectations of what girls were supposed to be or supposed to do. I was encouraged to do whatever I wanted, and sports was a big part of that. To me, [Field Day] was about community, team spirit, physical activity and competition. But in the 1980s it was also about giving girls the same opportunities as boys.”

Field Day has been a beloved annual tradition for nearly 40 years and will surely be for decades to come because it encapsulates the mission, vision, and values of Hamlin. Go Red! Go Gold!

What are your favorite Field Day memories? Share your photos and memories on Facebook (@anahdix.hamlin) or Instagram (@thehamlinschool) with the hashtag #hamlinfieldday

BUILDING ON TRADITION:
The Future of Athletics at Hamlin

Hamlin provides an inclusive and robust Athletics program in which girls gain confidence, build self-esteem and leadership skills, and learn the value of good sportsmanship. A robust program like Hamlin’s benefits strongly from excellent facilities. Hamlin’s campus master plan calls for a full regulation size gym — both upward and outward. This expansion will properly support Hamlin’s physical education and athletics program, and create a space for exploration, where girls can cultivate leadership skills and teamwork while also increasing their competitive edge.

For more information, contact Kate Ceremsak, Assistant Director of the Campaign, at 415-674-5421 or ceremsak@hamlin.org.
I am very grateful to teach a subject at Hamlin that I value and love so deeply. Great productions challenge our thinking, resonate with our souls, stimulate our compassion and empathy, and inspire our futures. I regularly see shows in the San Francisco Bay Area and in Ashland, Oregon, for both pleasure and professional development. Observing talented performers in thoughtful productions has greatly enhanced my teaching of acting and inspired my direction of Hamlin plays and musicals.

Last spring, I was thrilled to receive Hamlin’s Penny Wheelock Grant, which is dedicated to “expanding 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.”

Before this past July, it had been several decades since I had seen a Broadway show. This generous grant enabled me to travel to New York City to explore how theater is currently developing on the Manhattan stages and to discover what exactly it takes to make the live theatrical experience powerful, valuable, and relevant in a world which tells most of its stories on screens with more convenient access and for a cheaper price.

While in New York, I saw nine shows: 5 plays and 4 musicals. The Humans (2016 Tony Award winner for Best Play), The Curious Incident of the Dog at Night-Time (2015 Tony Award winner for Best Play), Privacy (an off-Broadway production starring Daniel Radcliffe about the fragility of our internet privacy), School of Rock, Matilda, and Something Rotten communicated very meaningful stories in unique, clever, and memorable ways. I also enjoyed Fully Committed (starring Jesse Tyler Ferguson from Modern Family playing 40 different roles), Fun Home (2015 Tony Award winner for Best Musical), and Sleep No More (an immersive production of Macbeth by Punchdrunk Theatre Company at the McKittrick Hotel) but was not as moved or impressed by these shows. Another highlight of the trip was taking two Broadway tours and learning about the rich history of this renowned community and its evolution from a horse field to the tourist and theater mecca that it is today. It was interesting to learn how the Broadway theater district almost completely went under until Mayor Rudy Giuliani helped rid it of mafia corruption between 1994-2001 and Disney mounted productions of Aladdin and The Lion King to revive dying theaters such as The New Amsterdam Theater and expand Broadway audiences to include families.

“I am very grateful to teach a subject at Hamlin that I value and love so deeply...Great productions challenge our thinking, resonate with our souls, stimulate our compassion and empathy, and inspire our futures.”
Finally, I enjoyed meeting Broadway professionals during my trip. My husband’s college friend Chris Noke has been on Broadway tech crews for over twenty years for shows such as *Billy Elliot* and *The King and I*. He gave us an amazing two-hour backstage tour of the three Lincoln Center theaters: the Beaumont, the Newhouse, and the Tow. It was exciting to see the mechanical wizardry behind a Broadway show. I also had the opportunity to meet actors after their performances including Rachel Dratch following her performance in *Privacy*.

**ACT II: THE VALUE OF THE VOYAGE**

Being exposed to such cutting-edge, high-quality creative work and getting to know the current Broadway scene was a truly enriching and invigorating experience. Attending New York productions confirmed for me that theater offers us the precious opportunity to experience life vicariously and cathartically through the actors in the most dense, poignant, and meaningful way.

Watching such amazing shows reminded me that Broadway demands that artists create new lenses for the human experience. Great theater comes from telling a human love story through the life of an autistic character, from Renaissance period stories exploding into contemporary Broadway song and dance, and from inviting audiences to leave their cell phones on during the show so that they may play a participatory role in the performance.

I was inspired by seeing the tremendous social-emotional fluency of Broadway actors demonstrated by their abilities to listen deeply, respond authentically and meaningfully, invest their imagination fully into the fictional circumstances, focus intently and powerfully on the present moment, transition fluidly through emotional experiences, and tell stories with their bodies and voices in unique, unforgettable ways. In addition to the theatrical skills I teach in my classes, the profound awareness of what these outstanding actors embody on stage is something that I will continue to help my students develop and relish as creative young people.

It was thrilling to be in a city where theater is so popular and cherished that shows play to sold-out audiences and receive standing ovations. I would like to thank Penny Wheelock and Hamlin for providing me with the opportunity to take this important trip. I will always treasure the artistic joy and edification that it provided.

“Attending New York productions confirmed for me that theater offers us the precious opportunity to experience life vicariously and cathartically through the actors in the most dense, poignant, and meaningful way.”
This summer I traveled to STEM museums on the East Coast. I went to Providence Children’s Museum, Boston Science Museum, MathPlay Kids Museum, Museum of Mathematics, Brooklyn Children’s Museum, and the New York Hall of Science. It was invigorating to explore and discover different topics and methodologies to inspire STEM topics. It was an entirely different professional development experience to move at my own pace and reinvigorate the spirit of adventure for my field. I hope to be able to replicate and share many of the exhibits with students, families, and teachers over the coming years. I am grateful for the experience to rejuvenate my passion for learning and teaching science, technology, engineering, and math!

ELIZABETH BECK, RIVETER LAB TECHNOLOGY INTEGRATION & DESIGN SPECIALIST

I used my Summer of Love grant to travel to Los Angeles to The Windward School for their second annual Design and Making Colloquium. The organizer of the event, Jim Bologna, is also my mentor in the ATLIS ECATD cohort (Association of Technology Leaders in Independent School’s Early Career and Aspiring Technology Directors Institute). This opportunity allowed me to connect with my mentor, watching him as he managed a successful event that included distinguished educators, as well as learn the guiding principles and strategies of the maker and design thinking movement. I feel more prepared for my new role this year as the Riveter Lab Technology Integration & Design Specialist because I was given the time and space to connect with my colleagues who focus on this specialized form of education.

During my time there I designed an arcade game using cardboard, tin foil, tape, a Makey Makey, and Scratch. I incorporated elements of art making, engineering, and coding in order to successfully create a Wack-a-Mole game.

DREA CARDOZO, LIBRARIAN

I spent the summer tinkering laser printing, and using the tools at a MakerSpace Conference in southern California. I am looking forward to sharing new ideas with faculty and students that will explore using 3D and Laser Printers for Lower School research projects.

