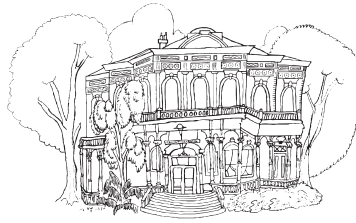


News



Notes

SUMMER 2018

THE PATH OF BARBIE'S THREAD THROUGH THE INTERWOVEN FABRIC OF PENINSULA

AFTER A LIFETIME OF CONNECTION TO PENINSULA SCHOOL, our beloved weaving teacher, Barbie Paulsen, is retiring. We are excited by her next adventure and are sending her off with love. Here are a few words from her colleagues, and from her.

Barbie is the exemplar of a true community member. Since I met her 20 years ago, I have seen her routinely jump in with her perspective, talents, and energy wherever she felt she could be of service. I am particularly grateful to Barbie for her many contributions to the drama program. She has sewn countless costumes, searched her house for arcane props, and provided historical context for scripts in production after production. As a colleague Barbie has been an invaluable keeper of Peninsula history and culture. She has repeatedly stepped up with natural enthusiasm to lead the specialists in meetings and presentations. She recently spent a stunning number of hours researching Byzantine employment law, all in support of the community she loves. As a friend Barbie has provided many of us with a listening ear and wise and generous counsel. It is this I will miss the most. Thanks Barbie, for showing us how it's done!

MERRILL GRUVER

Barbie's Peninsula roots grow deep and spread wide. She learned her craft from the legendary Billie Shaw and is now passing the torch to one of her own students, Jaya Griscom. What a perfect example of how the complex culture of Peninsula is carried on; not so much by the spoken word, but through meaningful and lasting relationships. Barbie has touched the hearts, souls and hands of generations of weavers, stitchers, batikers,



and chain-mailers. She will forever be a presence in the weaving room at Peninsula.

WITH LOVE AND DEEP THANKS,
JERRY HEARN

Barbie and I have spent almost 30 years growing up together as teachers at Peninsula School. As an alumna and former parent, she has always been an invaluable source of information about the Peninsula of the past, but rather than claiming some special knowledge of 'the Peninsula Way' and rigidly adhering to it, she has consistently embraced and adapted to the changes – something that has always impressed and delighted me.



Barbie as "Buttercup" in H.M.S. Pinafore – the 8th grade play.

I have so many joyous memories of our years together (especially of our 3-week sojourns to England with Peninsula kids), but one memory sticks in my mind. In discussing the afternoon Activities Program, we agreed that its value lay not with the activities themselves, but with the daily opportunity for children to make their own choices and then have to deal with the consequences of them. She chuckled and said, "The Big Building sign should read, 'Peninsula School: Disappointing Children since 1925!'" Except for Barbie...she never disappoints and I will miss her kindness and humor every single day.

MISHA MERRILL

GROWING UP WITH PENINSULA SCHOOL

by Barbie Paulsen

THE WEAVING ROOM BUSTLES with weavers and warpers and winders and fringe twisters and kids just hanging out. I glance at the signout book for floor looms and note the many times “dye warp” has been showing up in the Notes column this year. Eye popping pieces, delicate and dramatic, are rolling off the looms. The place hops and buzzes with active children sharing ideas and support. These kids are at home here, and so am I. I’ve known most of them since they were 5 or 6 years old. I’ve watched them blossom into the eager, independent students they are today.

My relationship with Peninsula goes back to when I first saw the looms here as a new 3rd grade student in Woody Nichols’ class more than 50 years ago. By the time I was ten, I was pretty sure that the job of weaving teacher would be the best job I could imagine. After a few detours, I found that my ten-year-old self was right, and also that a biology degree makes a great background for it. I’ve been the weaving teacher at Peninsula for 23 years. My son Brian graduated from Peninsula in 2003, daughter Alison in 2004.

