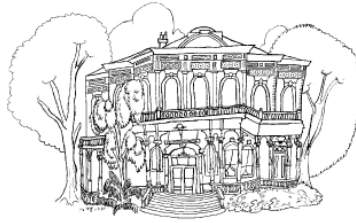


## News



## Notes

SPRING 2012

## LETTERS FROM KATY

THIS IS THE LAST ARTICLE that I will write for *News Notes*. I seem to be saying things like that more and more frequently lately. There is of course a sense of sadness with those words. I have really enjoyed working at Peninsula, so I know that I will miss many of the things that I am now doing for the last time. There is also a sense of disappointment because some of my visions for Peninsula will become a reality after I am gone, and yet, I know that is as it should be, and I know I will be excited to watch the process and hear about the accomplishments.

While sadness and disappointment are always a component of saying goodbye, the dominant emotion is one of satisfaction and appreciation. It has been my job to serve the institution and work in a way that will leave it stronger than it was, and to help it adapt to changing needs while remaining true to its core values and historic character. Students are at the core of Peninsula. It is a strong learning community dedicated to kids. The program is designed so that the kids develop skills to succeed in any environment, whether it is the next school, the next social challenge, a job in the future, or a way of being in the world. While I have been Director of Peninsula, we have reaffirmed that our most important job is to help students reach their full potential and learn how to succeed in life.

Primarily, Peninsula has always had a learning paradigm, not a teaching paradigm, and I worked hard to foster, support and grow that commitment. When I started working here, I had a vision that if other people, other educators, could know who we are and what we offer in excellent education for kids, we could become nationally recognized as educational leaders. My goal for Peninsula to become 'nationally recognized' motivated me to work hard to establish the Progressive Education Network, now in its fifth year of national prominence. Locally, I wanted others to know



*Katy Dalgleish, Director of Peninsula School 2003-2012*

about us and discover who we are, to learn what we offer, and to understand why parents should choose to send their kids to Peninsula. Both close to home and nationally, my vision for Peninsula has been launched and is growing.

The heart of Peninsula is to enhance a thriving community of learners. In the next strategic planning process, the stage has been set to clarify our collective vision, to focus on our mission, and to identify our enduring core values. As soon as that foundational work is articulated, there will be an opportunity to determine how best to communicate a variety of core philosophical values at the school. It will be a wonderful time for the institution when it knows how to communicate the mission, the complex educational philosophy, and the extraordinary commitment to student learning. Peninsula will know how to tell the world that it is also a learning institution for adults and parents as well as kids, and that there is a dedication to staff education as well as student learning.

Charles Darwin said, "It is not the strongest of species that survive, not the most intelligent, but the ones most responsive to change." As Peninsula moves into a new chapter, I am confident that the stage has been set to be the most responsive to change and that everyone will work together for the common good, for the current kids, and also for all the kids in Peninsula's future.

KATHY KOO  
NAMED INTERIM  
DIRECTOR

*by Amy Fox, Board President*

IN MARCH, THE BOARD SHARED WITH the staff and parent community that Kathy Koo will serve as Peninsula School's Interim Director beginning July 1, 2012.

Kathy has served as the school's Business Director since 2005, and is well known on campus as an administrative leader, a parent of five children – two alumni and three current Peninsula students – and an active volunteer and committee member. She has also served two terms on the Board of Directors, as a community-elected representative and a staff-elected representative, and has served on the Board's Executive Committee.



*Kathy Koo, April 2012*

Kathy holds a BA in Management Science from UC San Diego, an MBA and Public Management degree from Stanford Graduate School of Business, and is a Certified Public Accountant. Prior to joining the Peninsula School staff, Kathy was employed primarily in

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## *Farewell to the Peninsula School Community*

AFTER NINE YEARS OF WONDERFUL WORK at Peninsula School, the Board and I have mutually agreed that it is time for me to leave my position as Director of the school. When I came to work at Peninsula in 2003, it was a different place than it is today. I have always had a certain vision for Peninsula, and that vision has brought the school to a place of institutional stability as well as a growing prominence as a model school for Progressive Education in the nation. We have worked together to achieve that vision, and the opportunity to lead Peninsula has been an honor.

My years at Peninsula have been filled with engaging challenges, bundles of joy, the happy sounds of children, caring and committed parents, and on a daily basis, stimulating encounters with dedicated staff. A five-year Strategic Plan was written and executed in six different goal areas: Staff Succession, Retention & Development; Engaging with the Community Beyond Peninsula; Identity & Cultural Preservation; Preparing Our Students for a Diverse World; Teaching & Learning; and Finance & Development.

Over the years, we have accomplished so much in all of these areas:

- Our financial position is sound. We have a healthy balance sheet, a waiting list for enrollment, fiscal stability, and a thriving Fund Development department. We have a comprehensive, long-term facility plan.
- All of the programs in the school have been identified, and a process for annual program review has been developed.
- During this period of anticipated staff retirements, the establishment of a process to mentor new teachers has allowed for successful teacher succession.
- The identity and culture of the school has been studied and analyzed, and that work will provide the foundation for the Vision, Mission and Core Value work in the next Strategic Plan.
- Our association and connection to the Progressive Education Network (PEN) has allowed us to reach out to the 'Outside World' and 'Engage with the Community Beyond Peninsula' and has provided powerful opportunities for staff development.
- The Teaching Assistant program has evolved to include benefits, sick days and appropriate salary.
- We planned and instituted a staff retirement benefit policy that includes matching funds from the school.
- As an experienced, credentialed Special Education teacher, I am particularly proud of advancements in our institutionalized Student Study Team process, our relationship with local public schools for testing and IEP processes, and staff awareness and education.