GABRIELA COBAR, LOWER SCHOOL ART ASSOCIATE TEACHER

This summer I spent three weeks exploring Ecuador, visiting the nation’s second largest city of Quito, where I reached 15,000 ft. elevation, and driving past banana trees and cocoa tree farms. While in Ecuador I listened to my uncle play the music that my great-grandfather composed. His music made me think about the value and purpose of art. How art is the needle that threads our world’s history together and it reinforced my belief that art allows you to communicate through time. It has taught me to be more mindful in my own art practice because my art will live longer than myself and I want to create work that has an ongoing conversation (like my great-grandfather) that can evolve over time. Ecuador was a transformative experience and I am so grateful that my family roots come from such a beautiful and magical country.

GILLIAN CURRAN, MIDDLE SCHOOL SCIENCE TEACHER

After spending my Summer of Love attending two conferences on a small island in New England, I’m coming back to Hamlin inspired by ideas about science and a new perspective on global education. Listening to astronomy talks on extraterrestrial geology during my first week opened up some great connections to the chemistry and physics that is covered in eighth grade. I’m so excited to share this with the girls this coming year! During the second conference, I had the opportunity to engage in conversation with educators, administrators, and parents as we examined different education models around the world. This was a fascinating and motivational experience and made me grateful to be part of this Hamlin community that is always striving to stay on top of innovation and improvements in education.

RACHEL DAVIS, K-8 INTEGRATION SPECIALIST AND GRADE 6 SCIENCE TEACHER

This summer I got the opportunity to visit four different schools in London. Three of the four were girls’ schools, and I was able to see how they use technology, look at their health and wellness program, check out their maker spaces, and see how girls collaborate on the other side of the world. It was interesting to see what education looks like in another country, and I was inspired to bring back some of their great ideas. It was also wonderful to share what is happening at Hamlin and to impress other schools with what we are doing. These schools are excited to connect with our girls, so we can collaborate on a global level. I really appreciated this experience and am excited to share the connections and ideas I brought back!

NISA FRANK, LOWER SCHOOL DIVISION HEAD, AND WILLOW HAGGE, DIRECTOR OF EXTENDED DAY AND CO-CURRICULAR PROGRAMS

We went to the Esalen Institute together to take a course on Changes and Transitions in your 30’s and 40’s. It was really interesting to think about the ways we continue to develop as adults, and to bring more intentionality to our lives as people in our 30’s. Willow left excited and ready for the big upcoming transition in her life— she welcomed another baby this fall! Nisa spent concentrated, uninterrupted time thinking...
about the changes and journeys that have gotten her to this point in her life and career and energized about how to approach the road ahead. We also saw some really big ideas about education beyond the Bay Area. The career, family, leadership, and the natural environment we were enjoying. Every worked at. This isn’t surprising to me; as I also believe it is the most...
A n umbrella term for the networked lens through which to analyze the history and development of our changing world, Global Citizenship empowers individual human beings to participate in the political, economic, social, cultural, and environmental decisions that shape their lives. Global citizens are members of an emerging world community and interact with and understand topics on a local, regional, national, and global level. And they contribute to building the world community’s values and practices.

The digital revolution allows us to participate, take responsibility, and engage with the global community. The internet, digital communications, and social media cross all boundaries and borders allowing cross-cultural and cross-political learning. And online fundraising platforms like Kickstarter.com and Indiegogo.com turn small ideas and iPhone-generated films into massive creative catalysts for change.

Hamlin’s Global Citizenship program focuses on four interwoven strands: service learning, global awareness and communication, environmental stewardship, and social justice. Informed by the learning outcomes of the strands, we incorporate service-learning opportunities into the program. During the 2015-2016 school year, students participated in myriad Global Citizenship activities including working with Kiva to microfinance businesses around the world, creating illustrations for an online global art gallery to raise awareness of human-trafficking, planning and executing a clothing drive for the non-profit “Project Homeless Connect,” and exploring eco-consciousness by participating in a “clothing fast.”

In the 2016-17 school year, the Global Citizenship program expands to include four energizing leaders who will help direct and support this incredible work.

Global Citizenship brings together two powerful ideas. “Global” meaning the world, its land, its people, its cultures, its opportunities, and its problems and “citizenship” meaning responsibility and participation. Together they signify that we have a responsibility to participate and engage with the collective citizens of our planet.

**TEACHING GLOBALLY:**
**Hamlin expands its Global Citizenship Program**

**DAN POLK, DIRECTOR OF GLOBAL CITIZENSHIP**

**ENVIRONMENTAL STEWARDSHIP** — One of the founding members of Hamlin’s Eco-Council, Amy Conger, has a passion for all things sustainable. Integral to the work of the “Green Team,” Conger initiated the weekly Walk to School Wednesday challenge with the Sacred Heart Schools and has labored tirelessly planning Hamlin’s annual Earth Day festivities. Now in her 13th year at Hamlin, Ms. Conger’s favorite animal is the Bradypus Bradypodidae, otherwise known as the 3-toed sloth.

**SERVICE LEARNING** — At a prior school, Sheena Tart-Zelvin, helped students create a youth-led service learning program. Her students created a framework that could be used to take on both small and large-scale projects both locally and internationally. She is lovingly known as Ms. T-Z to her Middle School math students.

**SOCIAL JUSTICE** — Heather Smith has dedicated years of pedagogy to exploring issues and history related to social justice. From human trafficking to migrant farmworkers, she giftedly illuminates important topics for her students. Last summer, Smith journeyed through the American South exploring the civil rights movement. Through her studies and travels, Ms. Smith brings a wealth of wisdom to her social justice work.

**GLOBAL AWARENESS AND COMMUNICATION** — At age 16, Christina (Flood) Kane ’85 participated in a “Greek Summer”, a global leadership program. As part of the program, she lived with a Greek family, built a road for their small village, and climbed Mount Olympus. This initial international service experience served as an inspiration to Ms. Kane and motivated her to expand her worldview. After graduating from college, she went on to teach at a bilingual school in Costa Rica and receive her Master’s degree in Spanish Linguistics from Middlebury College.

**ABOVE:** Hamlin’s Global Citizenship strand leaders Amy Conger, Sheena Tart-Zelvin, Heather Smith, and Christina (Flood) Kane ’85 with Director of Global Citizenship Dan Polk.
Faculty and Staff Goodbyes

This year, we wished a fond farewell to four longstanding members of our faculty and staff: Margaret Clark, Dan Dworkin, Maggie Leddy, and Ish Villalobos. These individuals gave so much of themselves to Hamlin and they will be missed terribly.

MARGARET CLARK

After more than a decade as Hamlin’s Middle School Music Teacher and Chorus Director, Ms. Clark and her family relocated to Washington D.C. this summer. Margaret has achieved her lifelong dream to become the Artistic Director of a children’s chorus and will take the helm of the Children’s Chorus of Washington! At Hamlin, Ms. Clark built a music and choral program that far surpassed any middle school standards and performed for audiences of thousands at the NAIS (National Association of Independent Schools) Conference and for the San Francisco Giants. Ms. Clark is a gifted musician and an inspiring teacher. We sing Margaret’s praises for giving Hamlin over a decade of her expertise and passion.

