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Dear Hamlin Community,

The older I get, the more deeply I understand the powerful impact of our words and actions on individuals and communities. No behavior is neutral; either we are promoting positive change and growth, or we are hindering progress. Our beloved school’s courageous founder, Sarah Dix Hamlin, did not stand idly by while girls in the United States and across the globe needed her help to reach their vast potential. Rather than being a passive observer, a mere spectator, she stepped into the vortex of gender inequity to create a school where girls and young women would be educated to meet the challenges of their time. Miss Hamlin knew then, as we certainly know now, that education is not an end in itself; it is what we do with our education that makes the difference between apathy and citizenship.

The theme for the 2018-19 school year, What You Do Matters, encapsulates our school’s mission-driven focus on activism — how we change the world for the better — and civility, which is how we treat each other. Reading this issue of Keeping Posted will usher you to a front row seat to see the myriad ways in which Hamlin’s community members take action and demonstrate the Creed both at school and beyond our classrooms and corridors. From the thoughtful, student-led process of adding a pants option to the uniform, to the Grade 4 in-depth study of influential women in American history, to the establishment of the Armine Makasdjian Workplace Culture Award, we are modeling courageous conversations, studying moral exemplars, and celebrating the ethical values that we want to see in action at school. There is no doubt in my mind that Hamlin administrators, faculty, and staff continue to deliver excellence every day; I invite you to join me in welcoming our fantastic new Middle School Division Head Dr. Kelsey Twist Schroeder, to explore the program highlights and professional development of our engaged teachers, and to celebrate the long tenures of beloved employees.

Outside of Hamlin, our girls are traveling across the city to alleviate suffering and struggle in the San Francisco homeless population, exchanging plastic straws for paper ones to save our oceans from debris, and trekking across the world to bring tangible support and hope to girls in Zimbabwe and South Africa and refugees in Bangladesh. You will be deeply moved by the articles and photos that chronicle the girls’ humanitarian efforts, and I hope that you will be motivated to take up or double down on a cause that is meaningful to you.

As always, we not only share stories of present-day Hamlin in Keeping Posted; we also celebrate our past by heralding the accomplishments and contributions of our loyal alumnae. In this issue, see how Loraine Fulmer ’52 and Chrissy Miller Droessler ’96 embody our mission and values through their giving and their work in the world. Class Notes and college lists will get you caught up and connect you to the strong sisterhood that is the indelible hallmark of the alumnae community. Please come home for a campus tour, complete your holiday shopping at Winterfest in December, or help us in January to prepare meals at Hamlin Harvest and fight food insecurity. If you’re not geographically proximate, please stay connected via social media (Facebook, Instagram, or Twitter), and follow our blog at www.hamlinblog.org.

Finally, I hope that you will be inspired by the special pull-out section, featuring news about our ambitious $50M capital campaign, which is well underway. We need all hands joined and pulling in the same direction in order to realize our vision for a stronger endowment and a transformed urban campus, and I am deeply grateful for the generosity to date and for all that is to come. Hamlin’s future belongs to all of us, and what we do together truly matters.

With Great Affection and the Pride of a Lion,

Wanda M. Holland Greene
Head of School

“No behavior is neutral; either we are promoting positive change and growth, or we are hindering progress. Our beloved school’s courageous founder, Sarah Dix Hamlin, did not stand idly by while girls in the United States and across the globe needed her help to reach their vast potential.”

Above: Hamlin Middle School students participate in National Walkout Day in April to protest gun violence.
SMARTY PANTS: Hamlin’s Newest Uniform Option
AVA LERARIS ’17

“How, we wondered, can girls meet the challenges of their time when they are limited to clothing that promotes antiquated and outdated gender roles?”

Hamlin has and will always be the most empowering place I’ve ever known. Hamlin has taught me to be outspoken on issues that are important to me and to have confidence in my opinions, even when they differ from society’s norms. Hamlin taught me how to be a feminist; to embrace my soft side and my strength, and that the two aren’t mutually exclusive. Hamlin taught me that feminism is the equality of the sexes and the freedom for women to make their own choices, write their own destiny.

The purpose of a uniform is to take attention away from individual outfits so that students are able to dig deeply into and focus on their studies. Hamlin has always been a safe place for girls to be their authentic selves, push the envelope, and define new norms. As we started asking the student body, however, we realized that many girls were inhibited by their skirts. How, we wondered, can girls meet the challenges of their time when they are limited to clothing that promotes antiquated and outdated gender roles?

With this question in mind, the previous Middle School Division Head, Ms. Helm, and I along with the executive council of 2015-2016 discussed the possibility of having pants added to the uniform. Our first step was to assess the general opinion of the student body, faculty and staff, and alumnae, which we did through informal and formal interviews. It was of the utmost importance that we interviewed a large and diverse group in order to create the most well rounded and multifaceted proposal possible. From there we outlined our first draft of a proposal that addressed the importance of a pant option and outlined the history of Hamlin’s uniform. We also added a suggested timeline and an appendix that focused on the history of women’s pants and their societal implications. In the spring of 2016, our student body executive council presented the proposal to Hamlin’s administration and received the green light to continue with the process. After considering and incorporating their feedback, we presented our final proposal to the Hamlin Board of Trustees and Alumnae Board and received official approval to add a pant option to the school uniform!

In early February 2017, Ms. Helm, Ms. Holland Greene, and I flew to Portland, Oregon to visit the headquarters of Dennis Uniform, where we got to the tour the facility, learn about the clothing supply chain, and look at different pant options. After much research and student testing, we finally landed on a pencil leg chino pant from Lands End. These pants are made from a stretch fabric that is comfortable, flexible, and flattering on bodies of all shapes and sizes.

Although my fellow executive council members and I graduated in 2017, we were thrilled to see the pant option officially introduced at the beginning of the 2018-2019 school year. I am proud to have been involved in this student-led process to update the school uniform and allow all Hamlin girls to feel comfortable in their own skin!
Until Grade 6 social studies with Ms. Smith, I believed that slavery was a thing of the past, an appalling chapter in history. I was shocked to learn, however, that slavery still exists all over the planet (even in San Francisco!) in the form of human trafficking. While human trafficking sounds much less sinister than slavery, I have discovered that it’s actually worse in many ways because its victims are often hidden from view. I decided I had to do something about this tragedy.

After a lot of research and letter writing, I learned about the refugee crisis in Bangladesh, where traffickers often take advantage of newly displaced Rohingya girls from Myanmar. Although my family took some convincing, I began preparing for a summer trip to visit several refugee camps in Bangladesh. I created a crowdfunding campaign so that others could join me in providing education, clean water, shelter, food, and survivor kits to people in the camps, and was able to raise over $12,000! I also gave a presentation on the Rohingya crisis to my classmates and invited them to make cards for children in the camps.

After arriving in Bangladesh, we embarked on a treacherous drive and hike to arrive at the first camp, Hakimpara. Here, the non-profit we worked with was able to build three shelters and a water pump with part of the money raised in my crowdfunding campaign. We spent a lot of time planting trees, distributing meat and seeds for planting, and playing with kids in the camp — the bouncy balls we brought were a hit! I was also surprised by how open people were with me about the brutality they endured in Myanmar, and we were able to accompany a doctor around the camp to examine people’s injuries and distribute medicine.

The next camp we visited was called Leda, and it turned out to be the most heartbreaking part of the trip. The hunger and sheer desperation were evident, and the 300 meals of rice, curry, ...
It was quite sad to say goodbye; I wish I could have stayed for another week or month to have the chance to tell each girl how special she is and that she is loved and valued.

The final camp we visited was called Kutapalong, the biggest refugee camp in the world with a large population vulnerable to human trafficking. Here we passed out soccer balls, sweets, and the cards I collected from my Hamlin classmates to kids, which they loved! It was sad to say goodbye to everyone, even though I had only known them for a few days. It was amazing to hear their stories and invigorating to help do what I could to alleviate their boredom, hunger, or pain.

After our inspiring time visiting refugee camps, our last stop was one of the most powerful: a trafficking shelter near Dhaka. It was incredible to see that most of the girls in the shelter were slowly healing and trying to create new lives following the tragedies that had struck them at such a young age. When I arrived, some were learning to read, write, sew, and draw, while others were preparing for a dance performance. They all had bindis (a decorative mark worn in the middle of the forehead), and even put one on me! Afterwards, I interviewed three girls at the shelter — their stories were horrible, but it was truly amazing to see how far they have come in becoming the strong, resilient leaders I met. Although I was disturbed by all they had been through, I was so glad that they had a safe, nurturing place to stay. Each of the girls said that sharing their stories was so important to them, and they asked me to spread awareness so that this situation never happened to another girl.

It was quite sad to say goodbye; I wish I could have stayed for another week or month to have the chance to tell each girl how special she is and that she is loved and valued.

This volunteering trip caused an indescribable mix of emotions: joy at seeing how strong people can be, and crushing sadness at the fact that they have to be that strong just to stay upright. Happy that I could help, and sad that the help was needed in the first place. Pride that these refugees survived, and pain that they had to leave their homes. One thing I’ve learned from my studies at Hamlin and from my experience in Bangladesh is that human trafficking stems from vulnerability, whether it’s from a need to survive, a desire for love and sense of belonging, or desperation to escape a difficult situation. My goal is to honor the people I met and to honor all victims of trafficking by spreading awareness so that we can all work to end human trafficking.

To learn more about the work of Cassidy and her local partners in Bangladesh or to contribute to ongoing support of these projects, please visit https://www.gofundme.com/cassidyrohingya
In 2016, a boy from Zimbabwe named Watida Mukukula came to live with my family. After his first year with us, we all went to Zimbabwe to visit his family and volunteer for Hoops4Hope, an organization his family runs that teaches life skills to kids through basketball. We volunteered in some very impoverished areas, and seeing extreme poverty, hunger, and illness first hand was a truly eye-opening experience.

While I was thrilled to see girls my age playing basketball, joining in community dances, and participating in other high-energy activities, I noticed that they did so while clutching their chests or holding their t-shirts tightly to their bodies. It was clear to me that these girls were uncomfortable — both physically and emotionally — but made do as best they could. After learning from Watida’s mom that undergarments were hard to come by and very expensive, the wheels in my head began turning.

During the same trip, I also had the opportunity to travel to South Africa. While on a tour through Soweto, a township in Johannesburg, I met many girls who faced similar challenges to the ones I had seen in Zimbabwe. Maybe, I thought, I can be part of the solution in some small way.

With the idea of collecting bras from family and friends in the U.S. and bringing them back to the girls I had met in Zimbabwe and South Africa, SupportGirls was born. When I returned to the U.S. just before the start of my Grade 8 year at Hamlin, I began collecting bras and doing research. I learned that one in 10 girls in sub-Saharan Africa misses 20 percent of school each year once they hit puberty.* The more I learned, the more this issue mattered to me, so I officially launched SupportGirls as a nonprofit organization.