- The Lower School teachers and I have improved the coordination and articulation of literacy across all classes with better evaluation, integration of best practices, and improved delivery of services to struggling kids.
- The constant dedication to program articulation has improved the understanding of a Peninsula education for current parents and has also proved to be very helpful for prospective parents.
- Diversity at Peninsula has become a regular part of the conversation, and the staff is ready to develop an institutional road map for creating and supporting multicultural education and anti-bias curriculum.
- The Parent Involvement Committee has developed into a structure that keeps parents engaged in their child's education while at the same time raising needed funds to support the operation of the school.

With the new strategic initiative approved by the Board of Directors, the school is well-positioned to accomplish work in the areas of Vision, Mission, and Core Values, Governance, and Communication. I have confidence in the Board's Strategic Planning Committee, and I believe that they will be successful in accomplishing their goals. That work will contribute to the current stability of the school. As this planning process moves forward, I will remain involved in this effort as a consulting advisor to the school. I will also continue my connection with PEN.

As the school begins the process of searching for my replacement, I want to emphasize that the Board is committed to finding a professional educator who is dedicated to progressive practices and leading Peninsula into a prosperous and productive future.

I have assured the Board that even with significant changes ahead, my focus and dedication to my work at Peninsula remains unwavering. I am fully committed to leading Peninsula until June 30, my last day as Director of the school. Between now and then, there is much to be done, and I will begin each day as I have for the last nine years: I will roll up my sleeves and get to work. My open door policy remains in effect, and I welcome the opportunity to talk to you about Peninsula's future.

I look forward to seeing you around the school.

Sincerely,  
Katy Dalglish  
Director



*Katy at Graduation, June 2011*

TO KATY

Katy came to Peninsula School in 2003, with three decades of experience in education. By that time, she had taught at both public and private schools in Mountain View, Los Altos, Belmont, Cupertino, and Campbell. She helped establish Village School – a parent-participation, public school choice for families in the Campbell District. She assumed a hybrid role of teacher and administrator during the school's nascent years, then turned fully to administration after the young institution took root.

*Katy grew up and attended local public schools in San Mateo County. Informed by her three summers during high school when working as a camp counselor with special needs children, her first thought was to pursue a career teaching children and adults with intellectual disabilities. She earned two majors in college: Education; Speech, Communication and Theater. In two decades thereafter, she acquired the following teaching credentials: Multiple Subjects, Special Education, Resource Specialist, Educational Administration, Art, and Drama. She also worked on a Master's in Special Education, and received a Master's in Educational Administration from Bank Street College.*

*Katy was attracted to Peninsula School because of its "educational program, deep commitment to children and developmentally appropriate practices, philosophy, grounds, teacher autonomy, Activities and Choice, care with social and emotional development, field trips, camping, and parent participation." It was everything that she dreamed about for all schools, and given various constraints in other environments, she had not seen it implemented the way it was realized at Peninsula. Katy has been and will continue to be steadfast in her conviction and optimism that "a Peninsula education and what kids get here could be a national model."*

Nine years ago, after an exhaustive, global search for just the “right” director for Peninsula School, we hired Katy. The school had recently found itself in deep debt, with the Board, staff and parents rightfully concerned about Peninsula’s future direction. Of the many candidates we interviewed and vetted, what struck us most about Katy was her relentlessly

Continued next page

## TINA & CHRIS

*Tina Anderson*

TINA ANDERSON has worked at Peninsula School for 29 years! She has been a music teacher, an assistant, a parent, a bandleader, and an incredible community volunteer. She is well loved by the children and appreciated by her colleagues for the work, spirit, and physical energy she imbues in her extensive participation. She has always gone above and beyond, often helping others with their projects, and generally being that warm and friendly extra hand just when you need it! We will miss her daily presence.

Tina began working at Peninsula in 1983 as Roger's assistant. She substituted in other classrooms and in the studio activities as well. In 1986, she became Florrie's part-time assistant, bringing baby Molly with her at reading time. One would often see Tina pulling little Molly in her red wagon across campus, mom and daughter both with beautifully French-braided hair, laughing, singing, and cooing – such a sweet sight.

During her years as Florrie's full-time assistant beginning in 1993, Tina became known for her skill in calligraphy. She produced many signs for school events, driveway announcements, and important occasions. She has left a legacy of fine and immaculate calligraphy signs, which we will continue to use again and again. Tina's artistry does not stop there. She began a very magical tradition here at Peninsula: for several years now, kids, parents, and staff have come to school on some cold and frosty morning to find a path of golden leaves winding in spirals and through trees around the big field. Tina has been our yellow ginkgo leaf fairy, lifter of cold morning spirits, and resident nature-installation artist!

How about the ferns and flowers around campus? You can thank Tina for the native plants gracing the driveway, front corner and signpost areas. She has watered, weeded, planted, and otherwise been a huge contributor to the greening of the campus. She has given her time on the Buildings and Grounds committee throughout the years. Flowers and Tina just seem to go together – born in

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## TO KATY

*Continued from page 3*

upbeat approach to life and her can-do attitude. She brought with her a confidence that we could preserve the “amazing, magical place” (her description to the Search Committee upon commencing her final interview) and find our way out of debt without sacrificing the values and people we all held so dear. While many other candidates’ main focus was on our problems, Katy’s immediate recognition of the incredibly special place that is Peninsula School came shining through. Today, with Katy’s help and guidance, we are financially strong and continue to be the “amazing, magical” place that Peninsula has always been. And, as I know is her way, Katy leaves us a better place than she found it: we are now “on the map” of leading progressive schools, something we had never experienced before. Thank you, dear Katy. Enjoy your much-deserved rest!