MAGGIE LEDDY

After 26 years at Hamlin, Maggie Leddy retired in June. Ms. Leddy has been a pillar of strength and excellence in Hamlin’s Business Office. As Registrar she supported the work of four heads of school and several business managers. We owe her a great debt of gratitude for her precision, her wisdom, her quiet wit, and her work ethic. A consummate professional, many times Ms. Leddy went above and beyond to take on a workload in crisis and rescue the day. We will miss her integrity, good humor, and friendship.

DAN DWORKIN

Mr. Dworkin wore many hats over his 17 years at Hamlin, most recently he served as Hamlin’s Director of Safety. “Mr. D.” as he is known to the girls is excited to be spreading his wings and seeking new challenges as he pursues a different administrative role where he can put his multiple talents to work. Dan has embodied Hamlin’s mission and creed in every way and has increased our focus on technology, safety, emergency response, and media literacy. His humor, generosity, kindness, honesty, and integrity will be missed.

ISMAEL “ISH” VILLALOBOS

Building Engineer Ismael Villalobos is returning to his longstanding career of construction after 13 years of dedicated service to Hamlin. Ish made an indelible mark on the Hamlin community. He knew everyone and everyone knew him. As Building Engineer, he ensured Stanwood Hall, McKinne, and the entire Hamlin campus ran like a well-oiled machine. Ish had the innate ability to tackle problems – big and small – with mastery and a smile on his face. His warmth and know-how will be missed from the 4th floor of Stanwood down to the entrance of McKinne.
Message from the Alumnae Board President

DEAR FELLOW ALUMNAE AND PARENTS OF ALUMNAE,

Without hesitation, the 2015 – 2016 academic year was the best year the Hamlin Alumnae Program has seen in my tenure as Alumnae Board President. We expanded and diversified our alumnae engagement calendar and saw record numbers of you at events in San Francisco, New York City, and Washington, D.C. We also enjoyed an increase in alumnae volunteers – both as mentors to Hamlin students and organizers of alumnae activities. It is no surprise that alumnae participation and giving to Hamlin’s Annual Fund increased as well this year. Thank you!

As alumnae, we are custodians of Hamlin’s history, invaluable contributors to the School’s future, dedicated mentors to students and each other, and ambassadors to the world at large. This is why Hamlin invests in the alumnae program and why we are glad to see so many of you responding positively to the changes.

Hamlin’s current students are also enthusiastically engaging with alumnae: Hamlin’s eldest living alumna Jean (Springer) Kahn ’33 spent a day at the school answering questions from Kindergarten students (no, iPads didn’t exist when she was at Hamlin!) and telling stories about her life to Student Council members; Ava L. ’27 interviewed 2016 Alumna of the Year Sally Erlanger Gerstein ’72 for the Winter 2016 edition of Keeping Posted; the 2015/16 student-produced yearbook included profiles of two alumnae, Griffin Edwards ’03 and Ms. Kahn; and Student Council members interviewed alumnae regarding ideas they have to improve student life.

This year, we look forward to another busy calendar of events and activities. We’ll once again be in New York City with an event in October and we’re looking forward to being in Los Angeles in January. We’re also bringing back our popular Alumnae Family Picnic which is a great opportunity for alumnae, parents of alumnae, and their families to spend a fun afternoon at Hamlin. And we’ve added an Alumnae Book Club to the calendar. Our first event of the year is Reunion the weekend of November 4-5 and I hope to see many of you back here to celebrate. For more details on this year’s events, see our website at www.hamlin.org/alumnae.

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We look forward to seeing you soon!

Best,

Kasey Wayne
Alumnae Board President

My Time with Mather Martin ’97

Chase Stanford ’18

Every year, the Student Council Vice President interviews an outstanding Hamlin alumna for Keeping Posted. This year, I had the honor of speaking with Mather Martin ’97 whose incredible work in politics is helping make a difference in the world.

After graduating Hamlin in 1997, Ms. Martin continued on to Redwood High School in Marin, then UC San Diego. After graduating college, she started an internship at communications agency Fleishman Hillard, then worked for Nancy Pelosi. She received her masters at Fordham University in Campaign and Elections Management. She then became a key advisor for politicians such as Kamala Harris, Cory Booker, and Hillary Clinton.

Ms. Martin worked on Hillary Clinton’s primary campaign in 2007, and today she is working for Sean Parker/Parker Media, doing his in-house political advising and fundraising.

Ms. Martin and I talked about what stood out to her during her time at Hamlin, and she immediately mentioned all of her friendships with girls that she still talks to today. We agreed that is a very big part of Hamlin, and how that is one part of the school that really stays with you forever. We also talked about the confidence that you have when you leave the school, and how it can’t be undervalued. She says, “Hamlin really shapes your confidence, your sense of self-worth, your independence, and you feel so smart and challenged every day, not in an artificial way.” Ms. Martin also says that her biggest wish for young women is that they will carry that confidence as they move forward, and not let any outside influence bring that down.

Considering the current election and Ms. Martin’s work with Hillary Clinton, we talked about how she felt about the candidates. She talked about how she has admired Hillary since she was a little girl, and how she admires her just as much today. When talking about how Hillary has changed since 2007, when Ms. Martin worked with her, she said that although her view of Hillary has never wavered, Ms. Martin feels as if Hillary is more “authentically herself” than she was before. She mentions that in 2007-2008, Hillary was a bit of an “extension candidate” to her husband, Bill Clinton. Today, Ms. Martin says, Hillary is more herself, she is able to make independent decisions, not be influenced by outside sources, and most importantly, has gained confidence. We then discussed the differences between Trump and Obama as political opponents to Hillary in her two presidential bids. Ms. Martin believes that Trump is a harder competitor, because “they don’t even speak the same language.” Hillary can relate to Obama, but she really has nothing in common with Trump.

We continued to talk about current events, but moved away from the presidential election to discuss what she believed was the biggest problem facing the world today. She believes it is our “...lack of focus” and “inability to look at things from a preventative standpoint.” One example she gave is about healthcare. She said that if we looked at healthcare from a preventative standpoint – fixing problems before they became serious rather than fixing the problems later – think about how much better our healthcare would be. She continued by stating that we always wait until the last second to fix things, we always want to clean up the mess we made, and we always want to sweep in and spend a lot of money to do so.

We concluded the interview by talking about current Hamlin girls. When I asked her for advice for the students today, Ms. Martin stated, “You are amazing. Keep that confidence, keep the intelligence, don’t let anyone tell you otherwise, and be proud of it.” It is important for all Hamlin girls to remember this message as they continue their journey through our incredible school, and to never let anyone bring them down.