Since that time, SupportGirls has grown into so much more than just one person collecting a few bras. Thanks to the generosity of many donors and an incredible San Francisco-based bra design and manufacturing company called ThirdLove, I was able to collect hundreds of bras and pairs of underwear (four suitcases worth!) to take back over the summer. While distributing undergarments in Johannesburg (unfortunately we were unable to return to Zimbabwe at the time because of political unrest, but thankfully Hoops4Hope received the undergarments and distributed them on our behalf), I was able to interview many girls and women about their needs and experiences. For example, I visited a young woman who had just given birth to a beautiful baby boy. While we were all sitting in her family’s one-room house drinking juice, we discussed the importance of undergarments and how they can help women lead more comfortable, confident lives. Watching her take care of her child and hearing about the numerous challenges she faces on a daily basis, I felt a deeper sense of gratitude for the things that I have access to in my own life. It’s easy to take the small things for granted — such as owning a bra or a pair of underwear — but now I understand that the small things can have a big impact.

My time in Zimbabwe and South Africa was full of moments that I cherish, especially meeting new girls who I can now call my friends. As SupportGirls gains more support and influence, I hope it will be the start of something beautiful to help bring comfort and confidence to girls and women around the world. I never knew that this was the kind of work I would want to do, but being part of SupportGirls has taught me that I would like to work on important global issues — like equal education for all — while focusing on entrepreneurship. But for now I am starting with the basics, because if a girl can’t even go to class it doesn’t matter how good her school is.
Q: HOW DID YOU FIRST LEARN ABOUT THE ISSUE OF PLASTIC STRAWS?
A: When choosing a topic for our film, we thought back to our Grade 4 Earth Day theme, “Plastic is Not Fantastic,” and decided to focus our film on straws. Americans alone use 500 million straws per day and most of them end up in the Great Pacific Garbage Patch, a huge island of trash in the Pacific Ocean. Plastic is very harmful to sea animals because they can either get stuck in the trash or ingest it. After finding this out, we knew we had to do something about it and decided to start raising awareness about this issue through our film, Strawbucks.

Q: WHY DID YOU FEEL PASSIONATE ABOUT THIS ISSUE IN PARTICULAR?
A: Having lived near the oceans in California all of our lives, we all feel very connected to the sea. We have been on the Hamlin Eco-Council for several years and all feel passionately about environmental issues. After watching a few very depressing videos about plastic in the ocean and the harm it does to animals, we realized this was a real problem that needed to be addressed.

Q: HOW DID YOU COME UP WITH THE IDEA OF CREATING A FILM?
A: After attending the International Ocean Film Festival in 2017 for a field trip and learning there was a student film competition portion, we knew we could create something powerful. We were inspired to create Strawbucks in particular after passing out flyers at local restaurants to inform them about straws and their effect on the environment. Although our flyer campaign was met with mixed results, we saw an opportunity to raise more awareness about the topic in our community and beyond.

Q: WHAT WAS THE PROCESS FOR CREATING THE STORYLINE AND FILMING IT?
A: Overall it took about two months to make the film. Each of us collected film footage on the weekends and found photos and facts on the internet to incorporate. We even took a short walk to Starbucks to film the main storyline.

As we neared the end of production, we realized we also wanted to include more intriguing facts and interviews with fellow Hamlin girls about their use of plastics.

Q: WHAT WAS IT LIKE TO BE A CANDIDATE IN THE INTERNATIONAL OCEAN FILM FESTIVAL?
A: It was very exciting because we had the opportunity to learn about other environmental issues, as well as share our own work with others and launch our campaign. We were really impressed by the quality of the other films, whose topics ranged from the aerodynamics of pelicans to sharks in Borneo to coral restoration projects. We were all extremely proud to be finalists because each of us put in a lot of work and effort throughout the process of creating our film.

Q: HOW DID BEING HAMLIN GIRLS INSPIRE AND/OR HELP YOU DURING THE PROCESS?
A: Hamlin’s mission says that we should meet the challenges of our time. I think that the Creed also inspired us to continue to try and solve problems that we are faced with in a genuine way. As Hamlin girls, we felt independent enough to create this film but were not afraid to ask for help and utilize the support available to us. For example, Middle School Learning Specialist and Environmental Stewardship Coordinator Ms. Conger helped us a lot in crafting our ideas and editing our film.

Q: WHAT CAN READERS DO IF THEY WANT TO GET INVOLVED IN THE #STRAWFREE MOVEMENT?
A: Try to stop using plastic straws! Buy a metal one instead. Use reusable mason jars and cloth bags for rice and vegetables at the grocery store, and bring your own mugs and cups to coffee shops. Use reusable water bottles and opt for beverages in glass or aluminum containers rather than plastic bottles. The main point is for each of us to be aware of our global footprint and the amount of single use materials and plastics that we use each day. Another step is to educate others about the issues of single use plastics, climate change, and what will happen to the earth if we keep polluting it. Finally, follow us on Instagram @strawfreesf for more information and updates!

On March 11, 2018, four dynamic Grade 7 filmmakers from Hamlin won first place in the Middle School category at the 15th Annual International Ocean Film Festival in San Francisco. Their short film, Strawbucks, examines the environmental impact of single-use plastic straws on the world’s oceans and marine life.

Now in Grade 8, students Alexandra C., Avery B., Dani K., and Helena G. have since presented Strawbucks at other prominent Bay Area gatherings such as the San Francisco Youth Summit and the Alliance for Girls’ Day of the Girl Celebration. We recently sat down with them to learn more about the film and the inspiration behind it.
On the chilly morning of June 15, we welcomed 47 young women to the Hamlin Alumnae Association at the Class of 2018 Graduation Ceremony. Amanda Morris ’18 welcomed the assembled families, friends, faculty, staff, and students. She spoke about how her class embodies the Hamlin Creed; in particular, Compassion and Responsibility: “…as we have gone through these years together, I have seen our Compassion go from words on a page to being actually implemented into our everyday lives.”

Class Speaker Ella Marks ’18 compared the Class of 2018 to a jigsaw puzzle with each student, teacher, class, lesson, and quiz adding up to the bigger picture. “Our Hamlin puzzle has been a big and complicated one,” she said. “It has taken nine years for us to complete. Today, the final piece is being placed in its spot as we graduate.”

Alex Eisler ’18 had the honor of introducing our very special commencement speaker Secretary Hillary Rodham Clinton. Eisler highlighted Secretary Clinton’s passion for and accomplishments in supporting women, children, and families. She also spoke of Clinton’s noteworthy achievements including her 2016 presidential campaign, for which she was the first female presidential candidate nominated by a major political party. Eisler closed her introduction by saying, “I know that our class will be agents of change, drivers of progress, and makers of peace because women like [Clinton] are giving us a fighting chance.”

Secretary Clinton began her keynote by sharing that she was there “because of friendship.” Her close friend is the grandmother of one of the graduating students. She then told fascinating stories about growing up outside of Chicago, her mother’s upbringing, and other aspects of her life and related them to the words of wisdom she wished to impart on the class: “Be Brave. Be Resilient. Be Kind. Be Grateful.” You can watch Secretary Clinton’s entire keynote speech at http://hamlin.org/graduation.

As with all Hamlin graduation ceremonies, music played a key role. The graduates sang the inspiring song “A Million Dreams” from the film The Greatest Showman, followed by “I Wish You Well”. As always, they ended the ceremony with Hamlin’s beloved “Farewell to Thee.”

Class of 2018 alumnae are attending the following high schools this Fall...

- Brentwood School
- Choate Rosemary Hall
- Convent of the Sacred Heart (3)
- Harvard-Westlake School
- Lick-Wilmerding High School (2)
- Marin Academy (9)
- Phillips Academy Andover (2)
- San Francisco University High School (8)
- Sonoma Academy
- St. Ignatius College Preparatory (4)
- The Bay School of San Francisco (4)
- The Branson School (5)
- The College Preparatory School
- The Nueva School
- The Urban School of San Francisco (2)

TOP: Students prepare for the processional in the Great Hall. MIDDLE: Commencement Speaker Secretary Hillary Rodham Clinton. BOTTOM: Grace J., Ella M., Eleanor M., Delaney G., Ryan F., and Alexa T. celebrate their graduation in Stanwood Hall.
A YEAR IN
Photos
2017/2018

Faculty Recognition Ceremony
10th Annual Hamlin Golf Classic: Endless Summer
Pride of the Pack Back to School Picnic
Hamlin Harvest
Hamlin Athletics Banquet
Field Day
Field Day
Earth Day with Dr. Sylvia Earle
PLAID Lunar New Year
Hamlin at San Francisco Pride
Middle School STEM Night
Winterfest - Book Fair
Winterfest - Gingerbread
Japanese Girls Day Assembly
Grade 7 Rise to the Challenge Project
Middle School Teacher Andy Taylor-Fabe is awarded the Irene Abbe Faculty Award.

2018 Spring Fundraiser: Red & Gold Spirit

Grade 8 Musical Legally Blonde Jr.

Spring Community Event in honor of Wanda’s 10th year as Head of School

Grade 5 Basketball

Hamlin Chorus at the San Francisco Giants

Summer Field Experience at the Oregon Shakespeare Festival

Halloween

Halloween Assembly

PLAID Presents: A Night of Music from the African Diaspora

PLAID Holi Festival

Grandparents and Special Friends Day

Grandparents and Special Friends Day

Varsity Soccer
As we chatted in front of a large picture window with spectacular views of her garden and the Bay, I couldn’t help but notice her focus on people. When talking about her time at Hamlin, every story came back to a person. For Loraine, Hamlin IS the people. They are the reason she got involved with Hamlin after more than a decade living abroad and they are the reason she continues to give back to the community.

Loraine has been involved with Hamlin since moving back to San Francisco from Singapore in 1983. At the time, she and her husband bought the home she still lives in today, just a few blocks from Hamlin. Her involvement began as a way to re-engage with her high school friends after 15 years overseas but evolved into a much deeper relationship. In early 2000, Loraine was invited to join the Alumnae Board. And, in her typical way, when asked about her time on the Alumnae Board (2000-2009) she delighted us with stories of her fellow Alumnae Board member Vicky Evenson ’62 and the women with whom she served more than her involvement in the many accomplishments of the Alumnae Association during that time.

After spending nine years on the Alumnae Board, Loraine joined the Board of Trustees in 2011. “[I]t gives you a good understanding of the school and how it works,” she said. “When you start to see your alma mater from the inside, you learn a whole host of new things.” A large focus of the Board of Trustees during her tenure was faculty compensation. For Loraine, the cost of recruiting and retaining exceptional educators was eye opening. She also sat on the Buildings & Grounds Committee, which played an integral role in our current Love, Hamlin capital campaign.

Since space can hold significant meaning for alumnae, I asked her about her favorite memories of Stanwood Hall. Every memory of a space was associated with a person: Miss Mareen’s home on the 3rd floor, eating lunch family-style in the Solarium, Mrs. Ashley’s classroom behind the stairs, and one of her favorite teachers, Ms. Morey, who taught biology in the classroom at the bottom of the stairs.