Peninsula has changed since 1965, but then, so have I. We’re both a bit less threadbare, a bit more technologically connected to the outside world. We delegate some things that might have been DIY in those earlier days. We have learned a great deal more than we once knew about how children learn. We have become more aware of how much we ourselves can learn from the perspectives of others. We both seek professional help now and then for aging and creaky limbs.



Peninsula School and I still delight in the laughter of children. We foster their moments of discovery whenever possible. We relish opportunities for learning from others and sharing what we know. The trappings may seem different, maybe a bit less ramshackle, but the heart is still full of hope and possibilities.

It’s been incredibly rewarding to play with new ways to teach: designing and making hoop skirts as an exercise in geometry and engineering; natural dyes as chemistry; handspinning as physics of friction, leverage and rotational energy; chain mail as a glimpse into the arms race; tea as a window into world geography, history and culture.

Learning is messy. Growing up is messy. Finding your way out of a tangle of yarn is messy. The lessons

from the latter can apply to the former. Look for patterns. Aim for the tightest spots and work on them first, but don’t neglect the rest.

If a child is especially lucky, a loom will break while they are using it. These basic machines are made of levers and pulleys. A breakdown gives an opportunity to learn that kids don’t have to wait for grownups to rescue them. Independence brings power.

We all bring what we can and learn as we teach. In the end I haven’t so much been teaching weaving, or math, or how to wash camping dishes. I’ve been teaching children.

BEST WISHES ANDROMEDA!

ANDROMEDA GARCELON, Peninsula’s Development Associate for the past 12 years and a member of the class of 1986, has moved on from her role in the development



office at Peninsula. Andromeda, has worked on many special campaigns to raise needed funds for the school over her tenure including Peninsula Partners for the Future, The Search & Transition Fund, The Diversity Fund, and the Eighth Grade Commemorative Fund. Andromeda worked particularly closely with AGC class representatives to make our Annual Giving Campaigns inclusive and successful and hosted Grandparents’ & Special Friends’ Days. Andromeda has been a crucial link to Peninsula alumni, PALS and grandparents and has been an important support for many volunteer efforts and events through the years. We have appreciated Andromeda’s encyclopedic knowledge of Peninsula’s history, her love for and dedication to the school, her generosity, and her warmth. We will greatly miss her, but are happy she will remain a part of our community as a current parent and as an alumna!

FOUR ELEMENTS NEEDED TO FOSTER PASSIONS IN CHILDREN

By Jim Benz

I SPEND MOST MORNINGS standing at Peninsula's driveway entrance near the kindergarten greeting families as they arrive at school. Over the course of one particular year, I noticed a group of three or four boys in the kindergarten class who consistently play outside in their classroom yard for about 15 minutes while I'm greeting arriving families.

Nearly every day, this group of boys would gather at the swing set in their yard. This particular swing set has a couple of bars hanging by chains, similar to a trapeze one can swing on by the arms. It also has traditional slings to sit and swing that most people are familiar with, but the seated variety of swing held less interest for this group of youngsters.

Each morning this set of boys would devise all sorts of games and challenges that involved this trapeze bar. They would run and grasp it to swing like a human pendulum. They would run headlong toward it, grasping the bar to harness the forward momentum of their bodies in an attempt to land on their feet on the other side. Some more daring boys would weave their legs around it and hang upside down, dangling their bodies and arms groundward, hair suspended below their heads.

They engaged in this type of play until their curiosity about the many ways they could use the trapeze were exhausted. At that point these boys became enthralled by marble runs from a kit of wooden grooves, tubes, curves and holes that was in the classroom. They spent many weeks on the floor creating runs individually and sometimes collaboratively. Some were simple, involving a drop and a short roll in a pitched groove. Others were elaborate configurations involving multiple tunnels, drops, canals and grooves, taking a long route to the end of the run. On certain days the boys would save these constructions for later or even the next day. At one point, they were provided cardboard and some tape, and these same boys, joined by a few more, went outside on the ship and used the cardboard to create a huge configuration of gutters and angles using a handball instead of marbles.