—KIM AITKEN-YOUNG

Katy is an extraordinary person. She’s one of the most talented and perceptive educators I have ever known (and I have known quite a few). Every time I’ve had the pleasure of working with her, I’ve come away with new insights about kids and how they learn. She’s been a boon not just to the school, but to the whole Peninsula community. It’s hard to see her go, but you can be sure she’ll still be out in the wider world of education, contributing in her own marvelous way. I wish her great luck.

—NANCY ETCHEMENDY

Katy has renewed and enlivened the very best of progressive education at Peninsula School. Her energy, tenacity and downright hard

work have reaped benefits far beyond what is apparent on the surface. Peninsula School has grown and blossomed under her leadership!

—EILEEN AND RICK VAN RHEENEN

Thank you for dedicating the past nine years to Peninsula School. Working with you on strategic planning provided invaluable insight into how so much of Peninsula’s educational program is now considered cutting edge and affirmed by scientific studies. You championed the hard work of

As a teacher, she has offered me the opportunity to learn something about myself through her. She has encouraged me to pursue what my passions and interests are in how independent schools are run. Her love and knowledge of progressive education have been shared with many of us through books, travel and opportunities for interconnectedness. As a Director, her passion for team playing was in her daily practices, as was known by all who served on many committees, participated in meetings,



*Katy and Admin team as Ghostbusters on Halloween, 2009*

intentionally looking at program, mission, vision and values, as well as governance, to ensure that a Peninsula education will be preserved for future generations. Your knowledge of and passion for progressive education will be missed!

—JENNIFER DEW DE CASTRO

Katy has been one amongst many substantial people who have come through the doors of Peninsula School as my teacher, Director, and leader.

and sought to collaboratively come to decision-making. Her model of grace and ease through this current period of momentous transition has been invaluable to my ongoing dropping away of any unnecessary holding. I wish Katy the very best, and I know that wherever she goes, she will bring her teachings and generosity to all.

—LUCILLE VITOLO DACANAY

I offer my heartfelt, deep appreciation to Katy as she completes her years as the Director of Peninsula School. I first became a parent

at Peninsula over forty years ago, then also a teacher, and now a grandparent as well. Among the many things I wished for my children, grandchildren, and other members of our community, there are four that come to mind as I think of Katy's work here. I have wished for a school in which our commitment to diversity would be reflected not only in our sensibilities and respect for others, but also in our families and staff. I have wished for a school in which children with learning differences would have access to the resources of discerning expertise, in addition to our love and individual attention. I have wished for people to be offered the opportunity to generously share their financial resources, whatever their means, and to fully experience the gracious appreciation of those who raise funds on behalf of the children. I have wished for Peninsula to be part of the broader world of education, both to share what we feel is wonderful and nurturing to children who attend Peninsula, and to have us learn from our colleagues from schools beyond our own.

In Katy's tenure here, her vision, intelligence, hard work, and tenacity have served us well in supporting the flowering of the above areas of commitment. We are far beyond where we were when she arrived nine years ago. I am so grateful to her, and I wish her the best in the years to come.

—GAIL BUSCHINI

In four years of knowing Katy, I am especially moved by her strong work ethic and dedication to our school, particularly in the capacity of professional development. Early on in my assuming the position of Childcare Coordinator, I was faced with the task of hiring new staff, and Katy's support has been vital in developing and strengthening the "team" spirit amongst our childcare teachers. I have witnessed this same "team-building" spirit translate school-wide with Katy's work as a Progressive Education Network (PEN) conference organizer, and am thankful for her leadership in making such opportunities for growth available to all our staff.

On a more personal level, I have come to witness Katy's good nature and strong will to seek out solutions, as well as her optimism. She has shown these qualities by twice raising funds for my non-profit organization benefiting the Bay Area Samoan community, and offering her support for relief efforts to

help my homeland of Samoa during the 2009 earthquake and tsunami. On behalf of the entire Childcare team, we wish you all the best, Katy, as you begin your next adventure!

—FAGA MISA

When I first started working at Peninsula, Katy told me that her job was to help me be successful at doing mine. For almost five years now, Katy has done just that. In almost every way that matters, she has been the director with whom every development director hopes to have the good fortune of working. She has been a collaborator, a fellow visionary, a good friend, and somebody who will share (with anybody who is willing to listen) that a Peninsula education is one of the best educations any child or adult could ever hope to receive. While I know that one of the things people most appreciate about Katy is her commitment to progressive education and the way she has connected us to the larger educational community, what I have always appreciated about Katy is who she has been for me personally and professionally – I will miss her smile, her optimism, her boundless energy, and the sheer enthusiasm with which she has led our school, through both good times and bad. Thank you, Katy, for your years of friendship and service. I know that you will continue to do great things for kids and for progressive education.

—STACY DRYER

There is a little framed quote hanging next to my desk in the science lab that my father gave to me when I first started teaching. I look at it every day. It makes me think and reflect. *"Becoming aware of the relationship of all living things to other living things is the key to knowing ourselves. It is the basis for understanding the intricate web of life. By what means can such experience be brought about? The challenge of the teacher is to set the stage so that this kind of learning can take place."* —Josephine Duveneck. I feel that this is not only "the challenge of the teacher" but also the challenge of the director in relationship to the staff. When I reflect on the time Katy has been here at Peninsula, I can see she has brought this about. In particular, Katy has set the stage for us as educators to make connections with other educators and other schools in the world of progressive

education. Going to the PEN conferences has been an incredible opportunity – eye opening, mind opening and heart opening. The relationships that have been created are nourishing and strengthening, and have had direct impact on my everyday teaching. I see that we are not an isolated island, and that we are a part of the "intricate web" of education. The PEN conferences have been such a positive, enriching, and bonding professional experience that I can only see wanting to continue attending them in the future. Reflecting with the outside world on progressive education in turn helps me reflect inwardly and grow personally as a teacher. There are benefits in reaching out and building relationships not only with others outside the school, but also within our own staff. As a result, I believe we know ourselves better. Katy's support in this wonderful experience is a key foundational piece for the future. I am so thankful that Katy put her time, energy and heart into making this happen.