One of the many things she enjoys about her involvement at Hamlin has been the opportunity to meet alumnae from different class years and generations. “Meeting people like [Former Alumnae Board President Kasey (Byrnes) Wayne ’88],” she says, “it’s a real pleasure. I just love her.” She goes on to talk about her friendship with Betty (Grubb) Lampen ’42 saying, “You cross paths with women you share something really important with but otherwise would not have come to know. It’s a common thread that you have that you share.”

As the conversation turned to the future, Loraine grounded her comments in the past saying the teacher she really liked was her freshman biology teacher Ms. Osgood. “We dissected frogs and worms and studied all the systems of the body. To me, that was so interesting and when I went to college I was interested in Health and Medicine. Unfortunately, in those days women were not encouraged to pursue degrees in anything other than teaching or nursing...so I never pursued it. [But] I’m glad my daughter did. She’s a pharmacist.” She lights up when we discuss today’s Hamlin students, who have a completely different level of opportunity. “It’s so different [today]...the girls have such self-confidence. It’s wonderful to see that in young women,” she says.

As our meeting came to a close, she pulled out some old photos and starts naming each classmate. “This is me here in the middle and this is Shirley Krebs – she was a great athlete - and Gloria, she lives in Reno.” Pointing to another picture: “She lived in London. This is Roberta, she married an Italian and lived there all of her life. Renel moved to Mexico, and this woman was a good friend of mine in Colorado...” For Loraine, her love for and connection to Hamlin will always come back to its people.

“\n
“\n
“When talking about her time at Hamlin, every story came back to a person. For Loraine, Hamlin IS the people.”

ABOVE: Loraine (3rd from right) in Ms. Morey’s biology class.
I love the African-American Spiritual, “I Got Shoes,” because it is a bold proclamation about equity and the fair distribution of resources. The first two lines of the song remind us that all children should receive what they need; if one child has a pair of shoes, the child sitting next to him or her should have a pair too. No one child is more deserving than another; they are all meant to walk forward together. The spiritual is also poignant and painful because it speaks to the sting of injustice — since life on earth is characterized by unfairness, some of God’s children will just have to wait until they get to heaven to put on their shoes.

As a life-long educator and school leader, I think about this song and its sentiments whenever I consider the economic and educational disparities between children in California; excellence in education now seems to be a privilege that only a few can afford rather than a right that all should have. I am intrigued by the ways in which independent schools like Hamlin can leverage their resources for greater local and global impact, and I am inspired to harness the power and passion of educators and concerned citizens in the Bay Area to effect change. With these two thoughts in mind, I hatched an exciting plan for an educational symposium, which would be held at Hamlin on Monday, May 21, 2018.

The planning for the symposium began after a substantive conversation with Hamlin parents Sapna and Brandon Boze P’26, both of whom care deeply about the quality of schools and the exodus of outstanding teachers from the expensive Bay Area. Sapna keeps a close eye on excellence in schools and issues like teacher compensation because of her role as board chair at Gateway Public Schools, where my colleague Sharon Olken is the Executive Director. I decided to call Sharon to help stir the pot. What if she and Gateway trustees came to Hamlin for a juicy conversation about “Excellence for All”?

Next into the mix was my extraordinary cohort of Pahara-Aspen Fellows from The Aspen Institute, all of whom are leaders in education reform across the United States. I am a proud and grateful member of an outstanding group of individuals who work together to bring about systemic changes in public education through thoughtful leadership. As a part of our three-year fellowship, we read dense and complex texts together, grapple with opposing ideas (between us and within us), and return to our respective spheres of influence with renewed purpose and vision. Because my cohort of Pahara-Aspen Fellows was scheduled to meet in Sonoma for our third seminar on May 22, the idea of planning an education symposium started to gain steam.

Finally, the Bozes, Chris Nelson (P ’18), and Jessica and Michael Eisler (P ’18) had all spoken with me, at one point or another, about a man named Marshall Tuck — a school reformer and non-profit leader turned politician who ran a close but unsuccessful race for State Superintendent of Public Instruction in 2014. I imagined a luncheon where the Pahara-Aspen Fellows, charter school leaders and trustees, Hamlin administrators, parents, and trustees, and several other advocates in the Bay Area. It was gratifying to convene so many thought leaders who are working daily on systemic solutions to the national crisis in education, and we learned a lot of sobering information as we listened to Marshall Tuck’s perspectives on the shortcomings in California’s public schools. Sharon Olken and I posed the following questions to Marshall Tuck, who at the time was running for the office of State Superintendent of Public Instruction.

What, in your opinion, have been the biggest barriers to achieving excellence in public education in California?

Both Hamlin and Gateway have been focused intently on the challenge of teacher compensation and quality of life. Do you have specific ideas or innovations in mind that would benefit our ability to recruit, retain, and reward outstanding teachers?

What opportunities do you see for collaboration and support between public and independent schools?

It was an extraordinary afternoon that ignited a spark in those present to learn more, do more, speak more, and vote in the mid-term elections! If we can break down the walls between the private and public sectors in education and channel our collective indignation, we will widen the swath of excellence in education. Then all of God’s children will have shoes.
Building a **BETTER** Ukulele

**BRIAN LOUIE, MAKER TEACHER**

**GRADE 8 STUDENT:**
“Do you know how to use this bar clamp?”

**GRADE 3 STUDENT:**
“No.”

**GRADE 8 STUDENT:**
“Let me show you. Yes, that’s it!”

I f we told you that Hamlin students were working on a ukulele project, what subject area comes to mind? If you said music, you are right. But what if we told you that this single project is also teaching them about STEM, maker design and thinking, poetry, teamwork, leadership, and so much more?!

As part of our Maker Program, Hamlin students are building their own ukuleles from scratch for the second year in a row. Students adore this project in particular because they get to work with tools that they might not normally use in their everyday lives, such as bar clamps, bandsaws, belt sanders, a drill press, and hand saws. Grade 8 students work alongside and lovingly mentor their younger Grade 3 sisters while showing them how to use the equipment safely in order to create a finished product with their own two hands.

“The social emotional learning incorporated into this cross-divisional project is incredible: encouragement; listening; caring; empathy; focus; confidence; goals; and decision making. The 8’s are physically and intellectually engaged while feeling comfortable in the space. They are showing the 3’s how to solve their own issues while helping them explore multiple solutions to a problem. They know where to find various materials and tools, they use lots of maker vocabulary, and they are clearly leaders during this special project.”

– Kelsey Twist Schroeder, Ed.D., Middle School Division Head

Once the Grade 3 students have finished building their ukuleles, they decorate them using components from their “I Am” poems in order to showcase their unique personalities. With the finished product, students bring their ukuleles to music class to learn and practice new songs that they perform for their families at the Spring Demo.

“The Ukulele Project gave our students a sense of pride and ownership over their music learning. They MADE the instruments they were learning to play, and that deepened their appreciation of the music-making process.”

– Kate Roseman, Lower School Music Teacher

Now that’s what we call building a better ukulele!

STEM, PROBLEM SOLVING, and TEAMWORK

Dynamic new programs at Hamlin are helping girls explore STEM fields, collaborate, and meet the challenges of their time.

**Hamlin Girls STEM the Gender Gap**

According to a recent study by the Department of Commerce, women fill 47% of all U.S. jobs but only 24% of STEM jobs. As an all-girls school dedicated to educating the next generation of extraordinary thinkers, innovators, and leaders, we are committed to doing our part to shift that reality.

Innovation with technology and the fostering of female leadership are core to Hamlin’s program, both within the classroom and beyond. To that end, four years ago we created a program called STEMming the Gender Gap to further pique our students’ interest in STEM fields and introduce them to female tech leaders throughout the Bay Area. Since then, we are happy to report that the program has taken off!

Each year on the day before Winterfest, all Hamlin students leave campus to visit a technology-based company or science museum in the Bay Area. Not only do they get to meet employees and hear from female leaders on each visit, but students also participate in hands-on STEM activities ranging from coding apps to building robots to medical demonstrations performed on dummies.

It is our firm belief that introducing girls to STEM fields at a young age will open their minds to broader career paths to consider in the future, thereby helping to close the gender gap that we currently see in STEM fields.

If you own or work for a company in a STEM field that would be interested to hosting a small group of Lower or Middle School students, please reach out to us at tech@hamlin.org.

**TOP:** Learning about the art of storytelling and recording at StoryCorps.

**BOTTOM LEFT:** Students coded their own robots at RobotLabs.

**BOTTOM RIGHT:** Students at global media and technology company POPSUGAR.
The Famous American Women Program was originally conceived by fellow teacher Lynn Rigney and I as a way for Grade 4 students to learn about women who have made significant, positive contributions that have changed the course of American history. In the 1960s, when I was at Ohio State University majoring in history and education, women were barely mentioned in history books. Twenty years later, women were at best just a footnote or small picture in history texts. I knew if I was ever going to make my students understand that women did play a major role in our history, I would need to create my own program. After doing some research, I came to the conclusion that telling their stories would be my mission. It was not enough just to tell the students about their accomplishments, but also how they did it: the historical time periods they were living through, struggles they had, and methods they used to accomplish their goals.

And so the Famous American Women Program was born. During the course of the year, Grade 4 teachers lead the girls through activities, projects, discussions, and book talks to help them learn more about outstanding women. In the spring, each student chooses one woman to research extensively. She writes a report and a first-person speech, and chooses an appropriate costume to portray her famous woman during a school assembly and at an evening performance for families and special guests. Each Grade 4 student stands on stage at the Century Club (where Sarah Dix Hamlin was a founding member) and gives a heartfelt two-minute speech to an audience of over 250 people. The students feel powerful and confident in their knowledge and passionate about the women they portray.

In 2017-18 we celebrated the 30th anniversary of one of Hamlin’s favorite traditions, the Jan Micha Influential Women in History Program. Formerly known as the Famous American Women Program, it was renamed in 2015 to honor one of the program’s founders and beloved member of Hamlin’s faculty for over 30 years, Jan Micha. We recently caught up with Ms. Micha and asked her to reflect on the origins of the program and the impact it has had over the years.

Famous American Women has had a lasting effect in the minds and hearts of the students, far beyond their Grade 4 year. Former students — high school, college, and post grad — often reach out to me to discuss and reminisce about the impact of this program on their lives. Frequently, they share that when times get tough for them they think back to how these women set examples of working through their disappointments, setbacks, mistakes, and hardships. Needless to say, I was thrilled and honored when Head of School Wanda M. Holland Greene announced that the program had been officially renamed to “The Jan Micha Influential Women In History Program” before my retirement in 2015!

Since those early years, Grade 4 teachers like Jane Hillegas-Stommel, Meagan Andrews, and I have continued to develop the program: it is now a yearlong study of over 75 women who were suffragists, abolitionists, educators, writers, journalists, social activists, scientists, athletes, visual artists, performing artists, entrepreneurs, and leaders. Each year, we see several favorite influential women grace the stage as well as the addition of a number of new personalities. It is still exciting and fun for me to see the girls react to learning about the individual women, to appreciate what has changed for women, to know the trailblazers and pioneers, and to come to the understanding that it is now their own turn to make a difference and meet the challenges of their own time. Here’s to another 30 years of influential women!
Growing up, I was always surrounded by good food. It helped that I grew up in Berkeley, a community with a passion for fresh fruits and vegetables, and have a mom from Israel, where salad is largely considered to be a critical component of any meal.