Above: Mather Martin ’97 with Hillary Clinton.
On a bright and breezy afternoon last August as she prepared for the start of the 2015/16 academic year, Head of School Wanda M. Holland Greene received an interesting package in the mail. Inside was a book of Wadsworth poetry, a newspaper clipping, and a note that said “…way, way back I attended Hamlin on Pacific Avenue, riding the cable car that would stop in front of the school to let the children off. I remember Kate [McKinne] and Sarah [Dix Hamlin], the old school, and being one of the first to marvel at 2120 Broadway.”

The package was from Jean (Springer) Kahn ’33 who happened upon the poetry anthology while doing some spring cleaning. It was a wedding gift given to her by former Hamlin Head of School Cornelia Stanwood. Inside the book was a San Francisco Chronicle clipping from 1957 entitled “Hamlin School to Be Reorganized” reporting on Lila McKinne’s transferring The Hamlin School to non-profit status. Thinking Hamlin might like to add these items to its archives, Ms. Kahn packaged them up and sent them off. What she didn’t realize was that this simple act would reunite her with her alma mater in ways she had never imagined.

Ms. Holland Greene immediately contacted Ms. Kahn to thank her for her generous gift and introduce herself. Until this package arrived, it was assumed that the Class of 1938 was the last living link to Hamlin’s early years. But now, as Hamlin’s eldest living alumna and someone who personally knew Sarah Dix Hamlin, Kate McKinne, and Cornelia Stanwood, Ms. Kahn became an important part of and vital link to Hamlin’s history.

“As soon as we received this package I knew we needed to meet Jean,” said Director of Alumnae Engagement Adrienne Moon. So on a crisp December 2015 afternoon, Ms. Moon and Ms. Holland Greene visited Ms. Kahn at her home in Napa. Warm, quick-witted, and with a delightfully dry sense of humor, Ms. Kahn proved to be every bit a “Hamlin girl” at heart. “Ms. Kahn entertained us with stories about life at Hamlin in the 1920s and 30s and what Ms. McKinne, Ms. Hamlin, and Ms. Stanwood were like in real life,” remarked Ms. Moon. Ms. Kahn also shared tales of her very full and exciting life since graduating from Hamlin nearly 83 years ago.

On February 9, 2016, Hamlin welcomed Ms. Kahn back for the first time in more than eight decades. Accompanied by her daughter, Jan, Ms. Kahn visited with the Kindergarten girls who were star-struck to meet someone who actually knew Sarah Dix Hamlin. Ms. Kahn spoke to the girls about how San Francisco has changed since she was a girl (they were shocked to learn that television didn’t exist!), what Hamlin used to look like, her favorite teacher, and her favorite subjects. Kindergarten student Vanessa R. ’24, remarked about meeting Ms. Kahn, “The most interesting thing I learned [from Ms. Kahn] was that Vallejo Street used to be a tennis court!” Then Ms. Kahn joined members of the Student Council and esteemed alumnae for an intimate tea where she spoke about the expectations of women of her generation, what it meant to be a Hamlin girl in the 1930s, her college career at UC Berkeley, and life after school.

On their latest trip to visit Ms. Kahn in July, Ms. Holland Greene and Ms. Moon discussed Ms. Kahn sharing one of her passions, the history and culture of the Native American Wappo people, with Hamlin students this Fall and also floated the idea of hosting a special 100th birthday party for her.

As they said goodbye after another lovely afternoon together, Ms. Kahn stated in amazement, “isn’t it remarkable how sending one book created all of this joy in my life?!” And in ours as well, Ms. Kahn.

Giuliana Lee ’12, Samantha Rubin-Pope ’12, and Alexis Polevoi ’12 at the Class of 2012 Senior-Send Off

Members of the Class of 2012

Laura Rubenstein ’97, Jennifer Schuman ’97, and Caroline (Hayward) Brinckerhoff ’97
Melanie Seto ’01, Samantha Seto ’03, Danny Meyer, and Marissa Seto ’05
Hamlin PAL Janet Brown with Head of School Wanda M. Holland Greene
Deborah (Goodson) Douglas ’88 with daughter and husband
Julia (Baron) Knesche ’98 with daughter
Malaya Lynch ’15 and Jordan Brill ’15 with Head of School Wanda M. Holland Greene
Members of the Class of ’98

Gingerbread Social, December 10, 2015

ALUMNAE EVENTS 2015/16

CLASS OF 2012 SENIOR SEND-OFF, MAY 31, 2016

FROM THE HEART: HAMLIN ALUMNAE FAMILY PICNIC, MAY 7, 2016

ALUMNAE GINGERBREAD SOCIAL, DECEMBER 10, 2015

CLASS OF 2012 ALUMNAE PANEL, MAY 2, 2016

WINE & CHOCOLATE SOCIAL, MARCH 19, 2016

GRADE 8 CAREER DAY, MAY 20, 2016

ALUMNAE EVENTS 2015/16

ALUMNAE EVENTS 2015/16

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My mother often tells the story of my trip to Jordan. In her words I was, “smart and clever to decide to travel through the country as a male.” While my mom loves telling the story of the sharp and witty girl who fooled them all, my experience was simpler than that. I initially was perceived as a boy primarily due to my appearance.

When we were visiting Jordan, the crisp, cold, air of winter accompanied by the lazy, warm, sunlight resembled the everyday weather of San Francisco. This had me wearing my normal clothes: baggy jeans, a loose t-shirt, and a baseball cap which accompanied my short hair; each strand no longer than an inch or two. The looseness of my clothes hid any strong resemblance to a feminine figure. My gender neutral nickname, Sam, toppled off the illusion as a stereotypical guy. I did not plan on wearing a disguise, only to not want to stand out or have my mom draw attention to me.

Because I was raised with Mulan and other stories of courageous women dressing as men to get ahead in a male-dominated world, I initially saw no gender identity issues with being seen as a boy. I was in a different country, I did not feel like I was being treated differently than back in the States. My mother told me about how she was honked at for walking alone in the streets, but when I told her to stop. I came up with the excuse of believing it would be corrected those who misgendered me until I pulled her aside and told her words I was, “smart and clever to decide to travel remotely as extreme as many endure daily, traveling the country the same way a girl and a boy. Although the bias I experienced as a female was not as extreme as many endure daily, traveling the country as both a boy and girl helped me better understand the power differences between them. Femininity and masculinity are two ideas that were made to categorize behaviors that actually have nothing to do with gender.”

“Femininity and masculinity are two ideas that were made to categorize behaviors that actually have nothing to do with gender.”

My father hired a guide to show us around, but introduced me as his daughter, Samantha, instead of his son, Sam. As soon as I was identified as a girl, I was treated differently. Our guide was a very sweet looking old man. His steps were slow and shuffling and his bones looked like they wanted to give out at any moment. Yet he went out of his way to take my hand and lead me down the stairs because, I think, he only saw a fragile girl. One may argue he was trying to be kind, and while I think that is true, I strongly believe he would not have taken my hand if he thought I was a teenage boy. When we passed an empty corridor with stalls carved into the walls, he explained this is where I would spend most of my day shopping. When we passed the area where clothes once were washed, he demonstrated how my mother and I would do the laundry — he phrased it as an expectation: not an option. When we reached the archer towers, I, a girl who likes the violent scenes of Game of Thrones, posed as an archer firing arrows at attacking forces. He was baffled and speechless because, I think, he never predicted that a girl would take a liking to such an aggressive action.