—ANDRÉA DE WIT

Katy is a visionary, pure and simple, and I will greatly miss the love and vision she brought to Peninsula School. Her excitement was infectious and heartfelt. She brought an energy to meetings that pushed people beyond their comfort zones and got us thinking, talking, arguing, resolving, voting, and moving. She was straightforward and dedicated, a woman who kept a vision in mind of where she hoped she could deliver us.

Katy was charged with the unenviable task of leading a progressive organization that has a love/hate relationship with leadership. Many of us are here because we refuse to blindly trust authority for authority's sake. Katy rose to the task. She knew this, accepted it and even loved, challenged and embraced us for it. Occasionally, her dreams met resistance, and still she persevered. Katy put Peninsula on the map in the world of progressive education; indeed, she helped put progressive education back on our nation's map, giving us tools to collaborate with other progressive educators. I always knew what kind of educator I wanted to be. Katy pointed me in that direction and then gave me the space I needed to grow. I will miss her dearly.

—KATHLEEN FLYNN

*Continued next page*







Tina Anderson, April 2012



Chris Titus Vale, April 2012

### *Chris Titus Vale*

I REMEMBER VIVIDLY the moment I met Chris. It was the first day of school, 1998, my son Buck's first day of kindergarten, and Chris's first day as an assistant teacher in Josie's classroom. She made an instant impression on me, with her forthright friendliness and quiet competence. I was fortunate enough to send two more children through the purifying fire of Josie's classroom, and got to witness firsthand the dynamic duo at work. Josie and Chris make a powerful team, with complementary styles and a balance of skills and talents that over the years has served hundreds of lucky children and their grateful families.

Chris is a passionate, authentic presence in the classroom. I love to catch her in Josie's kitchen in an intimate moment with one of the kids and witness the child's delight at sharing a private joke or story with Chris. These moments invariably end with a laugh and a hug and a command to "Go play!" I've witnessed many such moments: magical moments that are filled with Chris's easy warmth and generous spirit.

There is another kind of magic at work when Chris interacts with a group of prospective parents. As the mother of a

Peninsula alumnus and one of the first teachers with whom parents come into contact, Chris is ideally positioned to articulate not only Josie's program, but Peninsula's core values as well. She is approachable, knowledgeable and well-spoken, and she's a master at addressing new parents' concerns.

Chris's artistic talents profoundly enrich the classroom. Throughout the year Chris partners with the kids so that they can dream big, then see their visions realized, be they self-portraits, letter collages, or costumes for the annual play. Chris is an example to the kids of what it means to bring creative self-expression into one's daily life.

Chris has richly served the Peninsula community outside the classroom as well. For the last four years, Chris has been a member of the Finance Committee, where she has worked tirelessly as a liaison to the lower school. She has made invaluable contributions through her deep understanding of the budget process and skill at bringing people together. Her election to COPE, Peninsula School's Council of Peers, demonstrates the universal high regard in which she is held by her colleagues.

Chris is an inspired teacher and valued member of the Peninsula staff, but for many of

us, our primary connection to her is personal. She is a remarkable friend, the one you call for help in the wee hours, and the one who doesn't hesitate to take the hot air out of your balloon. You always know where you stand with Chris, and where we all want to stand is very, very close.

I asked people who know and love Chris – colleagues, parents, and kids – to describe her. Here's what I got: wonderful, open, giving, she helps us, welcoming, big hugs, always tuned in to the kids, totally really awesome, a good and loyal friend, a good listener, unflinchingly honest, resourceful, competent, solid as a rock, wise, well-spoken, *so* intelligent, quick-witted, funny, creative, artistic, beautiful, nice eyes, a gorgeous glorious woman, good jewelry, funky, fun-loving, a trouble-maker, a center of calm, I feel better just seeing her walk across the campus.

If I were Chris, I would illustrate and arrange these words and phrases in a wildly colorful and compositionally dynamic collage. Even so, it wouldn't begin to capture how much we love and admire this woman, and how much we are going to miss her.

—MERRILL GRUVER

## COMING BACK HOME TO PENINSULA

ANDROMEDA GARCELON, '86

When I knew Rob and I were starting a family, before our kids were even born, I realized that I wanted the joy of an education where curiosity is encouraged and children are respected. I thought back to my time at Peninsula, and how much I had learned and gained by being allowed to grow up on this tree-filled campus.

While many people tout Peninsula's room for play and connection to the great outdoors, even the overall community it provides, all of which I certainly love and are benefits we want for our kids, it is actually the academics, which really hold Peninsula apart for me. I had always felt that when I finally encountered GRADES in my high school career, they were detrimental rather than helpful. At Peninsula, or BG (before grades), there was never a stopping point with an assignment or activity. I want my children to experience a school that asks you to continue engaging with a subject, rather than stopping at one pre-chosen goal. The learning that Peninsula offers makes a student work harder, yet feel better about the endeavor in the end. Why would I want something less for our kids? Now that they are both here, in Nursery Blue and in Kate's kindergarten, they are growing, learning, and thriving at an amazing rate. I smile every day walking to pick them up and seeing them so happy at school, even on the hard long days. Having them here is even more wonderful than we imagined.

JOSEPH BAKER-MALONE, '95

It's funny how behaviors learned as a child can stay with one forever.