Cooking became a hobby over the years, and I began to gain an appreciation for the amount of time and effort that goes into meal planning and preparation while steadily developing my own basic cooking skills. After moving to Connecticut to attend Wesleyan University, I found myself on a study abroad program in Italy. This experience opened my eyes to how integral food is to the rich, joyful life many Italians lead, and cooking became an easy and fun way to connect with my new Italian friends. I realized that food is a common language, and there is no better way to open your arms to someone than by asking them to teach you a recipe.

When I returned from Italy, it was with a tremendous amount of excitement to cook. After graduating from college, I landed a job as a pastry chef at a busy, high-end New York City restaurant, where I learned a lot but decided that the life of a full-time chef was not for me. It wasn’t until I made the decision to spend a summer on a farm in Vermont that I truly found my life’s passion. I fell completely in love with farming; with the hard and satisfying work, with the connection I was able to cultivate with the land, and, most importantly, with the incredible meals we cooked from everything we grew.

I spent several more years farming before going on to teach cooking classes at afterschool programs and running farmers’ markets in New England. When I returned home to the Bay Area, I knew I wanted to continue my work in food, but it wasn’t until I came across the Food Program Manager position at Hamlin that I discovered how to combine everything I love into one rewarding job.

I was intrigued by the position at Hamlin because I had never heard anything like it. To see that a school, and in particular a girls’ school, was dedicated to prioritizing a healthy, joyful food culture was inspiring. I truly believe...
Faculty and Staff Goodbyes

This year, we wished a fond farewell to two longstanding members of the Hamlin community: Mary Dang and Jane Hillegas-Stommel. These individuals gave so much of themselves to Hamlin, and they will be greatly missed.

MARY DANG
ASSISTANT TO THE HEAD OF SCHOOL

After 20 years, Ms. Dang left Hamlin to start a new chapter in her life. A kind, loving, and supportive colleague, Ms. Dang embodied the Creed in all ways, especially in the compassion that she shared daily with students, parents, and faculty alike. Frequently referred to as Hamlin’s “fountain of information,” “air traffic controller,” and “go-to person,” Mary knew everyone and everything about the inner and outer workings at Hamlin. She also had a secret stash of chocolate for anyone who was in need of a pick-me-up. She always went the extra mile for parents, students, trustees, and colleagues. Her warmth, grace, kindness, and professionalism will be missed in the halls of Hamlin, particularly by the three heads of school whom she supported over two decades.

JANE HILLEGAS-STOMMEL
LOWER SCHOOL FACULTY

For more than 20 years, Mrs. Hillegas-Stommel (aka Mrs. H-S) was a Hamlin institution and the keeper of knowledge for “all things Grade 4.” She spent countless nights aboard the ships at Hyde Street Pier as part of the Age of Sail Program and proofread hundreds of Famous American Women speeches.

When asked about their favorite memories of Mrs. H-S, most current and former Grade 4 students immediately said “the way she reads Winnie the Pooh! She does great voices!” Lower School Learning Specialist Madeline Hancock said, “I know that Jane meant this reading to be more than just entertainment for her students. There are deep life lessons in that little book: how to stay in the present; how to treat others; how to be kind; how to be patient; and how to be tolerant. After all, ‘If the person you are talking to doesn’t appear to be listening, be patient. It may simply be that he has a small piece of fluff in his ear.’ Jane’s reading and writing assignments also contained deep life lessons. After reading the short stories in Every Living Thing by Cynthia Rylant, where real life animals help humans with their problems, the girls learned that, ‘It is not happy people who are thankful. It is thankful people who are happy.’”

Caroline Windell says of Mrs. H-S, “I admire her unwavering dedication to the girls, her ability to set boundaries and find balance between her professional and personal life, her sharp wit and dry sense of humor, and her true sense of what is right and good.”

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Mrs. H-S also saw her two daughters, Taylor Marie Stommel ’08 and Hannah Elizabeth Stommel ’09, grow up at Hamlin and is a proud Parent of Alumnae (PAL). Mrs. H-S is not retiring but “reinvigorating,” and she is ready to transfer her expertise as an experienced educator and curriculum developer to a new professional setting. We will greatly miss her wisdom and wit and her absolute devotion to the development of smart, kind, and confident girls who care deeply about equity and justice.
Dr. Kelsey Twist Schroeder, HAMLIN’S NEW MIDDLE SCHOOL DIVISION HEAD

This year we are thrilled to welcome Dr. Kelsey Twist Schroeder to Hamlin as our new Middle School Division Head! Dr. Schroeder comes to us from Roland Park Country School in Baltimore, Maryland, where she served as Dean of Students for the Upper School. She recently earned her Doctorate in Education from the University of Pennsylvania, and she brings with her a wealth of knowledge and a fierce passion for education. Now in San Francisco and settling into her new position at Hamlin, we sat down with Dr. Schroeder to learn more about her background and her vision for the future.

Q: WHAT ARE YOU MOST EXCITED ABOUT FOR THIS SCHOOL YEAR?
A: In my first year at Hamlin, I am most excited about becoming part of this extraordinary community. When I visited Hamlin last year for my interviews, I could immediately sense what a strong, supportive community it was. Every person—from the students to the employees to the families—believes in the mission of the school and living the Creed, and you can feel that energy in the air.

That is the kind of environment where I want to be a school leader, and it is the kind of school culture I want for my own daughters. My spouse Jamie and I are simply over the moon here in a few years!

Q: YOU RECENTLY COMPLETED YOUR DOCTORATE IN EDUCATION. TELL US ABOUT THE FOCUS OF YOUR WORK.
A: The Mid-Career Doctoral Program at Penn brings together a diverse cohort of educational leaders from urban, rural, suburban, private, and public contexts. We have different backgrounds, educational philosophies, and professional roles, and we came together to use that range of wisdom to tackle complex educational challenges.

My dissertation research focused on how adolescent girls at a selective independent girls’ school conceptualize and experience leadership. The premise of the study is that leadership is dynamic and that girls coming of age today may not approach leadership in the same way girls did ten or even five years ago. Because I am committed to developing leadership capacities in girls, I wanted to begin that work by first understanding what attitudes, experiences, and hopes shape the way the girls today approach leadership.

Q: YOU ARE THE MOTHER OF THREE GIRLS; WHAT IS THE BEST PIECE OF PARENTING ADVICE YOU HAVE RECEIVED?
A: Being a mother of three girls has been the greatest joy of my life, and as any parent knows, raising children is also challenging at times. My first daughter, Hazel, was born 13 weeks prematurely. We are blessed that Hazel had a remarkable recovery, but she had a difficult start to life. During her long stay in the Neonatal Intensive Care Unit (NICU) she had one particularly hard day and was having difficulty breathing; as a new mother, I was feeling overwhelmed. A nurse that I had become friendly with came up to me, put her arm around me, and compassionately said, “I know you wish you could, Kelsey, but you can’t learn to breathe for her.” I will never forget that moment and the caring way she spoke those words to me.

Watching your child struggle to learn is one of the most challenging experiences as a parent. It’s our instinct to want to step in and help. I have returned to that wise advice several times over the years. Whether it’s learning to tie a shoe or make new friends, I have to remind myself that I can guide and support and love my kids, and I also need to let them learn independently.

Q: YOU WERE A HIGHLY ACCOMPLISHED COLLEGE ATHLETE. HOW DOES THAT EXPERIENCE INFORM YOUR WORK AS AN EDUCATOR?
A: Growing up, I was blessed to attend a girls’ school that never asked me to pick between being a scholar, athlete, or artist. I loved being able to sing in my a capella group and then dash off to my basketball game. While I learned so much in the academic classroom, I think I learned just as much being a three-sport Varsity athlete. Athletics is where I learned how to get along with others, including people who were very different from me. Being part of a team taught me how to put the group’s goals above my own individual goals. Being an athlete taught me the satisfaction of hard work. My dad shuttled me from game to game and would always tell me how proud he was that I “played my heart out” whether we won or lost. While I like to win as much as anyone, my family never prized winning over trying my best and being a good sport. I try to imbue those lessons into my work with students every day.

Q: WHAT WOULD YOUR FAVORITE K-8 TEACHER SAY ABOUT YOU AS A STUDENT?
A: I had many amazing teachers during my K-8 education, so it’s impossible to pick a favorite, but one teacher who had a tremendous impact on me was my Grade 5 teacher, Mary Beth Dyer. She had (and still has) one of the most wonderful laughs in the world. It’s big and joyful and carefree, and when you hear her laugh, you can’t help but smile. In addition to a contagious positive spirit, Ms. Dyer taught me to not be afraid of failing and to live life as a learning adventure where you get a chance to grow every single day.

“In my first year at Hamlin, I am most excited about becoming part of this extraordinary community...Every person—from the students to the employees to the families—believes in the mission of the school and living the Creed, and you can feel that energy in the air.”
The Legacy of Apartheid:

My Experience as an Educator in South Africa

Gillian Curran, Middle School Science Teacher

On June 16, 2018 I arrived in Johannesburg, South Africa to begin several months of incredibly rewarding professional development made possible by Hamlin’s Penny Wheelock Travel Grant. The bulk of my work was in the town of Bloemfontain, where a team of 18 teachers (myself included) from across the United States were to host workshops for 400 South African math and science teachers.

Upon arrival in “Joburg,” some fellow American middle school science teachers and I spent the day learning more about apartheid. I knew a little about this atrocity beforehand but was unprepared for the emotional experience of visiting the Apartheid Museum. This powerful excursion set the background for our work — we needed to understand the local context in order to properly approach our work and meet our colleagues in a safe, shared space of learning.

Over the next few days, we were also able to see some of the natural wonders in the area and prepare materials and supplies for our workshops. We spent a lot of time thinking about what supplies would be readily available to teachers in all schools, no matter their funding, as well as how to effectively create explorative, collaborative lessons for classes whose enrollment often exceeds 50 students. It was interesting and challenging to think so carefully about resources, and we ended up making many tools out of plastic water bottles, straws, foil, and other common home and “corner store” supplies. From this, I was reminded that science is everywhere — we don’t need the latest, fanciest, or most technologically advanced tools to learn about the laws of nature or rules that govern our lives and world.

After arriving in Bloemfontain later that week, I was struck by the beauty of our host school, Tsoseletso. The school buildings were arranged around outdoor courtyards filled with native plants; the low winter sun illuminated African masked weavers, bright yellow birds building bell-shaped woven nests of straw; and on a rusty metal sign a quote from Nelson Mandela: “we must teach our children to dream with their eyes open.” In stark contrast, the classrooms were austere — furnished with wide wooden desks facing a chalkboard, the walls were mostly undecorated, and the southern hemisphere’s chill of June permeated the unheated rooms.