My trip to Jordan was a unique experience because I traveled as a girl and a boy. Although the bias I experienced as a female was not remotely as extreme as many endure daily, traveling the country as both a boy and girl helped me better understand the power differences between them. Femininity and masculinity are two ideas that were made to categorize behaviors that actually have nothing to do with gender. However, when my father and I decided to explore what remains of Shobak Castle, I understood what my mother was talking about.

My father hired a guide to show us around, but introduced me as his daughter, Samantha, instead of his son, Sam. As soon as I was identified as a girl, I was treated differently. Our guide was a very sweet looking old man. His steps were slow and shuffling and his bones looked like they wanted to give out at any moment. Yet he went out of his way to take my hand and lead me down the stairs because, I think, he only saw a fragile girl. One may argue he was trying to be kind, and while I think that is true, I strongly believe he would not have taken my hand if he thought I was a teenage boy. When we passed an empty corridor with stalls carved into the walls, he explained this is where I would spend most of my day shopping. When we passed the area where clothes once were washed, he demonstrated how my mother and I would do the laundry — he phrased it as an expectation: not an option. When we reached the archer towers, I, a girl who likes the violent scenes of Game of Thrones, posed as an archer firing arrows at attacking forces. He was baffled and speechless because, I think, he never predicted that a girl would take a liking to such an aggressive action.

My trip to Jordan was a unique experience because I traveled as a girl and a boy. Although the bias I experienced as a female was not remotely as extreme as many endure daily, traveling the country as both a boy and girl helped me better understand the power differences between them. Femininity and masculinity are two ideas that were made to categorize behaviors that actually have nothing to do with gender. However, they have taken root in the minds of billions and have come to be a strong factor that defines countries, religions, and communities. I am my own version of female, and I won’t fit into anyone’s labeled boxes.
August 11, 2016, I have a new grandchild, Olivia Carolyn At four weeks, she was tiny, miserable, and not growing, Phoenix (my name for her). She’s a pistol! From granddaughter on my lap. Myleahna Faith Alexander was happily reports that “As of

Grace Hopper, who was born to my son Ian Hopper and wife Angela. Son Ian has my other grandchild, Kai Gracian at this age in life, to care for an infant and let her have a and days and days. What a profound thing to have happen and everybody was so concerned. One day she finally snuggled down into my arms and fell asleep. She’s my home where she can grow and be happy. You should see the joy on my face!”

Cindy Chamberlain:

“i, Susan (Wentz) Milliron, feel very blessed to be living happily on the water in Belvedere, traveling often with Tom who is now retired, and now the grandmother of three! My daughter had her second son a year ago. She and her family are living in Seattle, a perfect spot for mom and dad since they both love hiking and climbing. My son and his wife had their first child, a son, in February and live in San Francisco, a stone’s throw away from me. How can it possibly be 50 years since the Class of ’66 graduated? I am so looking forward to seeing everyone at our reunion in November. In case you don’t recognize me, I’ll be wearing Hamlin colors!”

Linnie (Larson) Pickering’s first book, Blue Sky, will be published this fall (2016) after having worked on it for over three and a half years. It is an oral history, as described on the back cover, of “Jim Greenwald, a titan of the broadcasting industry, who grew up dreaming of becoming a songwriter. After the Korean War, he talks his way instead into a job selling radio advertising time, embarking on a forty-two year career at Katz Communications, where he still holds the title chairman emeritus. His candid, inspirational, entertaining, and often hilarious oral history describes living life to the fullest: first loves, marriages, sports, and the famous personalities who cross his path. Author Pickering vividly captures Greenwald’s passion for life, which embraces the enthusiasm of youth, devotion to the broadcasting industry, business acumen, poignant times, and the challenges of aging and declining health. He continues to write songs.” Pickering remarked “I naturally mention the Hamlin School in my bio on the back cover! The book is available on Amazon and I am so excited! Ever since 8th grade, my dream has been to publish a book.”

From Margaret “Marnie” St. Clair. Fellow Graduates I have messages/songs for you all. “Give Yourself to Love” as you “Sing the Songs That Say I Love you.” “I’ll be Seeing You” “Throned on the Hillside high Ore’ the Bay”. As I approach the year of my 49th anniversary since graduating I strive to treasure the lessons and listened offered by teachers Sandria Linder, Penny Voreegge, Isabelle Mt Allister, Miss Miles and friends Karon Duan, Rebecca Wolz, Robin Petrie and Katherine Clearay. Find your Calling, and true currency that gives to you and others. For me it is Loving Kindness, Patience, Tuning-in and Humor. And always all ways a great film quotation. Cheers and Courage! Class of ’68 shall we reunite at the 2018 reunion?

Sybil (Sever) Kretzmer would love to hear from classmates from the Classes of 1964, 1965, and 1966. Miss Miles! Paula (McCullough) Bown is delighted to report that her daughter Sarah was married in May 2015. Sally has been a residential real estate agent for twelve years in partnership with her mother, Janet. Together they are a strong team with loyal clients who have described them as “unmatched” in their field with a “great mix of calm, warmth, aggressiveness and hard work.” Prior to Real Estate, she enjoyed a successful career in sales with AOL. Time Warner, specifically Sports Illustrated and Sunset Magazines.

Victoria “Vicky” (Morris) Daniel is working as a “literary snach” and enjoying her two active sons in their schools and sports! Regards to the Class of ’85!”

Catherine (Moller) Spaulding celebrated her birthday this year in Los Angeles with fellow Hamlin alumnae Tara Roth and Caroline Thomas.

Jessica (Zimmerman) Graf is delighted to welcome daughter, Arielle. She loves her Hamlin School bib.

Sally Williamson has lived in Marin since her family moved there from Scotland when she was two years old. Her two boys are currently students in the Reed School system. She has always been very involved in their schools, serving on the boards of both the Belvedere Nursery School and Reed School, as well as, volunteering regularly during the school year. Her experiences growing up in Marin and now, raising her own children here, have given her a perspective and in-depth knowledge she can share with clients.

Sally has been a residential real estate agent for twelve years in partnership with her mother, Janet. Together they are a strong team with loyal clients who have described them as “unmatched” in their field with a “great mix of calm, warmth, aggressiveness and hard work.” Prior to Real Estate, she enjoyed a successful career in sales with AOL. Time Warner, specifically Sports Illustrated and Sunset Magazines.

1966

From Cindy Chamberlain: “I have a squirming new granddaughter on my lap. Myelsha Taith Alexander was born on January 8, 2016, and came to live with me at nine weeks. Yes, a strawberry blonde with intensely blue-eyes, and my days are now filled trying to keep up with this little Phoenix (my name for her). She’s a pistol! At four weeks, she was tiny, miserable, and not growing, and everybody was so concerned. One day she finally snuggled down into my arms and fell asleep. She’s my home where she can grow and be happy. You should see the joy on my face!”