When some people look at a tree, they first think of what species it is, or what kind of fruit or nuts it bears. They might think of painting it, or photographing it, or even just how beautiful it looks. I look at the thickness and spacing of the branches, to determine how easy it would be to climb.

I imagine that most Peninsula parents, if they were looking for a faculty or staff member and saw him or her on the other side of an open door as they walked by, might go right



*Heather Pang '80, Michele Wheeler '81, and Andromeda Garcelon '86, April 2012*

in to talk. But for me, if the door is the door to the staff room, it still seems like there's an invisible wall there – you can't be told not to go somewhere for eleven years and not have at least a little feeling of naughtiness even if you're technically allowed to now.

And I'm not sure other parents understand how, as I stood on the front

porch the other morning, looking out into the big field while an upper-school class had P.E., I could have such a feeling of happiness and contentment.

Peninsula still feels like a second home to me. Even though I will never again get to spend the hours and hours there that I did as a student, at least now I can stand on the front



*Joe Baker-Malone with daughters, Inara and Kaia, April 2012*



porch and look out, knowing a few things now that I didn't then – like what happens at parent conferences, and what an amazing and surprisingly vast treasure trove the Parent Events storage in the basement is. And, most importantly, what an amazing and unique place Peninsula is.

I can only hope that my daughters can come back 25 years from now and feel as I do.

HEATHER ALLEN PANG, '80

I can't imagine my childhood or my family growing up without Peninsula School. I was a student at Peninsula from kindergarten through 8th grade, as was my sister, Nancy. My best friends went to Peninsula, and my parents were friends with other Peninsula parents. My father served on the board. And when it came time for me to graduate, I was devastated, I did not want to leave, no matter how much I liked the idea of high school.

So when Alex and I had children, I knew I wanted them to go to Peninsula. And I felt so lucky that Alex seemed to like the idea, too. I knew we were going to find the traditions of progressive education alive and thriving at Peninsula. I had been back to campus from time to time, and was not surprised that the school had held strong to core principles of child-centered education, the joy of rope swings and mud, and some of the greatest teachers in the world. I was thrilled to be back.

But one thing did surprise me: how much the smells of different parts of the school brought back memories. On the first workday, I went down into Woodshop for something, and I was brought almost to a standstill by the distinctive, familiar smell of wood and the Peninsula basement. It was magical. I did not think much about it, until I was up in

the Weaving room, and I opened up a glass fronted cabinet and the wool and mothballs and something I can't even name wafted out and struck me with a cascade of memories. It happened in Clay, in the library, and under an oak tree, too.

Memory is a funny thing. I didn't know that smell would bring back so much, but in some ways it makes me feel even more confident about sending our children to Peninsula to make their own memories. And while they do that, I get to experience a different side of Peninsula, the side that was less visible to my student self. I get to see all the work that goes on to keep things running, to make sure those smells will touch year after year of children, and to support them through the exploration of who they are and who they want to become.

MICHELE WHEELER, '81

When I was a student at Peninsula School in the 1970's and 80's, I wasn't very attentive to how the learning environment was structured (or not). I was simply a ragamuffin, a limit-tester, a rope-swinging, and even a designer jean wearing (counter-culture at Peninsula in those days) 8th grader.

As a parent, I'm far more aware of the thoughtful educational environment and the rich and vibrant community my children are immersed in during their school days; I am appreciative of how lucky our family is to be part of this community. My kids are aware of how special/different their school is, as they go about their days breathing in the fresh Peninsula air! They have friends in many other schools, and the differences these kids discuss in the backseat of my car on the way to various sports practices range from humorous to heartbreaking.

One of the things I value most about Peninsula is that it lets my kids be their quirky, unique selves, without shaving off the interesting contours of their personalities by structuring their activities and learning too tightly. They are able to pursue their passions because they have so many choices available to them. They can also try new things without judgment of the results, or any fear of 'failure.' Peninsula really does value process over product, and experience and learning over outcomes. It is a good balance for me, because ironically, I am seriously a product and result oriented person. Go figure.

I am most thankful to Peninsula for helping me develop a strong core of self-knowledge and confidence during my childhood. As an adult, I trust my own judgment, feel capable of working my way through things I want to accomplish, and am comfortable in my own skin, wrinkles and imperfections included. I also learned how to have and be a good friend, which has sustained some of my Peninsula relationships over many years, as well as being foundational to every other important relationship I have developed since graduating.

As an upper-schooler, we used to play 'pile on' with the rope swing. Since each swing back towards the stump fell a little further away, the kids at the end really had to LEAP. (Devon McFall-Morehead was last, and I was always second-to-last). I remember leaping with arms fully outstretched, literally flying many feet through the air, to catch the top of the rope. It was thrilling, and I learned to do this over the years with the rope and my peers, building skill and confidence with each effort. The staff and the environment trusted me – Peninsula literally gave me the freedom to fly.

## KATHY KOO

*Continued from page 1*

finance related positions, but also worked as a consultant advising management teams in corporate strategy and operational initiatives.

With the myriad hats Kathy wears at Peninsula, she brings an ideal breadth of experience and understanding of perspectives, as well as a deep knowledge of the school, to this interim role. The Board is confident in her ability to lead the school

during a period of transition. Please join us in welcoming Kathy to her new position.

The Board was also pleased to announce that Board members Renee Fadiman and Pam Law will co-chair the Search Committee for a new permanent Director. With their collective years of experience in such roles as board member, current parent, alumna, alum parent, and staff member, they bring to the search process a comprehensive perspective of and connection to the school's past, present and future. The Search Committee

will oversee a national search for the hire of a long-term Director for our school and will be comprised in a manner that is intended to honor and embrace input from all of the school's relevant constituencies. The Committee's first task will be to select a consultant to facilitate the process, and will share with the community related details on the search process as it evolves. The Board believes that the school's reputation as a leader in progressive education will attract an excellent pool of candidates.