The goal of our workshops was to make them feel immediately relevant to the work our South African colleagues were doing in their classrooms and to ensure that the teaching strategies we brought could be effectively implemented. We were fortunate to work with a local organization called Teaching Across Borders — Southern Africa (TABSA), whose mission is to build connections between teachers internationally and to share training resources across southern Africa. —

We must teach our children to dream with their eyes open.

-Nelson Mandela

LEFT: Gillian Curran (right) and a fellow TABSA teacher at Tsoseletso School.
When the first group of teachers arrived, I was nervous and uncertain; I worried that my plans would not feel relevant or useful to my colleagues, who teach under such different circumstances from me. The day began, as all of our days did, with singing. A single voice lifted up in Sathatho (one of the two predominated native languages in the area), and was quickly followed by other voices that began to weave in harmonies, dance, even rhythm tapped out on desks, cups, the floor. Gradually, as the sound built, so too did the energy of the room. By the end, everyone was on their feet singing, smiling, and dancing. I couldn’t help but feel jealous that we don’t have such a daily musical tradition back home!

As we settled into our work, I could sense that the teachers were not convinced that the week would be worth their time. This quickly changed, however, and teachers began to speak enthusiastically about their learners’ and their own understanding of the topics at hand, participate in hands-on lessons, collaborate on investigations, and discuss how this work could be used or modified in their own classrooms. Friendships were formed rapidly — so many times, I learned about their learners’ and their own understanding of the topics at hand, participate in hands-on lessons, collaborate on investigations, and discuss how this work could be used or modified in their own classrooms. Friendships were formed rapidly — so many times, I learned about their learners’ and their own understanding of the topics at hand, participate in hands-on lessons, collaborate on investigations, and discuss how this work could be used or modified in their own classrooms.

This was one of my biggest takeaways from my time in South Africa: education has a tremendous ripple effect that carries down from generation to generation. Teachers and learners pass on knowledge and experience has outlived apartheid itself by decades. In South Africa, generations of teachers are trying to teach themselves the content that students in black schools were not taught science or math above the elementary level. As a result, even though apartheid ended 24 years ago, any current black teacher in their thirties or older did not receive math or science education in middle school or beyond, leaving them to struggle to learn the material they now teach.

This meant many things, one of the worst of which was that students in black schools were not taught science or math above the elementary level. As a result, any current black teacher in their thirties or older did not receive math or science education in middle school or beyond, leaving them to struggle to learn the material they now teach.

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As Head of School, I don’t think we do enough to pause and celebrate the “eulogy virtues,” which are the ethical values and positive actions that truly hold a community together. Moreover, I find that we often wait until someone has resigned, retired, or passed away to tell them how much they have meant to us. Thus, the administrative team and I decided to address directly the dual need to affirm the values that we wish to see in the school and to recognize an extraordinary colleague. Similar to the way that the Irene C. Abbe Teaching Excellence Award was established to reward a teacher annually for outstanding work in the classroom, the Armine Makasdjian Workplace Culture Award will be awarded annually to one or two employees who have been standard-setters for the Creed and who contribute consistently and meaningfully to a positive workplace culture. Armine Makasdjian was a part of Hamlin’s administrative staff from 2006-2017, resigning her position unexpectedly due to illness. Her kindness, work ethic, and selfless care for others contributed to a sense of joy and unity in the school, and we were thrilled to honor staff member Marco Sandoral as the first award recipient.
DEAR FELLOW ALUMNAE AND PARENTS OF ALUMNAE,

On a recent visit to Hamlin, I walked into the McKinne building and discovered a vibrant Keith Haring inspired-mural popping with brilliant colors and filled with movement. It turns out that the mural is a part of an integrated curriculum project bringing together art and social studies. What’s more is the mural symbolizes the strength of Hamlin’s community today with the art made possible by artistic contributions from Kindergarten through Grade 4 Hamlin girls.

It is a privilege to be on campus regularly and see how our Hamlin community has evolved. Today’s Hamlin girls are building upon the community we created and embodying Hamlin’s mission to educate girls to meet the challenges of their time and inspire them to become extraordinary thinkers and innovators, courageous leaders, and women of integrity. Equally inspiring is how the girls embrace Hamlin’s values: compassion, courage, honesty, respect, and responsibility.

Over the past year, the Alumnae Board and Class Representatives in partnership with Director of Alumnae Engagement Adrienne Moon have welcomed hundreds of alumnae and parents of alumnae back to campus to discover today’s Hamlin and celebrate Hamlin of yesteryear. We host longstanding traditions like Reunion, more recent additions like the Alumnae Gingerbread Social, and emerging ones like the annual family event — so memorable an event in my house that my toddler son often says, “I want to go to The Hamlin School!” And, our alumnae community gave back to Hamlin with increased interaction between alumnae and current students and increased support of the Annual Fund.

I hope you will join us in continuing to strengthen our Hamlin community. Join us for an upcoming alumnae event (see page 49 for a list or visit www.hamlin.org/alumnae for the most current event details), share an update with your Class Rep (see page 59 for a full list), or let us know if you would like to volunteer or visit the campus.

On Behalf of the Alumnae Association Board,
Candace (Chint) Yu ’96
Alumnae Board President
Legacy Giving Donor Spotlight
CREATING A LONG-TERM CONNECTION TO HAMLIN: CHRIS DROESSLER MILLER ’96

“Know that I am doing my part to keep Hamlin girls’ education strong for the future.”

LAST SUMMER, ENTREPRENEUR AND SMALL BUSINESS OWNER CHRISSY (DROESSLER) MILLER ’96 AND HER HUSBAND, MATT, JOINED HAMLIN’S SEMPER PLUS ULTRA SOCIETY BY NOTIFYING THE SCHOOL THAT THEY INCLUDED HAMLIN IN THEIR ESTATE PLANS.

We sat down with Chrissey earlier this year to talk about the impact Hamlin had on her life, the importance of creating an estate plan, and why she chose to leave a legacy gift to Hamlin.

WHAT HAVE YOU BEEN UP TO SINCE GRADUATING FROM HAMLIN?
After Hamlin, I went to Westminster, a boarding school outside Hartford, Connecticut, and continued on to the University of Virginia, where I majored in Art History. The summer after graduation, I moved to New York City with some of my best college friends. In New York, after a brief stint working in special events, I spent some time working for an art advisor and a fine art gallery while I applied to graduate school. I attended Christie’s Education in New York and got my MA in Art History, Connoisseurship and the History of the Art Market. Upon completion, I moved back to San Francisco and worked at a fine art gallery in the city for about six years, before taking the entrepreneurial leap and founding FRAMED & MATTED (www.framedandmatted.com), an online custom framing company which I am still busy running. I currently live right outside San Francisco in Piedmont with my husband Matt. We have two children, Abbie (6) and Millie (3), and Murray, a 2-year old yellow lab.

WHAT IS YOUR FAVORITE HAMLIN MEMORY?
There was a particular project we did in Grade 3 where we had to pretend we were exploring ancient Egypt by cruising the Nile. I loved picking my stateroom and imagining myself aboard the cruise ship. It was such a fun and interactive way to learn about history.

WHAT DO YOU VALUE MOST ABOUT YOUR HAMLIN EDUCATION?
Hamlin instilled so much personal confidence. I also value the community and network that I have gained through Hamlin.

WHAT HAS HAMLIN MEANT TO YOU SINCE YOUR GRADUATION?
Hamlin has become a place that always feels like home. After moving back from New York I immediately reached out to Hamlin, first attending a fun wine tasting event and later joining the Alumnae Board. It has been great to reconnect with old classmates and make some new friends.

YOU ARE IN YOUR 30s. WHY WAS IT IMPORTANT FOR YOU TO CREATE A WILL AT THIS TIME IN YOUR LIFE?
Having children was the main impetus for creating the will. I realized after my first weekend away from my daughter that it should be a priority.

WAS THE PROCESS OF CREATING A WILL DIFFICULT?
The process was incredibly easy. We hired a lawyer who asked us the necessary questions to help us work through our giving priorities and long term plan.

WHY DID YOU DECIDE TO INCLUDE HAMLIN IN YOUR ESTATE PLAN?
My time at Hamlin has left a lasting impression on me, and in turn my family (I am always talking to my daughters about my experience). I have always wanted to support Hamlin in some way, and by doing so in my will, I know that I am doing my part to keep Hamlin girls’ education strong for the future. Giving has also ensured my long term connection to the school, in a moment when I do not have the time to dedicate directly to the community.

WHAT ADVICE OR WORDS OF WISDOM DO YOU HAVE FOR FELLOW ALUMNAE ABOUT CREATING A WILL?
Adding charitable giving to your estate plans is a wonderful way to ensure the support of institutions or causes that are important to you, while not having the financial pressure of giving right away.

WHAT WOULD YOU LIKE TO SEE YOUR LEGACY GIFT PROVIDE FOR HAMLIN?
I hope that my future gift to the school will help keep and attract dedicated faculty. It’s wonderful to see so many of my teachers that are still a part of the Hamlin community.

If you would like to learn more about the Semper Plus Ultra Society or leaving a legacy gift to Hamlin, contact Adrienne Moon, Director of Alumnae Engagement & Legacy Giving, at 415.674.5425 or moon@hamlin.org. Visit www.hamlinlegacy.org to access a number of useful financial and estate planning resources, including an online will planner and estate planning guide.
Former faculty member Danny Meyer warmly greets Harriet (Reich) Uhl ’64.

Alumna of the Year Kasey (Byrnes) Wayne ’88 with Heather Barrett ’88 and Deborah (Goodson) Douglas ’88.

Members of the Class of 1957 celebrating their 60th Reunion (L-R) Bernice (Gucker) Lindstrom, Syida (Haas) Long, Patricia (Chacon-Quesada) Romero, Gay Sibley, Tilly Abbe, Karen (Lothe) Werford, Georgia Creel, and guest Shelley Day.

Crissy Wong ’92 enjoys perusing her old yearbook with her classmates.

Jane (Bolles) Grimm ’59 and Sarah (Spencer) Ruana ’53 enjoy lively conversation over brunch.

Members of the Class of 1992 celebrating their 25th Reunion (Top L-R) Stephanie Pinkham, Rachelle Dea, Isabelle Moses, Jennifer Lincoln, Erin Kleinman (Bottom L-R) Leslie (Yan) Meier, Katy Hope, and Crissy Wong.

Perusing through old memories at Reunion Brunch.

Faculty Members Terry McDonald (left) and Madeline Hancock (right) with former Head of School Coreen Hester.

Marissa Sets ’05, Faculty Member Stacy Metcalf, Alexandra Neiman ’03, Former Head of School Coreen Hester, and Samantha Sets ’03.

Kate Larsen ’97, Allison Goodman ’94, Caroline (Hayward-Brinkerhoff) ’97, Candace (Chin) Yu ’96, Kate Ching ’93, Laura Sergio ’98, and Tiffany Schrenkscht ’94.

Members of the Class of 1964: (Top L-R) Nita (Ebright) Bruinsslot, Joy (Johnson) Phoenix, Michele (Maleville) Larsen, and Trisha Pillsbury (Bottom L-R) Glenna Torassa, Donna (Matthews) Eccles, and Harriet (Reich) Uhl.