Penelope “Penny” Gerbode happily reports that “As of August 11, 2016, I have a new grandchild, Olivia Carolyn Grace Hopper, who was born to my son Ian Hopper and wife Angela. Ian has my other grandchild, Kai Gracian at this age in life, to care for an infant and let her have a and days and days. What a profound thing to have happen and everybody was so concerned. One day she finally snuggled down into my arms and fell asleep. She’s my home where she can grow and be happy. You should see the joy on my face!”

1968

From Margaret “Marnie” St. Clair. Fellow Graduates I have messages/songs for you all. “Give Yourself to Love” as you “Sing the Songs That Say I Love you.” “I’ll be Seeing You” “Throned on the Hillside high Ore’ the Bay”. As I approach the year of my 49th anniversary since graduating I strive to treasure the lessons and listened offered by teachers Sandria Linder, Penny Voreegge, Isabelle Mt Allister, Miss Miles and friends Karon Duan, Rebecca Wolz, Robin Petrie and Katherine Clearay. Find your Calling, and true currency that gives to you and others. For me it is Loving Kindness, Patience, Tuning-in and Humor. And always all ways a great film quotation. Cheers and Courage! Class of ’68 shall we reunite at the 2018 reunion?

1969

Sybil (Sever) Kretzmer would love to hear from classmates from the Classes of 1964, 1965, and 1966. Miss Miles!

1979

Paula (McCullough) Bown is delighted to report that her daughter Elizabeth was married in May and her other daughter Sarah was married in May 2015.

1985

Victoria “Vicky” (Morris) Daniel is working as a “literary snach” and enjoying her two active sons in their schools and sports! Regards to the Class of ’85!”

1986

Catherine (Moller) Spaulding celebrated her birthday this year in Los Angeles with fellow Hamlin alumnae Tara Roth and Caroline Thomas.

1987

Jessica (Zimmerman) Graf is delighted to welcome daughter, Arielle. She loves her Hamlin School bib.
1993
Margaret (Timbrell) Hiatt welcomed twins Rhone (left) and Marigold (right) in September 2015. Margaret was one of the featured artists at STARTup Art Fair in May at the Hotel del Sol.

1996
Candace (Chin) Yu met up with Hannah Levin ’96 while in London. It’s been 8 years since the two last saw each other but they had a blast catching up!

1998
Julia (Baron) Kneische welcomed son Jackson Baron Kneische on July 22, 2016. His sister Olivia Ella is so excited to welcome her new little brother.

2005
Ladies from the Class of 2005 — Ashley Ong, Eleanor Hofstedeit, Charlotte Parsons, Tais Mauk, Shelly Grimaldi, Marissa Seto, and Camille Lendormy — enjoyed catching up with Mr. Dworkin over dinner.

Shelly Grimaldi joined the Northern California and Nevada Chapter of the Alzheimer’s Association’s RivALZ Flag Football League. All women team’s practice and raise money all summer long to support Alzheimer’s research as well as family support groups and services. In addition to raising awareness about the disease among young professionals, this opportunity has given me the chance to push myself to learn a new set of skills and connect with passionate women in San Francisco.

2007
Julia Chambers was recently accepted into UCSF School of Medicine.

Greta Martin graduated in May ’16, Magna Cum Laude with a degree of Master of Communication Management from USC.

2008
Natalie Sullivan is studying at Berklee College of Music. She took a year off for internship and just released first album, “February” by Stains of Sunflower. Thank you, Hamlin! Loving Life!

2009
Meaghan Hecksler reports that she is “enjoying my college years at Boston College but miss the Class of 2009.”

2010
Gabriella Chua is a sophomore at Bates College. She is a bio-chemistry major.

2014
This year, Jennifer Lee won a National Gold Medal in the Scholastic Art & Writing Competition for her personal essay, “White Hair.” Over 220,000 works were submitted, and only 2,200 submissions were given national recognition. She was invited to and attended the National Awards ceremony at Carnegie Hall this past June.

2015
Isabella Craddock is a very happy student at LWHS.

Adia Sisson is thriving at Ridley College in Ontario. Last year in addition to being an A+ student, Adia was captain of the Freshman Robotics team (and nearly made it to Nationals!), won an honorable mention from the Art Department, received the Duke of Edinburgh Star, and won the Provincial Championship with her Rugby team.

CLASS OF 2012 MATRICULATIONS

Amherst College
Carnegie Mellon University
Colorado College
Dartmouth College
DePaul University
Duke University
Emory University
Hamilton College
Johns Hopkins University
Macalester College
Middlebury College
New York University (2)
Northeastern University
Scripps College
Seattle University
Skidmore College
Smith College
Stanford University
Tufts University
Tulane University
University of British Columbia
University of California, Berkeley (5)
University of California, Los Angeles (2)
University of California, Riverside
University of Chicago
University of Denver
University of Oregon
University of San Diego
University of Virginia (2)
Vassar College
Wake Forest University
Yale University (2)

Nicole (Matchett) Ganot and her husband Gabriel welcomed baby boy Simon on February 4, 2016.
Barbara (Keast) Foster of San Francisco, California, on May 21, 2015. An artist and supporter of the arts, Barbara’s creative spirit was an inspiration to all who knew her. She was famous for her verbal dexterity and delightful sense of humor. Her laughter and her strength of character will be missed. Her childhood was spent playing and hiking in the hills of Oakland and Mill Valley. Soon after graduation from The Hamlin School she married Peter Johnson Lowe. After living for a short time in San Francisco’s North Beach, the couple moved to Mill Valley. During WWII they moved to Ft. Bragg where Peter worked for the lumber company. After ten years in Mendocino County the family returned to San Francisco, where Barbara pursued her interests in the arts. Drawn to the San Francisco Art Institute and the mid-century Bay Area Figurative Movement, Barbara studied painting with many of the leading artists of that unique era, including Richard Diebenkorn, Ralph Ducasce, Elmer Bischoff, Nathan Oliveira and Hans Hoffman. Following Peter’s death in 1967, Barbara married Paul Scott Foster Jr., and together they lived happily between their home in San Francisco and her ranch in the Alexander Valley until his passing in 1995. She is survived by her children and grandchildren.

1938

Nancy (Burket) Morse of Berkeley, California on December 29. Nancy was born in San Francisco, California on August 31, 1920 to Alice and Charles Burkett. After graduating from The Hamlin School she attended Stanford University. In 1947 she married John Beverley Nickle, who died tragically in an airplane accident in 1945. She married Reverend Robert Sherrwood Morse in 1957, who died in May 2015. As the wife of the Reverend Morse, she was an inspiration to many in the Anglican Province of Christ the King. She served on the Altar Guild and with the Anglican Church Women. She hosted gatherings of friends and family, making each person feel welcome. Beautiful inside and out, she was kind, gentle, witty, stylish and full of grace. She loved gardening, travel, reading, journaling, food, skiing, her family, her church and God. Nancy is survived by her children, grandchildren, and great-grandchildren.