## ALUMNI CONNECTIONS

### Alan Roodhouse, '58

My time at Peninsula School for 6th and 8th grades (after 6th, Clarence Lack and Allan Strain decided that I should skip to 8th grade the following year to improve my social behavior) was a turning point in my life. My previous public elementary school experience had left me with no discipline or focus. Interestingly, Peninsula's looser format, conditioned with an expectation of personal responsibility, was the key. It enabled me to go on to three highly structured and demanding schools (a Jesuit high school, the US Naval Academy and Stanford Law School) and thrive.

Though I have had an interesting professional career ending with owning my own development company, my life really is all about my family and Catholic Faith.



Alan and wife, Donna

### Tully Wiedman, '58

I tried to retire at the end of 2009 after 30+ years doing emergency medicine, but I keep getting sucked in by pleas of "just a few shifts." Jacquie and I spend a lot of time with our horses, traveling and visiting with our children and grandchildren. It is a full life.

### Randolph Huebsch, '62

Class of '62. Great memories of Alan, Ira, Jo, Isadore, and Hanna, among other teachers. Wonderful trips to the Grand Canyon and Yosemite, on "Big Bertha." Peninsula is where I did my first printing, both on the letterpress and on linoleum – the start of a

long exploration of that process. Website: [www.randhuebsch.com](http://www.randhuebsch.com)

### Bob Mayer, '62

I am happily married and have two children, Reid and Drew who are 23 and 21, respectively. I went to Princeton, then to grad school in architecture at U. Penn. Then I traveled around the world for two years in Asia and Central Asia mainly (Japan, India, Nepal, Afghanistan, etc.). When I got back, I practiced architecture for two years but got into doing a small real estate development, which made me like business. So I applied to Stanford Business School, was accepted, and went there from '77 to '79.

That's the beginning part of my life. After that, I went to New York for a while in finance and met the love of my life, Lisa. We moved back to San Francisco and lived on Telegraph Hill for about 4 years in my little development property. Then we bought a property on Russian Hill that was condemned and in court, and tore it down. We just barely got our project built in 1983 at 18% interest rate. That's still where we live.

We had two boys, great young men. Our older boy is in finance now. Our younger boy wants to be an architect. Both of them are gifted students and doing great. My wife has been in finance for 25 years with major firms. I got sick of finance at the end of the 1980's and went out on my own as a real estate developer. I have built my own micro empire of apartments in San Francisco. It's pretty successful.

I am building an airplane with my son in Florida at the manufacturer's build center. It's a 4-seat high performance composite. Lisa and I trekked into Mt. Everest last November. We regularly go to Sun Valley and the Sierras. We also collect art, mainly photography.

I haven't kept in touch with anybody from Peninsula School mostly because the timing for various events was bad. Also, I was the one who was bored to death by school at that time and spent time with my friend, Kit, out in the trees, etc. But it all ended up OK. Hope everybody else from '62 is doing great.

### David Ecsery, '71

I attended Peninsula School in 1st grade only, 1963-64, followed by several years in the Redwood City public schools and then Ravenswood High School, which was an

obvious destination for Peninsula alumni of my approximate age. I have a music degree from San Francisco State University and an MS in computer science from CSU Hayward; I've been using the latter to earn my living for quite a few years now, currently with InnoPath Software in Sunnyvale.

I'm married to Ginny Weersing, who is a Marriage and Family Therapist, and we have a five-year-old son, Eli, who will be entering kindergarten in a few months.

It's been fun to reconnect with a few of my fellow alumni on Facebook; actually, I hadn't realized how many were at Ravenswood with me, including several members of that first grade class. I did go back with my mom for a few events during my early years, and was part of the Peninsula School Adult Choir in 1974 (quite a nice experience – we performed the Bach Magnificat in D). I might also add that the inside of the Big Building has a layer of paint that I helped put on – buried beneath many subsequent layers, no doubt.

### Kerry Collins, '74

I am happily living outside Seattle with my husband and two dogs. We are blessed with a beautiful 21-year-old daughter, who has just finished her junior year at NYU. My own degree is a BS in Psychology from St. Mary's College in Moraga. Go Gaels!

I have been with Voicestream and T-Mobile for about 15 years. My job takes me to some cool exotic places – Panama, South East Asia – and some not so cool places in the US. Spending 5 weeks in the summer in Yuma, Arizona is not all as much fun as it might sound.

My favorite memories are the weaving room with Billie, and chorus with Denny. Not to mention my special seat on the couch



Kerry and husband in Hawaii

in the library. Who in the class of 1974 does not remember sitting on the trampoline waiting for any unsuspecting adult to walk by and get bombarded with pleas to spot us for 10 minutes of jumping. Above all, I remember Magda reading out loud to us every day, and Steve Walters' musical start of the day.

### Panos Koutsoyannis, '80

The first computer I ever touched was at Peninsula in Dottie's class, which was 3rd grade. It was a commodore PET and I never looked back. I remember spending hours in the computer lab at the top of the haunted stairs playing with them. I now lead the GOOGLE Access effort across big chunks of Emerging Markets. What does that mean? It is basically Google-Peace-Corps. You figure out what the barriers are for people accessing the internet and then we launch projects to open up the internet. That is anything from wiring villages to investing in sub-sea cable systems across the African seaboard. It also includes some pretty out-of-sight technologies developed by Google R&D and some Macgyver home-brew stuff like attaching a wok to a USB device to extend wifi across a village square. It's really a lot of fun.