During all of these activities, from trapeze to marble runs to cardboard constructions, these boys engaged intensely in play designed to lay the foundations for each of the boys to develop a passion in life. They

didn't realize it, but the conditions for all this to happen were carefully curated. These kids, as well as the entire class, are provided with:

1. Unstructured time and a flexible schedule
2. The freedom to choose how to use that time both for teachers and students
3. A robust activities program
4. Teachers who understand the importance of numbers 1, 2, and 3

By providing materials and circumstances, unstructured play naturally lays the foundation for developing a passion. People who regularly engage in activities linked to their passions – scientists, artists, mathematicians, entrepreneurs – frequently refer to their work as play.

Time, materials and freedom of choice at Peninsula begin in nursery and continue through the school all the way up to 8th grade in two important programs – Activities and Choice. Kids in Jessica's K-1 up through Marcella's 8th grade choose which activity they will be in for one hour each day. Choosing between library, PE, art, ceramics, music, science, woodshop, weaving, and math can be a challenge. They are all so enticing!

During activities, there is no structured curriculum. Students devise their own projects to work on during that hour and are supported by teachers. While there is no schedule that dictates to them which activity they will attend, they may not always get their choice every day due to availability of space. But they will have a choice.

The Activities program changes a bit in the upper school, because kids can now choose to go to an activity or they can choose not to and rather play basketball, work on a class project, play music, or just hang out with a teacher. Some choose to do homework.

In the Upper School, in addition to Activities, the Choice program involves general interest classes created by teachers, specialists and assistant teachers. There are five cycles of choice, one hour per day for two to three weeks each session. Some examples are: History of the World Through Tea, Sunlight Prints, Blacksmithing, Hip Hop Culture, Sushi Making, and Kinetic Sculptures.

When provided with this very thoughtfully created program, those five- and six-year-old boys don't realize that they are laying the neural foundations that are essential to being lifelong learners, yet they and all our students are doing just that when they engage in their learning and make decisions along the way.

WHY INCREASE TUITION ASSISTANCE?

By Jesse Gillispie

OVER THE PAST TWO YEARS as part of a strategic planning process, the board of directors has been gathering information to craft a strategic vision statement. One hope for this vision that emerged from our community is for our beloved school to continue its long tradition of social justice by increasing efforts around diversity, equity and inclusion. This year's Fund a Need (formerly Raise your Paddle) at the auction raised \$102,000 to support a 1% increase in tuition assistance for the next

two years. Making a Peninsula education more accessible to families through tuition assistance is central to realizing our strategic vision.

Diversity within our community benefits everyone, not solely those receiving tuition assistance, and it is fundamental to providing a quality education in the 21st century. Being exposed to a range of thinking and ideas develops creativity and critical thinking skills. Diversity in the classroom encourages the cross-cultural understanding and competency necessary for participation in today's world and, as such, is fundamental to receiving an exemplary education. Indeed, as John Dewey said over 100 years ago, our very democracy requires each generation to remake society anew, compassionately, and under existing social conditions. How better to ensure this compassionate remaking of society than by making the supportive, exploratory education available at Peninsula accessible to all?

BLACK LIVES MATTER NATIONAL WEEK OF ACTION AT PENINSULA SCHOOL

By Re'Anita Burns

"Love recognizes no barriers. It jumps hurdles, leaps fences, penetrates walls to arrive at its destination full of hope."

— DR. MAYA ANGELOU

As woman of color, a sense of community is important to me, especially as I raise my child. As a single mother raising a black son during these times, it is important to me that we remember to approach every situation with love. Peninsula is a community full of love, and the community took steps to participate in the Black Lives Matter Week of Action in Our Schools movement. There are three key demands issued by this movement:

1. End Zero Tolerance, and Implement Restorative Justice.
2. Hire More Black Teachers in our Schools.
3. Black History/Ethnic Studies Mandated K-12.

Being a part of the Peninsula community that has been participating in this movement has brought awareness of these issues



to our school. This movement embodies the mission of Peninsula by building a loving, equitable, and supportive environment for our children and families.