Kate Larsen ’97, Allison Goodman ’94, Caroline (Hayward-Brinkerhoff) ’97, Candace (Chin) Yu ’96, Kate Ching ’93, Laura Sergio ’98, and Tiffany Schrenkscht ’94.

Members of the Class of 1992 celebrating their 25th Reunion (Top L-R) Stephanie Pinkham, Rachelle Dea, Isabelle Moses, Jennifer Lincoln, Erin Kleinman (Bottom L-R) Leslie (Yan) Meier, Katy Hope, and Crissy Wong.

Perusing through old memories at Reunion Brunch.

Faculty Members Terry McDonald (left) and Madeline Hancock (right) with former Head of School Coreen Hester.

Marissa Sets ’05, Faculty Member Stacy Metcalf, Alexandra Neiman ’03, Former Head of School Coreen Hester, and Samantha Sets ’03.

Kate Larsen ’97, Allison Goodman ’94, Caroline (Hayward-Brinkerhoff) ’97, Candace (Chin) Yu ’96, Kate Ching ’93, Laura Sergio ’98, and Tiffany Schrenkscht ’94.
Alumnae from the Classes of 1976 through 2017 “tapped it back” with Head of School Wanda M. Holland Greene.

Alumnae joined Head of School Wanda M. Holland Greene for tipples and nibbles on the Upper East Side.

Laura Hoover ’83, Nicole (Matchett) Ganot ’98, Julia (Baron) Kneische ’98, and Jamie (Wong) Larson ’98

Former Middle School Division Head Rose Helm, Host Samantha Weaver ’88, Caroline Luce ’96, Katie (Swinerton) Rinderknecht ’96, Hadley Hudson ’88, Courtney Levine ’88, and Carol McConnell ’77

Lion Dancers were among the exciting entertainment guests enjoyed.

Members of the Event Committee, Parent of Alumnae John Wong with grandson Robbie. Guests were treated to a scrumptious buffet of dumplings, noodles, egg rolls, bun, and much more.

Event Chairs Melanie Seto ’01, Samantha Seto ’03, and Marissa Seto ’05 with their parents Honorary Committee Chairs Sharon and David Seto.

Lani (Smith) Donnelly ’93 (right) with her mother Iantha Smith.

San Francisco Alumnae SoulCycle | August 27, 2017

New York City Alumnae Gathering | October 5, 2017

Alumnae Gingerbread Social | December 7, 2017

Los Angeles Alumnae Brunch

Alumnae Gingerbread Social | December 7, 2017

Lunar New Year Alumnae Family Celebration | February 4, 2018

Alumnae Events 2017/18

San Francisco Alumnae SoulCycle | August 27, 2017

New York City Alumnae Gathering | October 5, 2017

Los Angeles Alumnae Brunch

San Francisco Alumnae SoulCycle | August 27, 2017

New York City Alumnae Gathering | October 5, 2017

Los Angeles Alumnae Brunch
Mark your calendar for these upcoming alumnae events.

**DECEMBER**
8  Winterfest
13 Alumnae Gingerbread Social

**JANUARY**
17  Burke’s, Town, Hamlin, and Cathedral Alumni Happy Hour
10 Lunar New Year Alumnae Family Celebration

**FEBRUARY**
3  Career Day

**MAY**
6  Alumnae Panel with Class of 2015

**JUNE**
4  Class of 2015 Senior Send-Off
12  Grade 8 Alumnae Tea
30 Hamlin at San Francisco Pride Parade

**STAY TUNED FOR MORE INFORMATION ON THESE REGIONAL GATHERINGS**
- Washington DC Alumnae Gathering (January)
- Los Angeles Alumnae Brunch (March)
- New York City Financial Literacy Workshop (March)
- New York City Alumnae Gathering (May)

Additional events may be added. Visit hamlin.org/alumnae for the most up-to-date alumnae event listings and information.

Keep in Touch!

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

**JOIN US ONLINE**
- Like Hamlin on Facebook! facebook.com/HamlinAlumnae
- Hamlin is tweeting up a storm! Join the conversation at twitter.com/hamlin
- Share your photos with us on Instagram. Request to join us at instagram.com/thehamlinschool
- Add The Hamlin School as your alma mater on your LinkedIn profile
1960

Melissa (Condon) Hansen writes, “Retirement gives me more time to visit with my children and grandchildren. I now have 3 great-granddaughters. I keep busy with genealogy (I am in Mayflower Society and DAR), my vegetable garden, cooking and preserving, and reading. I’m looking forward to a visit from my Bay Area cousin. Next year I’m planning a trip to 7 countries.”

1966

Cindy Chamberlain writes, “I just returned to the smoke and dynamite of homes in the foothills from SF, and time away from here. What a fun trip, and freedom from work and concerns here. Rode the bus to the botanical gardens, and back. I haven’t ridden a bus in years, what fun! Walked for miles. Had great food. Heard things like huge flags snapping in the wind, and the sounds of masses of happy people, and music and art from street fairs. Saw the high-rises and architecture all lit up in the evening sun, gorgeous. And, was FREE to go wherever I wanted, which is not the case at home yet.

I am still taking care of granddaughter past time. She is a joy, mostly. At 2.5 years, she’s like 3 two-year-olds in one body. As I suspected, once she learned to express herself, she never stopped and is quite verbal: “Grammy, Grammy, go faster!” or “Grammy, Grammy, go faster!” from her car seat where she is tightly strapped in. I am also still working on the rehabilitation of my house, for 2 1/2 years now. I had been working on a rental for 11 months to clean it up, and the Lobo Fire came down the road, went down the back fence line, and did not burn our houses, Thank You, God! The fire crews parked there to run their hoses 1 1/2 miles into the canyon. And, now we are in the midst of the agony of defeat with all the new fires in N. CA. Not nice in CA right now. I have also gone back to work in landscape maintenance gently, if I even dare use that word. I love it. Might as well stay healthy! Seem to be. Life is good.”

Edie (Kohn) Journey writes, “As a member of the fabulous Class of ’66, I am so happy that several of my classmates who live in the Sonoma/Kentfield area have been getting together from time to time to either eat out or have a pot luck at someone’s house! Of course, my living in Montana makes those get-togethers impossible for me, but I try to make a phone call during their get-together to chat with each one. It’s the best I can do.

My life seems to revolve around my grandchildren who live only 1 1/2 hours away and come stay with my husband and me several times during the summer and other times during the year. Kai is 7 and will be in grade this year. She will be a next month and will start preschool. He seems pretty excited about that and so are we.

Since my retirement in 2011, Bud and I have been going to visit my daughter and her family who live in Schertz, a small town close to San Antonio. We rent a small apartment for a month and 1/2 so that we can have our own space and it works out well for us. My daughter’s 6 children range in age from 17 to 17 months and I am toasting daughter #6 in December! Don’t ask me how they can afford to feed all of those mouths? They spent 3 weeks in Libby with us, and I had a hard time feeding them AND keeping up with them. I might be getting a bit TOO OLD for so many bodies around!

Since “ruining” my rotator cuff 8, 9, or 10 years ago, I had to give up playing tennis which was my aerobic activity during the summer and fall months. Instead of tennis, I found a great group of ladies who enjoy riding bikes – Libby Leggers – so, I usually ride over 1000 miles during the summer and Fall. We have a 50+ mile bike ride planned tomorrow and the next day staying overnight at a B & B! When we don’t do overnight trips, I usually ride at least 5-6 times a week going anywhere from 20 - 35 miles. I LOVE MY BIKE!

I love seeing classmates’ posts on Facebook and look forward to seeing what everyone else is doing when the Keeping Posted comes out! I am hoping that no one is near any fires!”

“After 30 years as a residential real estate broker in San Francisco, “My life as a Floral Designer is ramping up,” says Cynthia Woods. “I went to City College of San Francisco and enrolled in their Floristry Department. After achieving my certificate there as a Retail Florist, I went on to be certified by Filoli as a Floral designer and I completed Part I and 2 of the European Master Certification, known as EMC. Recently, at my husband’s insistence, I turned my rarely used dining room into my floral workshop with new cabinetry and storage. Now I am really having fun. All is well with my husband, Myron Sugarman, at his new law firm, Loeb & Loeb and with my five granddaughters ranging in age from 12 to barely one years old. Everyone is well and I am happy.”

Linnie (Lawson) Pickering writes, “Looking to build upon my areas of knowledge in my social work therapy field, I spent this winter being trained at Columbia University’s Center for Complicated Grief.

I have set up a private practice to help those in need of help with grief and loss, as well as other types of individual therapy. I am doing community outreach such as workshops on “The Loss of a Loved One: When Grief Gets Complicated” at area libraries, retirement homes and local YMCAs.

For those who may not understand the process, grief is the natural, universal response to loss. It initially takes the form of acute grief, which is usually intensely painful. Over time, as a person adapts to the loss, the grief finds its place and becomes integrated. The bereaved person can envision a life again filled with purpose, meaning, and possibilities for happiness. Complicated Grief occurs when one gets “stuck” in acute grief, maladaptive thoughts, feelings, or behaviors interfere with adapting to the loss. Help is needed to move forward. I feel so inspired and invigorated by this new chapter in my life.

However, my HAPPIEST news of the year is that on Feb 1, 2018, my son, Field, and his wife Emma Hinsdale Pickering (Hamlin class of ’99) had their first child, Frederick Butterfield Pickering IV! (I know it is a mouthful, but too good to pass up!) He was born on Groundhog’s Day, and luckily the baby did not see his shadow and make Emma go through 6 more weeks of pregnancy.

They live in Singapore, and we visited them there in March. They also have a place in Healdsburg, CA, where we were for a week this summer. While in Sonoma County, I was lucky enough to join several classmates in the area for a very special lunch at Diana Wright’s house. What fun Sue Joseph Tichova, Hilary Hill, Shelly Hill Schuster, Linda Russell Madsen and I had — as well as Edie Kohn Journey, who joined us by phone! We talked about old times, old memories, family stories, new grandchildren, new chapters — and new ailments and medical challenges! Welcome to the post 50th reunion days! It is always magical being together and the years seem to fall away. How blessed we are to still have such close and cherished friends in our lives.”

**Class Notes**

**WINTER 2018**
1974 "I’ve been pursuing photography as a hobby," says Leslie Lange, specializing in sports/action and pet photos.

Mary Meredith says, “I have moved to Orcas Island up here in the Salish Sea (WA) & am working as a bank teller at the Coop. And the tourists have arrived, so it’s nutty.”

Brooke Wontz writes, “My new international music discovery site, Seven Sea Music, just launched our iOS and Android app so you can search, listen and license music (for media producers) in minutes.”

1978 Maggie (Smith) Beltrami writes, “We relocated to Colorado three years ago. I landed at The Colorado Springs School as the Children’s School Division Director overseeing PreK through 5th grade. Our main building, The Trianon, was built during the same era as Stanwood and I immediately fell at home! Summer took our family on a roots trip to Italy and Spain ending with a week at the home of fellow alumnae Elizabeth Hyton, and her daughters Hannah ’11 and Elizabeth ’13, in San Anselmo. Elizabeth and I have been friends for 49 years this fall, Hamlin friendships run deep!”