1940

Margaret “Marni” (Forysth) Bushnell of Richmond, Virginia, on January 16, 2015. Marni was a kind, gracious and elegant woman. She devoted her life to quietly enhancing the lives of those around her. Born in Baltimore, Marni and her family moved to the San Francisco Bay area when she was still a young girl. They lived in San Mateo and were members of the Burlingame Country Club, where Marni became an exceptional tennis player. She married Nathan Bushnell III in late 1946 and started a family. While her children were young, Marni enjoyed teaching Sunday School, serving as Cub Scout den mother and Brownie and Girl Scout leader. She was also an active member of the Christ Episcopal Church and worked at Albert Harris Middle School. She helped popularize tennis in Martinsville and was a leader in establishing tennis at Chatmoss Country Club. In 1977, Marni was secretary for the Colonial Dames and was a proud member of that organization reflecting her interest and pride in her heritage. As Marni’s contemporaries retired and moved to smaller homes, Marni noticed that they were at a loss as to what to do with excess belongings. She and a friend formed a business, “Sold Incorporated,” to help folks dispose of things they no longer needed. In their retirement years Marni and Nate, ranging from long trips to foreign lands to holidays and weekends with their children and grandchildren. She is survived by her children, grandchildren, and great-grandchildren.
1959
Susan (Staffler) Lowe

Lowe of Monte Rio, California on January 28, 2016. Susan spent most of her early childhood in the redwoods of Bonny Doon, free to roam the woods and pastures of her grandparents’ ranch in the hills overlooking the Pacific. She and her younger sister, Candace, attended the Bonny Doon School, an old, one-room relic, and from her earliest time there Susan displayed a remarkable talent for drawing. As Susan’s artistic capacity and startling beauty matured, her grandmother and Hamlin alumna, Wilma Halstead Staffler ’08, urged that she board at The Hamlin School so that her burgeoning talent might be refined. After graduation from Hamlin, Susan worked variously as a secretary and model during the day to afford her night classes at the San Francisco Art Institute and the San Francisco Academy of Art, until marrying Steve Lowe. The couple moved to Marin County to build a family in Greenbrae. Always delightful, empathetic, intelligent, sensitive and funny, her wit, alternately demure and outrageous, informed her serene yet radiant beauty. At every turn Susan strove to improve her skills, including her passion for language, animals, gardening, knitting, sking, cooking, weaving and most of all sketching, either in a formal classroom or with the select group of mostly Marin-based artists and models she admired most. Such an over-ambitious agenda contributed to her decision not to turn professional, and she gradually became more reclusive until finally moving to Monte Rio and her beloved Treehouse — away from the multitudes and safely back among the redwoods. She is survived by her children.

1994
Lee “Hoddy” Potter

of Leawood, Kansas, on December 17, 2015. Hoddy and her doctors led a valiant fight against a wicked cancer. Hoddy graduated from Lowell High School in San Francisco in 1988. The College of Williams and Mary in Williamsburg, Virginia in 2001, where she met her husband Mit Winter, and the University of San Francisco School of Law in 2005. After law school, Hoddy worked as a lawyer for Bingham McCutchen in San Francisco for nearly six years. Her three children, Mit, Grant, and Harper were born in San Francisco in 2008 and 2010. In 2011, Hoddy and her family moved to Leawood to pursue her dream of owning her own Bar Method studio. She fell in love with The Bar Method while living in San Francisco and decided early on during her law career that it was her passion and would be her ultimate career. She opened two Bar Method studios in Kansas and took great pleasure in helping other Bar Method owners and Kansas City fitness studio owners with their businesses. Besides her family, her studios and their employees and clients were the love of her life. She was much beloved by her Bar Method teachers, clients, the Kansas City fitness community, fellow school moms and friends, and extended family and will be greatly missed. She was a force of nature and left a little light wherever she went. Her spirit will live on in her husband Mit and her children.

In memory of the following family members of whose passing Hamlin has recently learned...

- Fouad Boutros, grandfather of Isabella Boutros ’07 and Alexandra Boutros ’11
- Margaret Brennan, mother of Erin Brennan ’89
- Jody Canihan, mother of Caroline Canihan ’11
- Richard W. Goss II, father of Hollis (Goss) Lynch ’83 and grandfather of Evelina Lynch ’21
- Joseph J. Hess, father of Sandra Hess ’74
- John Armstrong Lord, husband of Kate (Wood) Bossart Lord ’45, stepfather of Mary (Bossart) Halfpenny ’81 and Kate Bossart ’85, step-grandfather of Sophia Bossart ’25
- Constance Peabody, grandmother of Nellie Bowles ’02 and the late Robert (Bowles) ’34
- Joan Lee Vinson, mother of Claire Vinson ’03
- Leea (Miao) Romo ’82
- Sarah McCreanor ’83
- Laura Hoover and Jackie (Geimm) Kilian ’84
- Hope Jarvis ’85
- Catherine (Moller) Spaulding ’86
- Jessica (Zimmerman) Graf ’87
- Deborah (Goodson) Douglas ’88
- Shannon Cadile and Alexandra (Allen) Klene ’89
- Elena (Gumina) Angeli ’90
- Allison Goodson and Abigail (Greene) Ryan ’90
- Martha Evenson, Katy (Chamberlain) Hope, and Leslie (Yan) Meier ’91
- Alex Engler and Leidy (Coronado) Rivas ’93
- Katherine Ching and Lily (Korman) Rivo ’94
- Mollie Allick and Emma (Hinsdale) Pickering ’95

CLASS REPRESENTATIVES 1961-2016

Class Representatives are an important link between Hamlin and their classmates. They help build a sense of community among their classmates and serve as a key communication liaison between the Alumnae Association and the alumnae.


*If you are interested in becoming a Class Representative, please contact Adrienne Moon, Director of Alumnae Engagement, at mom@hamlin.org or 415-674-5425.

THE ALUMNAE
FALL 2016 53

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ALLISON BHUSRI grew up in Seattle, where she attended Seattle Country Day School and Lakeside School. She earned a B.A. in Government from Dartmouth College and an MBA from the Stanford Graduate School of Business. Allison is currently an active early-stage investor with Broadway Angels, where she focuses primarily on health and mobile technologies. She has 20 years of business experience across both investing and operations. She began her career in 1995 as a corporate finance analyst at Morgan Stanley & Co. in the telecom group. She then gained private equity experience first at Ripplewood Holdings and later J.P. Morgan Partners, where she focused on venture investments in enterprise technology companies. On the operating side, Allison most recently led product teams in launching new ventures for eBay’s Business Incubation Group. Prior to eBay, Allison ran the baking chocolate business at the Ghirardelli Chocolate Company. Allison serves as a Trustee for Gateway Public Schools and an Advisor to Reach Capital. She lives in San Francisco and enjoys skiing, working on her budding golf game, and spending time with family.

MICK BOBROFF was raised in Saratoga, California and earned his undergraduate degree in business from the University of California, Berkeley. Mick is a partner at Ernst & Young and provides audit services to public companies and venture capital backed private companies in the technology and digital media industries. He has assisted many private companies prepare for initial public offerings. Earlier in his career with Ernst & Young, he spent six years in the 1990s living in Moscow, Russia and Singapore where he served U.S. multinational companies with operations in the former Soviet Union and in Southeast Asia. He has lived in San Francisco since 1998 with his wife Celeste and their two children. Mick served on the board of trustees of SLS (formerly St. Lukes Pre-School) from 2008 to 2014. He is an avid skier and spends most weekends and holidays during the winter and spring skiing at Squaw Valley in Lake Tahoe. He also enjoys running, mountain biking and hiking.