During our week of action, students, parents, faculty, and staff expressed our solidarity by filling out signs finishing the following the statement: "In a school where black lives matter we _____." Here are some of the ways people of all ages completed that sentence for Peninsula:

"In a school where black lives matter, love is strong!"

"In a school where black lives matter, we lift each other up for greatness."

"In a school where black lives matter, we hire and support teachers of color."

"In a school where black lives matter, we respect each other."

We held our signs together on the front porch of the big building. To see our community come together to take a stand is invigorating. Throughout the week, parents read racial justice themed books in the lower level classes and teachers posted BLACK LIVES MATTER outside of their classes. While in the upper school, students created posters, discussed the black lives matter movement in depth, and participated in the front porch event. We were so moved by this experience,

that we decided to host one BLM rally before school each month to show and renew our community's ongoing support.

These actions are all made out of love, and this love is key to the movement as we make our mark within our school.

MAPS, EXPEDITIONS, AND SPACE

Matt Daniels, '99

I STILL HAVE A 3-DIMENSIONAL MAP OF PENINSULA in my head. This came from years of exploratory expeditions. It's from the 1990s, so a few things have changed and everything has shrunk. In my map, I know where every tree is on campus, as well as the vertical attributes of many of them – how easy to climb, how much hard-to-remove sap stays on your hands, and whether you can get above the height of campus buildings. One of the redwoods in the little field could be climbed to its peak, high above most other things on that side of the campus. Holding onto what was left of the trunk and swaying a bit in the wind, you could survey the neighborhood beyond the campus.

My deepest connection to Peninsula was going between the science room and these various expeditions around the campus, which built the map over time. Sometimes the expeditions included testing large gliders, which launched from the balcony of the Big Building or other high places, and which featured design improvements through spectacular crashes. At other times, to the dismay of first-grade teachers like Florrie, the expeditions involved finding broken electronics or living critters in various corners of the campus and bringing them back to the classrooms or science lab.



I got my first job at NASA when I was about 16. This also immediately involved expeditions: I was given the task of mapping system modifications in a massive wind tunnel complex. I set out most mornings into a maze of trusses with a partially complete blueprint, and then tried to figure out each day how large machines worked. Science fiction books from the Menlo Park library fueled speculation about future large-scale construction on other planets too.

Through all of this, space exploration has been the enduring focus and goal. Many years and several degrees later, I have been able to make space exploration into a job through NASA for nearly a decade. In grad school I found Arthur C. Clarke's observations that all science can be a form of exploration, though not all exploration consists of testing hypotheses; exploration connotes a more expansive energy than science alone. This idea resonates from Lewis and Clark's Corps of Discovery to the gold disks on the Voyager probes. Expeditions from the Big Building suddenly seemed like better steps toward space exploration than I had known.

HEAD TEACHER INTRODUCTIONS

AMY DOSS

Amy Doss is Peninsula's new lower school Literacy Specialist. Amy earned a B.A. in Child Development from CSU Chico and worked as a first and second grade teacher at several schools before teaching a full-inclusion second grade for 15 years at Hope Technology School in Palo Alto. Most recently Amy was a Math and Literacy Instructional Coach in Palo Alto USD, and is currently in the process of getting certified as an Orton-Gillingham instructor.

Both a hiker and a native Californian, by joining us at Peninsula she has been able to combine her appreciation of trees and nature with her love of teaching young students – a fantastic match! In her free time Amy enjoys spending time with her family, especially when she can convince her husband and kids, Hunter and Dakota, to join her on a hike.



MONICA ERVITI



Monica just completed her first year as 5th grade Head Teacher in the 17/18 school year. Having worked in the 5th grade for two years as

an Assistant Teacher, the transition was quite smooth. Monica first heard about Peninsula while working at Hidden Villa as a Farm and Wilderness Camp Program Head. Although she loved working with visiting student groups at Hidden Villa, the benefits of being able to connect more deeply with students as well as be a part of a close community that shares her values made teaching at Peninsula very appealing to her.