1979 Paula (McCullough) Bown writes, “Living in St. George, Utah. Husband works as a gastroenterologist. We have two married daughters and one granddaughter. Son and two more daughters are in school at BYU. Youngest daughter is in tenth grade. Love to hear from all of you!”

1987 Jill Rosenberg writes, “This fall I am starting a new job at Children’s Day School as their Middle School Learning Specialist. I also have a private practice as an educational therapist. I have been keeping active by paddling on a dragon boat team (Dragon Warriors) and playing pool in the APA league (8 ball and 9 ball). With my dragon boat team I am competing with them at races over the next few months. With pool league, my ladies team (Pocket Billiards) won first place in a competition allowing us to compete at the National competition in Las Vegas in early August.”

1990 Paige Code is an aunt! Her sister Brooke, class of 1988, gave birth to her first child, a girl, on July 17, 2015 and named her Victoria, after her mother, who passed away a month later on August 24, 2015.

Amy Harrington is Vice Mayor of the City of Sonoma. She says “if anyone comes to town please look me up and I’m happy to give you the locals tour!”

1992 Surviving the disruption of getting gentrified out of two art studios in two years in San Francisco, Kaytea Petro continues to make ceramic sculpture in the Mission, and work as Marketing Manager for McRoskey Mattress Company. She and her musician-entrepreneur husband, Julian Barber, live in Cole Valley.

1993 Alexandra (Fay) Baker lives in Bedford, New York together with her husband Carson, her three children, Charlie (9 years old) and Scarlett and Lucy (7 years old) and Guusty Rocket Baker, a golden retriever. She is teaching 5th-grade language arts and humanities at Rippowam Cisqua School, where her children attend school.

Margaret (Timbrell) Hiatt has thriving art exhibits, including a lot going on this Fall: a residency at the San Jose Museum of Quilts & Textiles, a two person show in October at Ampersand Art Gallery, and co-curating a show in November titled 140 Characters at Root Division about the change of text based art in response to social media. She is also teaching classes such as Continuing Ed needlework classes at City College in Fort Mason. The photo shows her twins, Rhone and Marigold, who enjoy coming to see her art — here they are with Margaret in front of “5 Days My One Year Olds Cried.”

2005 The Class of 2005’s book club recently read The Rules Do Not Apply with special guest Mr. Dworkin! So fun! Pictured are Camille Lendormy, Monique Lipman, Mr. Dworkin, and Marissa Seto.

2006 “This year has been a whirlwind of work and travel,” writes Chloe Edmondson. “As a PhD Candidate in the French department at Stanford University, I had the opportunity to travel all over the world to present at conferences and do archival research for my dissertation — from Honolulu to Paris. I also enjoyed being a Visiting Scholar of the Voltaire Foundation at Oxford for the winter term. Over the course of my travels, I was very happy indeed to be able to visit with some of my dear Hamlin friends, in New York and London, which only made the work trips that much more delightful!”

Congratulations to Bianca Wong whose pop-up restaurant Tuesday Noodz Day at Le Soleil was featured in KQED’s Table Talk.

2008 I, Abby Fanlo, just completed my second year of a PhD in Political Science at Stanford, where I’m focusing on international security. This summer I was an Associate at the RAND Corporation in Washington DC, in the Defense and Political Sciences Department.

2009 Jorden Meneghetti sends along this photo from a Hamlin Class Happy Hour last winter.

2010 Sarah Wallace was nominated by Swarthmore for the NCAA Woman of the Year Award and received the Senior Award for achieving the highest degree of excellence in Swarthmore Women’s Athletics. →
2011
Cara Fishman was just inducted into the Phi Beta Kappa society (the nation’s oldest and most prestigious honor society) at UC Davis.

I, Katie Vestal, spent the last semester abroad in London and had the chance to hang out with some Hamlin classmates over there! I spent time with Alanna Birmingham (right photo) in Venice, Italy (where she was studying abroad). And then I also spent some time with Lindsey Dale and Natalie Kiss (photo below) in London! Lindsey was in London for the term. Natalie was in Dublin! I traveled quite a bit with Shane Ortiz (bottom right photo)! She was studying in Paris, and we traveled to Nice and Barcelona together.

2013
Linda Huang writes: “This summer I went abroad to Hue, Vietnam with Pitzer! I spent six weeks there living with a host family learning the language. It was insanely hot, but also insanely fun and memorable. I had an internship at the Hope Center teaching English and learning to make pottery. On the weekends we went to different cities around Vietnam and even spent a week in Hoi An and Ha Long Bay.

After the abroad experience a friend of mine and I went to Bangkok, Thailand with our professor and her family. None of us had ever been before and it was also an incredible experience.”

CLASS OF 2014 MATRICULATIONS
Alumnae from the Class of 2014 are attending the following colleges and universities this Fall:

- Barnard College
- Brown University (2)
- California Institute of the Arts
- Claremont McKenna College
- Colby College
- Colgate University (2)
- Columbia University / Jewish Theological Seminary
- Dartmouth College
- Georgetown University
- Harvard University
- Middlebury College
- New York University
- Northwestern University
- Pitzer College
- Princeton University
- Rhodes College
- Savannah College of Art and Design
- Seattle University
- Stanford University (2)
- Tufts University (2)
- University of California, Berkeley
- University of Colorado Boulder
- University of Exeter
- University of Southern California (2)
- University of Washington (2)
- University of Wisconsin, Madison
- Vanderbilt University (2)
- Wellesley College

*List is not comprehensive. If your school isn’t listed above, let us know what school you’re attending by emailing us at alumnae@hamlin.org.

ABOVE: Class of 2014 in their high school gear.
REMEMBRANCES

Hamlin has learned of the passing of the following alumnae:

1938
Lurline (Roth) Coonan on April 13, 2018. Lurline, also known as Lelan to many of her friends, was 97 years old. She was born with her identical twin Berenice in San Francisco to Lurline Matson Roth and William P. Roth. Lurline and her sister Berenice and older brother William grew up in San Francisco and later at Why Worry Farm and Piloti in Woodside, California. She married James F. Cooman in 1941, and they were married for 50 years until his death in 1995. They had three children, Lurline, Denise, and James. Lurline was an expert gardener and flower arranger. As an adult she achieved a Degree in Horticulture from the College of San Mateo earning the title of Master Gardener. Her garden received note in several national publications and she herself received numerous awards in Floral Design and Horticulture including most recently from the Woodside-Atherton Garden Club who created the Lurline Roth Cooman Medal for flower arranging in her honor. She also received awards from Garden Club of America and her garden is archived in the Smithsonian Library with other notable gardens. Lurline is remembered for her kindness, style, warmth, wit, speaking prowess, and sense of fun. She was always seeking to learn more and lived in the present, honored the past, and looked to the future with optimism. She is survived by her three children, eight grandchildren, and nine great-grandchildren.

1941
Helen (Aycrigg) Schellman on October 26, 2017. Helen was born in Yuba City, California, on December 14, 1923, to Benjamin Mesnard and Helen Findlay Aycrigg. As WWII escalated, and with cadres of soldiers in training throughout the country, Helen had an insatiable curiosity and zest for life, delighting in introducing her many grandchild to the world of the arts. Most of all, Helen was steadfast and true, gracious and kind. Helen is survived by her eight children, 28 grandchildren, 43 great-grandchildren, and three great-great-grandchildren.

1945
Carol (Blood) McDevitt on July 22, 2018. Known for her radiant beauty, extraordinary sense of style, delightfully wry humor, and kindness to each and every person, Carol will be sorely missed by all who knew her. She was proud to be a fourth generation Californian, born and raised in San Francisco. She married William H. McDevitt in 1948 and spent most of her life in Marin County where she was active in many charities. She enjoyed golf at the Meadow Club and tennis at the Marin Tennis Club. Carol’s appreciation of chic jewelry and clothing was surpassed only by her love of travel and exceptional food. Always an adventurer, she traveled the world sleepwalking in a yurt in Mongolia, spending summers in Provence, traversing the Soviet Union on the Trans-Siberian railway, riding elephants in India, and visiting numerous other locations in Europe, China, Africa, Indonesia, Australia, and South America. She was an outstanding chef and hostess who also relished dining in fine restaurants and sampling new foods. Carol was especially cherished for her grace, dignity, strength and kindness. She was a constant friend and inspiration to many the embodiment of a truly elegant lady. She is survived by her children, grandchildren, and great grandchildren.

1955
Chonita (Bovet) Ream on January 24, 2018. Chonita, affectionately named “Nini,” was a fourth generation Californian and a long-time resident of Hillborough. Nini was passionate about her family, would do anything to make them happy, and always put others first. She had a wonderful sense of humor and a fabulous smile. She loved animals, travel, and was a voracious reader. She attended Smith College and then studied at Ecole De Commerce in Neussbad Switzerland. She is survived by the love of her life, Miller Ream, whom she was married to for 58 years, three children, four grandchildren, and sister.

1961
Elizabeth “Betty Ann” (Miller) Gardner on December 24, 1927. Born September 10, 1943 in San Francisco, she was a proud alumna of Sarah Dic Hamlin School for Girls. She received her bachelor’s degree in psychology from Willamette University in Salem, Oregon and her master’s degree in psychology from the University of Nevada, Reno. In graduate school, she met her future husband, Rick, with whom she subsequently enjoyed a 50-year marriage. They lived in Pueblo for 20 years, moving to Denver in 1991. In Denver, she earned her Juris Doctorate in law at the University of Denver. Her professions included social worker, adjunct professor of psychology, elementary school counselor, and attorney. Betty Ann was also active in several community organizations including the Junior League of Pueblo. The great love between her and Rick was apparent to all who knew them as well as to many passing strangers. Hers was a life so beautifully lived, and a heart so deeply loved. Survived by her children, brother, and sister.

1969
Joy Marie (Hopp) Vaughn on August 2, 2017 in Wasilla, Alaska. She is survived by her husband. →

Clotilde (Quesada) Guzman on July 16, 2017. Born on July 15, 1927, Clotilde is survived by her sister Patricia Chacon Quesada Romero who sent along this remembrance:

My sister was precious to me...always We were very close. She is gone now, but she lives in my thoughts daily. I have dear memories of our happy childhood, our teen years and as adults. Our parents gave us the very best of themselves; we both knew that and appreciated and loved them.

As we grew older, and our parents gone by then, we held to each other even more.

Each year we traveled to San Francisco to reminisce on those past years when we lived there for many years. It always was a sentimental journey. We enjoyed it so much! Now, I’ll make this trip alone, as long as I can, and I shall remember her everywhere I go.