### Holly Varian Zuklie, '82

I'm living in Portola Valley with my husband, Mitch, and kids, Hannah (Peninsula Class of '13) and Angus ('15). I have worked in schools for the past 20 years, particularly at The Girls' Middle School, where I have worked with Renee Fadiman ('81) for the past 15(!) years. It is wonderful to drive to Peninsula every day as a parent.

### Lizzie Cannom Fong, '83

Our family is fulfilling a long-held dream, and will be spending the next 3 months in Costa Rica. We are really excited about this adventure together. If you like, come along online! [FongFamilyPuraVida.blogspot.com](http://FongFamilyPuraVida.blogspot.com)

### Ariel Frager, '84

Hey there Peninsula! Exciting news from Portland, Oregon – my husband and I welcomed our first kid into the world. Ezra Bennett Needler was born in December and is a delight. I'm off from my work as an Art Therapist for the Portland Public School District for the year to hang out with him. The day before he was born, I finished



*Panos in front of the village where he is currently working*



*Ariel with son, Ezra*



*Jon and family on the front steps of the Big Building*



*Jessica Morrell*

editing a short film that I am hoping will be screened at Jewish Film Festivals in the coming year. I am also working on a book about the long journey to become Ezra's mom. Mostly, however, I nurse him, change diapers, and dance around the living room. It is by far the best job I have ever had.

### Jon Anderson, '85

While I only attended Peninsula a few years, it left a lasting impression on me. I now live in Duluth, Georgia with my wife, Marianne, and our two daughters, Mazie (8) and Bailey (6). We visited Peninsula School on our Spring Break trip this year. We stayed and played on campus for hours, and the girls loved it. They climbed trees, enjoyed the ducks in the mud puddle, climbed on the logs and slid down the

twisty slide. I remembered my friends from my early childhood at Peninsula, L.T. Ginn and Jon Maguire, as well as walking to school with my brother from the train station. Hard to believe what young kids were allowed to do back then! I was also happy to see that the Redwood planted in memory of my brother Jim Brown was alive and so tall. I was happy to show my family the school. We are back in Georgia settling in now, and I hope to be in touch with other old classmates in the future.

### Jessica Morrell, '92

The past twenty years have been unexpectedly eventful for me. I started college early, at the age of 16, only to have my studies delayed

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Justin and family

## ALUMNI

*Continued from page 7*

for a couple of years by two car accidents. After returning to school, I obtained an AA degree in the Liberal Arts and a Certificate of Achievement in Technical Writing. My academic pursuits were then put on hold for ten years in order to raise my son, Craig, who is a joyful child with plenty of energy to spare. I have worn many hats, including those of "Data Librarian" at Oracle and "Executive Assistant" at GarageGames, a game development company. This coming June, I expect to graduate summa cum laude (with a GPA of 4.13) from the University of Oregon, with a Bachelor's in the Humanities and a minor in English. I will be continuing

on to graduate school and pursuing either a Master's in Library Science or a PhD in Philosophy. My son, Craig, plays the piano and marimba, is an active gymnast, and also participates in a local peer mediation program, nature camp, and science club.

### Justin Quan, '92

Of all the schools I have attended, none of them has a place in my heart like Peninsula. I am married now for four years. We have a wonderful daughter, Journey, and are expecting a little boy, Juneau, in early May. We own a company called Moonlight Feather, Inc., which we built from scratch in our garage. We have done very well in the feather business. We are in preparation now to launch a new brand named after my wife, Joey Quan.

Life has been a non-stop adventure for us. I hope all my classmates, teachers and friends are well and know that I miss them.

### Bree Abrams Mahlum, '96

After graduating in 2000 from Harbor High in Santa Cruz, I ended up at the University of Washington in Seattle and graduated in Communications. My husband (whom I met freshman year at UW) and I got married in 2009, he was working at WaMu



Bree riding her horse

(then Chase) at the time and I was at Expedia working in online media in the Hotel Photos department. We love to travel and started talking about potentially moving shortly after coming back from our honeymoon in Europe. Luckily enough, Chase offered to move him across the country to their New Jersey office. We now live in the Paulus Hook neighborhood of Jersey City with our monster cat, Morgan. After doing a short stint at Travelocity, the company decided to close their New York office. I'm now working as an Account Manager at Shutterstock in the Financial District of New York City and love it. In my free time, I ride horses, enjoy exploring the city, love photography, find new hikes to take and research different options for upcoming trips. I would love to catch up with others from the class of '96.

### Pefy Fraser, '02

I will be graduating with my Master's in Social Work this May ('12). Next for me is beginning a job working for the state of Arizona. I will be working with children and their families. I eventually hope to transition into doing school social work, but I will be doing case management for a few years as I get started. I'm excited for what is to come and constantly remember and appreciate the influence Peninsula has had on me, my education and my emerging career!

## MORE TRANSITIONS

Livy Siegel ('01), who has worked as an upper school assistant for the last two years – first in 6th, then 5th grade – will enter the Graduate School of Education at UC Berkeley this fall to study toward a Master's in Education, as well as Single Subject credentialing in English.

Logan Rosenberg, the 6th grade assistant this year, has enriched the upper school Choice offerings with the knowledge and skills of a versed naturalist. He will marry Milly Maples of Tennessee on June 16. Upon the completion of a Master's degree in Environmental Education from Prescott College, Arizona this spring, he is poised to pursue a long-envisioned career in this field.