Much of Monica's time outside of teaching this past year was spent in her Master's in Education Program through the University of the Pacific. A big part of her program consisted of visiting and shadowing in different school classrooms since her classes are held at various local independent schools where other

classmates teach. Monica said she found this aspect of her program to be both interesting and valuable as she was able to see and hear about the kinds of units teachers are working on with their students, how they set up their classrooms, as well as share and exchange ideas with other teachers at progressive schools.

An avid hiker and rock climber, sharing her love of the outdoors and nature with kids through 'Choices' like birdwatching, camping, and in everyday ways outside of the classroom are important and very rewarding for Monica. It was no surprise to hear that some of her favorite moments happened on the fall camping trip where she was able to spend a lot of time connecting and hanging out with her students and witnessing their growing connections with each other. She is looking forward to all of the opportunities ahead for fun and exploration with her students!

CHRISTY UTTER

Rejoining Peninsula's teaching staff is a lot like coming home for our new 6th grade teacher, Christy Utter. From 1999-2005, Christy was a member of the Upper School teaching team, most of those years as the 7th grade head teacher. After leaving Peninsula, Christy taught 9th grade English at Monta Vista High School in Cupertino, then took time to be at home with her two young boys before rejoining Peninsula's staff. Christy says it's been a transition, but feels very lucky that an opening in the Upper School teaching team aligned with her plan to return to teaching, since Peninsula is her "#1 choice of places to teach." And of course, we feel pretty lucky too, as we know she deeply understands and appreciates the Peninsula culture.

Some of her favorite moments this year were seeing kids in Activities, especially her new students who were having this unique experience for the first time. Christy said that she marvels at the amazing opportunities kids have to visit different studios to learn and create, an opportunity most schools don't offer.

Another particularly special highlight for Christy was becoming a Peninsula parent,



along with her husband Jesse Fourt (who happens to be an alumnus). Their son Toby joined Peninsula as a student in Rasha's class this past year, and younger son Noah will join us this fall. We're happy to have their whole family as part of our school community!

RASHA GLENN

Our Head Kindergarten Teacher, Rasha Glenn, joined Peninsula in September 2017. Since she was 13, Rasha has had a love for working with children of all ages. In Fort Worth, TX, she developed curriculum and taught classes for ages 3-12 at a church childcare for six years. Since then, she has continued to volunteer her time at Vive Church developing programs for children ages 6 months to 11 years old as



well as training materials for new volunteers. She attended Stanford University, earning her B.A. with a major in Italian Literature, Language and Culture and a minor in Education and Theater and Performance Studies. She is fluent in Italian and taught K-5th English in Pontassieve, Italy for a school year. Right before joining the Peninsula family, Rasha spent two years in a teaching residency at Hillbrook School in Los Gatos as part of the 4th grade team. Rasha has a heart for serving the community and this is something she seeks to instill in the children in her class. Through various organizations including Big Brother, Big Sister and Bayshore Christian Ministries, she mentors youth and you can find her spending parts of her weekends or evenings serving the homeless. Every year, Rasha seeks to travel to a new place both domestically and internationally as well as take one to two major risks. She loves sharing her travel adventures so feel free to ask her! Rasha's first year at Peninsula was full of games, play, laughter while learning, dance parties, baked goods, serving others, and teaching children about various aspects of diversity, equity, and inclusion not to mention about 10 different hairstyles. We are so happy to have Rasha as one of our newest members in the Peninsula family.

ALUMNI UPDATES

Noah Miller '07

I moved to Honduras last January to take a job with an NGO that does sustainable development work in rural communities. I'm happy to say that I am absolutely loving life in Central America! This is my first "real" job since I graduated from Colorado College with a degree in Biology and I continue to learn as much each day as I ever did in school. My Peninsula values (and friends) have been by my side for 11 years now.