Lucy (Orlob) Hurst on January 19, 2018. Lucy passed away peacefully with her husband and son by her side. The beloved daughter of Richard Edward Orlob and Lucy Frances Tomlinson, she was born in Los Angeles but grew up in San Francisco, and always considered herself to be a native of the city. A true San Francisco socialite, her teens and twenties were spent attending cotillions, balls, charitable events, and volunteering with many organizations throughout the San Francisco Bay Area. It was an era of her life she cherished as was evident by the joy which with she reminisced and the radiant smile on her face from the photographs of her from that time. After college at the University of the Pacific, she worked as a medical assistant to a renowned cardiovascular surgeon in San Francisco. She married her husband of 48 years James Aiken Hurst Jr. in Sausalito on April 26, 1969 and later stepped away from work to be a full time mom to their son James Aiken Hurst III. She eventually returned to work and became a teacher at Anthony G. Bacich Elementary School in Kentfield, a job she retired from after a 25-year career. She enjoyed traveling, whether it was exploring the California and Oregon coasts or enjoying a sunset in Hawaii. She was the kindest and sweetest person most of us will ever know. She was caring and full of grace, and while she appreciated the beauty of the world, possessing a particular affinity for French Impressionism, she always understood that the true beauty of the world was the people with whom she shared her life and she always took the time to let her friends and family know that she loved them and that they were special to her.

WINTER 2018
1976

Kimberly McGhee on June 6, 2018, in San Diego, California. She was born in Ann Arbor, Michigan on Father’s Day, June 17, 1964. Soon after, she moved to San Francisco — a city she deeply loved — where she grew up and resided for most of her life. She attended San Francisco State University, where she earned a bachelor’s degree, followed by a career in healthcare management at St. Mary’s Medical Center and San Francisco General Hospital. She devoted herself to volunteering throughout her life, starting with ecological cleanup during her youth, and continuing with the Salvation Army, local hospitals, and the San Diego Public Library as an adult. She was a lover of dance, and fan of the early punk rock music scene, and favored edgy but stylish fashion all her life. Her sense of visual style guided her style and personality. Kimberly was a lover of dance, and enjoyed attending and volunteering with the San Francisco Opera and was a devout SF Giants fan. She worked in the financial industry for over 20 years in the Information Technology Department.

1973

Elizabeth Jacobs on July 5, 2017. Elizabeth was a longtime resident of San Francisco but resided in San Rafael the last several years. She was the loving aunt to William and Molly Jacobs, great aunt to William and Madison Jacobs, sister to the late Gary Jacobs and sister-in-law to Diane Jacobs; sister to Alan Jacobs (wife Maria and daughters). Elizabeth enjoyed attending and volunteering with the San Francisco Opera and was a devout SF Giants fan. She worked in the financial industry for over 20 years in the Information Technology Department.

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

- Jeremy Dossetter, brother of Clara Dossetter ’15 and Violetta Dossetter ’21, on October 16, 2017.
- James Doyle, grandparent of Katherine Doyle ’02 and Alison Doyle ’15, on February 23, 2018.
- Dorothy Morgan, great-grandparent of Lily Morgan ’35 and Abigail Morgan ’27, on October 24, 2018.
- Paul Orelli, parent of Alexis Orelli ’06, on October 2, 2017.
- Robert Porter, grandparent of Dinah Walker ’00 and Caroline Walker ’01, on October 18, 2017.
- Herbert Rees, grandparent of Nicole (Williams) Marti ’02, on December 5, 2016.
- Sevga Seba, parent of Allyson Seba ’17, on November 8, 2017.
- Erik Smith, parent of Lauren Smith ’11, Lily Smith ’13, and Ella Smith ’19, on June 20, 2018.
- Carolyn Vestal, grandparent of Katie Vestal ’11 and Maddie Vestal ’14, on June 19, 2018.

We would like to share news of the passing of the following former Hamlin faculty and staff members...

- Frank Allen, Security Guard, on April 12, 2018.

CLASS REPRESENTATIVES 1961-2018

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.

1961 Nancy (Catlin) Deuell
1962* Debbie Adams
1964 Harriet (Reich) Uhler
1965* Linnie (larson) Pickering
1967 Jocelyn (Lamson) Combs
1968 - 1973*
1974 Brooke Wentz
1975* Sonia (Yu) Crume
1977 - 1979*
1980 Eve Maremont
1981 Leesa (Miao) Romo
1982 Sarah McCrea
1983 Laura Hoover and Jackie (Grimm) Kilian
1984* Hope Jarvis
1985 Elizabeth Petro
1987 Jessica (Zimmerman) Graf
1988 Deborah (Goodson) Douglas
1989 Shannon Cadile and Alexandra (Allen) Klene
1990 Elena (Gumina) Angeli
1991 Allison Goodson and Abigail (Greene) Ryan
1992 Martha Esmon, Katy (Chamberlain) Hope, and Leslie (Yuan) Mazer
1993 Kathryn Ching and Lily (Korman) Rivo
1994 Pallas Lau
1995 Emma (Hinsdale) Pickering

1996 Cecily Burrell and Christine (Miller) Dreossler
1997 Caroline (Hayward) Brinckerhoff and Lauren Nemeth
1998 Julia (Baron) Knieche
1999 Sabrina Sesto
2000 Jessica Dean
2001 Alexa (Francois) Gordon and Melanie Seto
2002 Kiva Kramlich
2003 Allison Schluter and Samantha Seto
2004 Elizabeth Allick and Sloane Lehman
2005 Molly Eisler and Marissa Seto
2006 Olivia Ball and Chloe Edmonds
2007 Brittany Riddick and Lauren Wong
2008 Molly Feldstein
2009 Nazragh Heckelher and Jorden Meneghetti
2010* Alexandra Prior and Katherine Vestal
2012 Alexis Polievich
2013 Nicki Aquino and Linda Huang
2014 Margeaux Wolberg
2015 Clara Collison, Clara Dossetter, and Olivia Jacob
2016 Audrey Hui, Elizabeth Hylton, and Annabel Kocks
2017 Sarah Huang, Ava Larisa, Wendy Sandoval, and Mikayla Woods
2018 Ciarra Amster, Chase Stanford, and Ann Stegall

*If you are interested in becoming a Class Representative, please contact Adrienne Moon, Director of Alumnae Engagement & Legacy Giving, at moon@hamlin.org or 415.674.5428.
New Trustees

ANN ARICHIKA grew up in a small farming community in Idaho. She earned degrees in Economics from Harvard College and The London School of Economics and her MBA from The Tuck School at Dartmouth College. Ann started her career in investment banking with Morgan Stanley and Hambrecht & Quist before transitioning to operating roles within growth companies. Ann has served as the COO of Investment Banking for Thomas Weisel Partners and the COO of the Global Equity Team at Artisan Partners.

Ann is an active volunteer for several non-profit organizations and currently serves as a Vice Chairman for the Harvard College Fund Executive Committee and a member of the investment committee for Grace Cathedral’s Episcopal Impact Fund, which is focused on alleviating poverty in the Bay Area. She was previously Board President for Lone Mountain Children’s Center and a member of the Tuck School’s MBA Advisory Board and the Junior Committee of the San Francisco Symphony.

Ann and her husband, Ali Tabibian, have lived in San Francisco for 20 years and are the proud parents of Alexa (18), Sophia (12) and Ryan (University High School ‘22). Beyond her children’s athletic and musical endeavors, Ann enjoys traveling (most recently to Cuba and Iran) and watching NCAA and Warriors basketball.

SUSAN E. LOWENBERG ’74 is President of the Lowenberg Corporation, where she served as Vice President for 28 years prior to becoming the president. She graduated of the University of Oregon with a degree in Finance and Real Estate, Susan is an active member of the Real Estate industry in San Francisco.

Currently Susan serves as an appointee of President Obama to The United States Holocaust Memorial Museum Council and as Board Chair of the Jewish Community Center of San Francisco. She also served as a member of and President of the City and County of San Francisco Planning Commission under both Mayors Jordan and Brown.

Her past affiliations include board member of the Bank of San Francisco, American Jewish World Service, Executive Committee member for the United Jewish Appeal National Women’s Young Leadership Cabinet, Vice President of the Menorah Park Senior Housing Development, Vice President of Planned Parenthood of San Francisco and Alameda, President of the Alumni Association San Francisco University High School, and board member of the San Francisco University High School, Mount Zion Health Fund, Team-Up for Youth Foundation, Jewish Community Federation, and Glide Memorial Foundation.

Susan was the recipient of the 1991 Jewish Community Federation Lloyd W. Dinklespiel Young Leadership Award and the 1995 Jewish Agency for Israel-Harry S. Rosen Young Leadership Award, and has completed a Fellowship with the Wexner Heritage Foundation.

Susan lives in San Francisco with her spouse Joyce Newstat, and together they have a daughter who lives in New York.

SAPNA BOZÉ was born and raised in the San Francisco Bay Area. She earned her B.S. in Managerial Economics from U.C. Davis and her MBA from Vanderbilt’s Owen Graduate School of Management, where she recently served on the Alumni Board.

Sapna is the Board Co-chair of Gateway Public Schools. She is fulfilling her passion to help provide exceptional education and nurturing environments to all kids. Among many focus areas, Sapna has dedicated her time to various projects in the areas of teacher compensation and affordability at both Gateway and the broader community. Sapna is also on the Board of Directors of Lone Mountain Children’s Center and has been involved in various capacities with the Boys & Girls Club of San Francisco, KIPP Bay Area, and the Bay Area Discovery Museum.

Prior to focusing full time on the nonprofit sector, Sapna was in corporate finance at Autodesk, and prior to that at Cisco Systems. Sapna and her husband, Brandon, live in San Francisco with their three daughters. She enjoys hiking, skiing, dancing, and spending time with friends and family.

NICK WERNER was born and raised in the Bay Area. Nick graduated with a B.A. degree in Economics from Dartmouth College and an M.B.A. from The Wharton School at The University of Pennsylvania, where he graduated as a Palmer Scholar (top 5% of class). He has also earned the Chartered Financial Analyst designation.

Nick joined the Berkeley Endowment Management Company (BEMCO) in 2010 as its first Director of Investments where he helps manage the investment of approximately $2 billion in endowment gifts that have been given to the University of California, Berkeley Foundation. In his role as Director of Investments, Nick is responsible for the identification, screening, assessment, and monitoring of external investment managers across a wide variety of asset classes including global equities, fixed income, hedge funds, private equity, venture capital, natural resources, and real estate. For the eight years prior to joining BEMCO, Nick worked at Ironwood Capital Management, a multi-billion dollar fund of hedge funds, where he most recently served as a managing director, head of the research department, and as a member of the Investment and Management Committees. Nick began his career as an analyst in the real estate investment banking group at Banc of America Securities.

Nick lives in San Francisco with his wife and two daughters. In their free time, the Werner family loves being outdoors, particularly skiing in Lake Tahoe and playing golf.
Ways to Give

At The Hamlin School, we welcome and appreciate gifts of all sizes — the collective generosity of our community contributes to Hamlin’s overall health and sends an important message that we are all invested in Hamlin’s extraordinary mission. Gifts to the Annual Fund support our yearly operating budget and have a direct impact on preparing girls for an extraordinary future — from stellar teachers, to financial assistance, to innovative technology and programming in every classroom.

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 generations 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.

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