MONICA BROWN ANDREWS ’84 graduated from Hamlin in 1984. She then attended secondary school at Phillips Academy Andover in Massachusetts. After graduation, she studied Political Science and Economics at the University of California at Berkeley and obtained her Juris Doctor degree from Hastings College of the Law. Upon completing her legal studies, Monica worked at a law firm in Brussels, Belgium. While in Brussels, she obtained a Master’s degree in International Politics from Université Libre de Bruxelles. Upon returning to the United States, Monica worked for IBM, and in 2000 accepted a position as in-house counsel at Equinix, Inc., where she works currently.

Monica’s career reflects her journey as a continuous learner and evolving leader. Although the foundation of her career has been the practice of law, primarily in the area of commercial transactions, her intellectual and professional curiosity has led her to gain a broad range of operational experience by leading teams in areas such as Finance, Business Operations, Customer Care and Post-Acquisition Business Integration.

Hamlin laid the foundation for her work and studies abroad, which have been significant milestones in her life. For fun, Monica enjoys travel, learning languages and singing.

JULIE PARKER BENELO was born in France, grew up in England and Bermuda before attending the Hotchkiss School in Lakeville, CT and Barnard College in New York City. Her first job out of college was working for the venerable CBS anchorman Walter Cronkite as an archival researcher on a six part documentary series for the Discovery Channel. She served as a Production Executive for the distribution company Non Fiction Films before producing a film for PBS on Prostate Cancer, followed by the 2002 Sundance, HBO documentary Blue Vinyl.

In 2005, Julie co-founded Chicken & Egg Pictures, with the belief that diverse non-fiction women filmmakers have the power to catalyze change at home and around the globe. This hybrid non-profit film company matches strategically timed grants with dynamic mentorship and creative production support. At Chicken & Egg, the team has supported over 240 women filmmakers including Academy Award winners Saving Face and Freeheld. More recently, Julie co-founded and is Managing Director of Gamechanger Films, an equity fund investing in a slate of independent fiction films by women directors.

Julie is a member of the Board of Directors of The Global Fund for Women and The San Francisco Film Society. She lives in San Francisco with her husband and two daughters, in the Hamlin classes of 2017 and 2019. She enjoys traveling, hiking, playing Mahjong, and watching movies with her family.
Ways to Give

At The Hamlin School, we welcome and appreciate gifts of all sizes – the collective support of our many generous community members and friends provides the margin of excellence that distinguishes our school. Gifts to the Annual Fund support our yearly operating budget. These gifts help Hamlin maintain the programs and activities that are currently available to students.

We are pleased to offer a wide variety of gift vehicles to help make supporting Hamlin a rewarding experience. If you would like assistance planning your contribution, please call the Advancement Office at 415-922-0300.

Gifts of Cash (Cash, Check, & Credit Cards)

Gifts of Cash are the simplest method of giving. Checks should be made payable to The Hamlin School. All gifts are tax-deductible in accordance with current tax laws.

Gifts of Securities (Stock)

Donors should ask their broker to notify Hamlin’s Advancement Office of the gift and instruct the broker to await instructions from the school. For more information on how to transfer securities by mail, donors should contact the Advancement Office or visit our website at www.hamlin.org.

Timing

The pledge period for Annual Fund gifts is the current fiscal year (July 1 – June 30), while the pledge period for Capital Gifts may be paid over a three- to five-year period. Of course, Hamlin benefits if pledges are paid sooner, but we know that donors may need extra time to give an extraordinary gift.

Matching Gifts

Many corporations will match gifts to charitable institutions such as The Hamlin School. These gifts allow you to double or triple your gift to the school. Ask your employer for a matching gift form.

Legacy Gifts

To ensure that Hamlin continues to inspire future generation of girls to meet the challenges of their time, please consider including the school in your will. Such gifts are essential to assure a stable future for Hamlin, and can also offer significant tax advantages for you. In some cases, your gift can provide income for you or your chosen beneficiaries for life. Through careful planning and consultation with your advisors, a planned gift may enable you to give more to Hamlin than you ever thought possible. For more information, contact Adrienne Moon at moon@hamlin.org or 415-674-5425.

The Hamlin School
2120 Broadway Street
San Francisco, CA 94115
415-922-0300 (front desk/reception)
415-874-5409 (fax number)
www.hamlin.org
www.hamlin.org/Support
Tax ID #: 94-1393894

MOLLY WADHWANI was born in the United States and raised in Hong Kong where she graduated from the Hong Kong International School. She received her B.S. from Santa Clara University in political science.

Molly spent four years working in Washington, D.C., first for Representative Norman Mineta and then later for Representative Anna Eshoo, both Members of Congress from northern California. She focused primarily on immigration and environmental issues affecting California and the United States. Molly left politics to pursue work in the technology sector and moved to San Francisco in 1999, where she joined the marketing teams at Scientific Learning and then Moai Technologies. Working primarily with start up organizations, she helped them establish their marketing practices in both communications and product marketing. In 2000, she took her technical experience and background in marketing to a small securities firm based in San Francisco, Stone & Youngberg, and became their Director of Marketing. She updated marketing systems and practices which had been in place for over 70 years.

Molly has been an active volunteer at her children’s schools. She co-chaired the gala and served on the Board of Directors at their preschool. Her daughters are now at Hamlin where Molly spent two years as co-chair of Lend-a-Hand and recently as co-chair of Winterfest. She has also devoted her time to other community efforts in San Francisco and Sonoma and cooking many, many meals at home in San Francisco. She and her family love to travel throughout the United States and around the world.

ROBERT DEVENS, JR. was born and raised in New York City. He attended St. Bernard’s School and Trinity School in New York and earned an M.A. from Stanford University and a J.D. from Columbia Law School. Robert is currently a Managing Director in Private Wealth Management at Goldman Sachs & Co. Previously, Robert worked as a corporate and securities lawyer at Wilson, Sonomi Goodrich and Rosati and prior to that he was a middling tennis player on the ATP Professional Tennis Tour. Robert currently serves on the Board of Trustees and Finance Committee of St. Francis Memorial and chairs their Investment Committee. Robert lives in San Francisco with his fabulous wife and three children. Robert loves to spend time with his family enjoying the bay area and keeping up with the children’s activities.
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Margaret "Molly" Wadhwa
Brooks Walker
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Cristina Casacuberta, Director of Finance and Operations
Nina Frank, Lower School Division Head
Willow Hagie, Director of Extended Day and Co-Curricular Programs
Rose Helm, Middle School Division Head
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Rachel Ricucci ’98
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Marissa Seto ’05
Samantha Seto ’03
Candace (Chin) Yu ’96

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2016-2017 ADMINISTRATION
Wanda M. Holland Greene, Head of School
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