Jaia Lin '93

After years of patching a living together as a musician, gardener, artist, and yoga teacher, I went back to graduate school for MOT. I've worked as an occupational therapist for the past seven years. I was living in an urban monastery and was ordained a minister/priest for almost 10 years (what a surprise to my hippie parents!). I'm not serving as a priest anymore but am passionate about spiritual growth and am currently working on a different path which is all about presence and being my essential self and examining all the stuff that gets in the way of that. I've been married almost five years now to Timothy Lin and we have a nine-month-old daughter named Ayla. I haven't slept a whole night in nine months and am very, very tired these days! We're living in Carmel Valley, CA now (before that Denver and before that Minneapolis). Life post-Peninsula has been humbling, frustrating, surprising, exciting and many other things.

Rebecca Fazilat Bell '86

I have a wonderful alumni story to share. I have been a physician leader at El Camino Hospital for the last 12 years and have made many great friends through my experience. One day a couple of years ago I was talking with one of them, Dr. Katherine Taylor, about grade school. When I mentioned it was Peninsula School she said she went there too and after about a 3 minute stroll down memory lane it turns out she was in my sister's class, they were friends, and she left in 2nd or 3rd grade. I knew her as Katie Hayes and have the best memories of her. It was an amazing and unique reunion. We love our special bond.

John English '77

I live in Los Angeles with my wife Ginny and our daughter Astra. I am an architectural historian and Historic Preservation consultant. I also sometimes assist Ginny with her residential design and construction projects. I was drawn to this field because of



John English

my love for historic architecture and design and a passion for protecting it. This was due largely to the years I spent within the built and natural environment of Peninsula School. My experience at Peninsula informs what I do every day. It gave me a core "common sense". An awareness of the physical world around us. That said it is often not easy navigating the world after growing up at Peninsula. The type of freedom and choice and creativity that Peninsula students enjoy are unheard of in most educational institutions and I think sometimes we walk a line between the world we must live in every day and one that we know is possible, because we lived it in the ongoing experiment of Peninsula School.

Max Rosan '69

I graduated Peninsula School in the class of 1969. I owe a lot to my Peninsula experience and my teachers there. Quite literally,

Peninsula, along with my parents, shaped who I was to become as I grew into adulthood. Later, I graduated from Ravenswood High School in East Palo Alto in 1973. I began college, but soon dropped out in favor of continuing to work in a German Car shop in Palo Alto. By 1979, realizing that I would not be able to afford to live and buy my own home in Silicon Valley, and really desiring to move out to the "East Side" of the Sierra Nevada, I took a job in Death Valley as a mechanic and tow truck driver, from 1979 to 1981. That was a lot of fun! Eventually, I moved to Lone Pine, CA, got married, had two sons, and my own shop. After that, we moved to Bishop, CA, and we bought our first home. In the recession of 1991, I took a job with the City of Los Angeles DWP (Department of Water & Power), which meant that we had to move away to the "big city"... just what we didn't want to do, but we chose it as a career move and to save money for our kids' future college tuitions. Now, one has graduated from SUNY (The State University of New York), and the other is attending CSUN (California State University, Northridge). During my time with DWP, I went back to college to earn a BS in Information Technology. After 25 years with the DWP, I retired last year, and have been really enjoying it. I've been doing a lot of traveling, and doing some community work too. So, there's the short version!

Chris Smith '63

I'm Chris Smith, little sister of Steve Smith (he was class of 1961). I attended Peninsula from 1960-61 only. I was in Marty's class and have a lot of memories from school and from my mother driving kids. I currently live near Boston, still working at age 68 as a librarian at Boston University. Previously, I worked as an archaeologist in San Diego, and taught English as a Second Language in California and Japan.

Danny Frishman '60

I am currently retired. I stay busy with community theatre, working, and playing outside when it isn't raining!

An Ode to My Peninsula People

by Jeff Sheppard '63

What's my news? I'm in Sicily at the moment – (Heading toward the Alps in Slovenia to go for a little walk.) I'm traveling for a few years – solo, writing, listening. My mother passed away in Dec. 2016. Won't be in the states in May for the Spring Fair, but the invitation makes me think . . . I remember you all, and little snippets.

The friends . . .

Steve and Harold and I were true childhood friends. We were a band of brothers. Starting in about 1972 I lived with Shelley Thacher for 6 years in San Francisco, Sonoma county, and Humboldt county on 40 acres. It was so romantic because we were sweethearts all through my Peninsula years. She was 7 and I was 8 when we met. We're still very close friends. I wrote her this morning. Miggles Wallace! Marc Silber. Suki – I just thought of you two days ago! Wendy Cutler, I think about the coke bottle you carved your initials in and you

got back. I remember singing *'King and I'* or something on stage with you because Reid had the flu so I stood in. You were always so good to me (I always loved you). You Lancaster girls. Um... Patty Williams? Dick Sanborn. Reed and Reid. Bruce! Tommy Bunker. We engaged in some of the sweet science and he stepped on my sand castle in the 2nd grade.



Also Zack Smith – (I'm watching you, Zack). Larry Strain – Hey Larry. Alan Moore! Hey Champ – Hope you're keeping well, mate. I'll

try to get back to Vineyard this swing through (maybe October). Harold Buma disappeared I guess. He was a ski guide I think, then I lost him. Often wonder where he is.

The teachers . . .

Billie Shaw. Hannah, she was my hero. She taught me what a conversation was. We'd come in from lunch break all full of energy and a huge conversation would start up. Then after about a half hour she'd have us trace the flow of the conversation. It was pretty illuminating.

Joey, with her red dog, Izzy, what a guy (I became a carpenter because of him)! Laurie. Marty and Dee! They could never get me interested in singing, but I remember dissecting a frog. Foy Van Dolsen and Libby, who was cousins with Rod Serling. Foy once picked us each up and walked us around so we could see what he saw.

I'm sure I could remember just about everyone if I thought about it another few minutes. Thinking of y'all. Anybody want to chat a bit – I think that would be great.

THANK YOU ALL FOR YOUR GENEROUS SUPPORT OF PENINSULA SCHOOL

GIVING OF ONE'S TIME AND FINANCIAL RESOURCES to support Peninsula School is a cherished and time-honored tradition begun almost a century ago. This tradition of participation is what ties families and students to the Peninsula community long after students have graduated.

There are so many important things that would not happen without the generosity of families that make financial gifts to support the school. As a community, we have unusually high levels of participation in giving not only from families with students currently attending at Peninsula but from our wider community of alumni and their parents, former staff and grandparents and friends of Peninsula. *We are grateful for each and every gift we receive.*

As an example of how philanthropy extends our reach, investments in professional development opportunities for our teaching staff have tripled in the last four years. This has allowed us to retain a math consultant, Jaine Kopp, who has been working with teachers in the lower school for the past four years to develop and align curriculum between grades and to ensure the newest research about math education is informing our teaching. Similar professional development opportunities have been happening in the literacy and social justice arenas.

Every year the school identifies special areas of need for which parents and community members who are present at the auction "raise their paddles." Last year, for the first time, we opened this opportunity to our

entire community in the hopes of increasing support for these important needs. Over the past two years we have raised funds for new chromebooks that enable upper school students to do research and writing that deepens their learning, we have a newly installed water system to replace our very antiquated delivery system, and we raised \$102,000 for tuition assistance!

Finally, we want to highlight a gift from a very generous donor family to increase our tuition assistance resources. Their gift of \$100,000 has enabled us to support students who would otherwise not be able to attend Peninsula.

Many many thanks for everyone's generosity! Together, each and every gift allows us to do so much more to support our students' rich Peninsula learning experiences and ensure as we move toward our Centennial, that Peninsula School will be a strong and healthy institution that provides a progressive education for generations to come.

IN MEMORIAM

Tim Luntzel

Tim Luntzel, a beloved member of Peninsula's Class of 1986, passed away on August 27, 2017 from complications of ALS. A wonderful friend and talented musician, Tim truly touched the lives of many.

While at Peninsula, Tim was part of a school band, "Shock". In high school he played in the Menlo-Atherton High School Jazz Band, before attending Berklee College of Music in Boston. Music was his passion in life, and he spread his music far and wide, as noted in the New York Times, *"After playing electric and double bass in Boston for several years, he and his band moved to New York City and became the Brooklyn Boogaloo Blowout. Tim toured the U.S., Europe, India, the Far East, and South America, and played with Bright Eyes, Jim Campilongo, Rosanne Cash, Rachelle Garniez, Jessie Harris, Norah*

Jones, Lee Ranaldo, Jenny Scheinman, Leah Siegel, Loudon Wainwright III, and many others. Tim played on two Grammy award-winning albums and one gold record."

Tim is survived by his mother, Elizabeth Neumann, and his brother Mark Luntzel (Class of '83). Innumerable loving tributes to Tim abound. He is remembered for his smile, laughter, music, passion, 'experimental' and delicious cooking, generosity, and loving nature.

Tim's spirit, friendship, humor, and kindness, among many other remarkable traits, are greatly and deeply missed by his family and friends.

Barbara Christiani

Long time Peninsula teacher and parent, Barbara Christiani, passed away at the age of 91, on Oct. 5, 2017. She came to Peninsula in 1977 as the Science teacher, already a veteran teacher spanning grade levels in East Palo Alto schools and then moving into independent school education. She then moved to the upper school team, mainly teaching 7th grade, where she was for five years through 1984. She reached many students in both roles and is well remembered and loved. From teaching, she moved into how technology might help teaching and became an innovator in this field, pre-internet. Barbara's work as an educator and software designer reflected her lifelong interest in nature, science and the arts as well as her passion for social justice.

Additionally, she was a Peninsula parent and board member. Although she and her husband Robert had five children, they only



Tim Luntzel (right) with Rock Shock.

discovered Peninsula in time for their youngest, her daughter Carol (Christiani) Hansen, class of '78. They fit right in to the Peninsula community, the camping trips, and connection to nature. This aspect of the Peninsula culture was an easy fit for Barbara who was a naturalist with an abiding love of the Sierras. She camped, hiked and skied in them from childhood until well into her 80s.

Barbara is survived by her brother, five children, and leaves seven grandchildren and five great-grandchildren. She will be remembered for her intelligence, sense of humor and strong commitments to human rights, racial justice, friends and family. Her 91 years were well-lived!

Joshua Cutler

On occasion, news reaches Peninsula slowly of the passing of our alumni and former staff. Joshua's class had their 25th reunion at the Spring Fair this year and shared with us the news that Joshua died in 2013. Here is the obituary that was shared online. Our love goes out to his family and classmates, who remembered him with love.

"Joshua Paul Cutler, 34, of Bellingham died March 19, 2013. He was one of the kindest, most loving and sensitive human beings we've ever known; however, a crippling mental illness finally claimed his life. He leaves behind his daughter Kailyn, his parents Marc Cutler and Sheryl Peterson and his grandmother Idella Peterson. He had a larger extended family and he felt it was one of the greatest gifts in his life. He will be sorely missed but knowing his pain and struggles are over is what comforts us in this awful time of grief."

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We extend our heartfelt thanks to so many generous donors who have given to Peninsula School this past school year – current parents and parents of alumni, board and staff members, alumni, grandparents, friends, former staff, community partners and employer matching programs. Together you help us carry on our rich tradition of progressive education that creates a joyous place for our students to learn and grow, climb trees and stomp in puddles – all supported by our fabulous teaching staff.

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SPRING FAIR

This year the Spring Fair was bustling with alumni from newly graduated alumni who are freshmen in high school to those who attended Peninsula in the 1950s. We officially had eight reunion groups with several other former classmates meeting up as well. As usual, these alumni were joined at this year's fair by the current students, families, staff, friends, grandparents, former staff, and neighbors for a beautiful and festive fair. Enjoy these photos of a day that brought fun for all!



Class of 1998 Reunion.



Class of 1961 Reunion.



Class of 1965 Reunion.

Please contact Heather at newsnotes@peninsulaschool.org for more information about the articles, if you need additional copies of News Notes, hope to add someone to the mailing list, or no longer wish to receive future mailings from us.

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