## LEARNING BY TEACHING

by *Lucayo Casillas*

*Five alumni, who currently attend Summit or Everest High School, turned their spring intersession period in January into self-designed internships at Peninsula: Allegra Mangione assisted in Weaving, Ben Dryer in upper school music, Bixby Ponteri in Clay, and Harry Justus in the library; Lucayo Casillas taught 7th and 8th grades a Native Americans unit, in addition to assisting in Choice.*

Returning to Peninsula for a month has been an astonishing experience. Not only was I able to share the history of my ancestors with the kids there, but I was also able to spend time in a place that was like a home to me. While 99% of the freshman class at Everest chose an elective to pursue for intersession, I instead selected an internship at Peninsula. There I aided in the design and the delivery of the Native American unit. In my 8th grade year, I was given the option to teach the unit to Mel's class, which was a magnificent experience for me. History, especially of Indian people, has been a passion of mine for years, so having a chance to share all the knowledge I've gathered truly made me feel rather exulted. I made

the choice to teach again to once more show the perspectives and the stories of Indian people. The history of Indian people is told, but is done so in a mediocre to poor manner in this country's education system. Native people are treated as "side characters" in most of America's textbooks, when in reality Indian people have contributed more to this nation's development than perceived by the average person. Also I believe that analyzing different perspectives of the same story aids in one's intellectual development.

Teaching the 7th graders definitely related to my personal experiences at Peninsula. Throughout my years at Peninsula, I've always openly shared facts and opinions regarding history, and teaching the 7th grade was essentially doing that in a more structured and formal way. Over the four weeks I spent at Peninsula, I gave lectures about specific events and assisted in the facilitation of the students' projects. Being within the class day after day gave me an opportunity to witness the increase in the students' knowledge, along with an increase in my own. Seeing perspectives develop as a result of what you say is a unique experience that only someone like a teacher can really discern, and I was lucky to be that teacher.

Subsequent to my teaching experience at Peninsula, I have realized that teaching



*Lucayo Casillas as Captain Hook in his 8th grade production of Peter Pan, June 2011*

history may be the path I wish to pursue, but without the autonomy, independence, and other vital attributes Peninsula promotes, I may not have been able to contemplate this potential decision. Teaching at Peninsula enhanced certain aspects of my character, such as patience and responsibility, so I am utterly thankful for the wonderful opportunity, which the school and its teachers provided me.

## CLASS OF 2012'S COLLABORATIVE QUILT PROJECT

*We are in the second year of a new tradition at Peninsula School, the annual 'Alumni Collaborative Project,' which gives alumni a way to connect with Peninsula by working individually yet together, working creatively, trying something new or having a chance to shine in a personal strength. We hope to create an annual project, different from year to year, in which many alumni can participate, and the fruits of which are shared with our whole community. While some people participate each year, not everyone needs to do each project. Over time, we hope that each alumnae/us will get to participate in the projects that speak to her or him personally. For this year, alumni created quilt squares about Peninsula,*

*a time, place, or memory that has meaning for them, along with a short description of how that quilt square connects to Peninsula.*

*Through this tradition of the Alumni Collaborative Project, each year, we extend a welcome to our soon-to-be fellow Peninsula alumni, the 8th graders. This allows them to reflect on their time at Peninsula and to discover that there are ways to stay connected after graduation. It is also an opportunity for our wonderful alumni community to invite these wise young students to our ranks. Welcome, Class of 2012!*

—ANDROMEDA GARCELON



The reason I love camping trips is because of all the time my classmates and I have together. Also, my other favorite

part of it is that every year, the days of the trip increase by one day, so everyone has more quality time by themselves or with friends. I also love doing this, because we get to be outside and away from our class, and we don't have homework.

—AIDAN MILBURN

An event that happened in 6th grade is the reason that a mud puddle is on my quilt square. A few girls in our class and I were making mud pies and we started throwing them at each other, and it just escalated from there. After we had been throwing mud around for about 10 minutes, we were all covered in

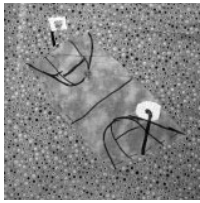


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mud. This was the most fun I have ever had at Peninsula in the 7 years I have been here.

—ALISSA HALL



I made a basketball court because I love sports and hanging out. My friends and I always hang out at the basketball court and, when we do, we always play sports, mainly

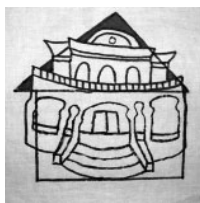
basketball. It is fun sitting on the benches and it is really fun when we laugh. The basketball court reminds me of Peninsula because it is a great place to hang out, just like Peninsula. Also we always have a great time even when we are not in the mood.

—ALLY ABER

Every day at Peninsula generates new memories that I could have put down, but I decided to put down the few memories that embodied my entire life at Peninsula instead of great memories with no deep meaning. The first image is of a bird, which symbolizes the song "Free Bird" by Lynyrd Skynyrd. It was sung by a kid at our school in 2008; it was the first time I heard that song and it moved me. It made me realize the importance of freedom in a child's education and how well Peninsula delivers this. The second memory is of a tree in Nursery Blue; just playing around that kind of nature is another extremely important part in a child's education. It helps them realize that we should honor the power that created us. Each piece of the quilt expresses a different freedom of Peninsula.

—BEN HICKMAN

The image on my quilt square represents my relationship to Peninsula. It represents this school as my home. I am more comfortable at my home than anywhere on earth, but Peninsula has been a very close

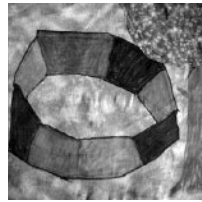


second. I want people to know, Peninsula is my second home.

—COLE QUINN

I feel this tree represents the spirit of Peninsula perfectly. It embodies the freedom and growth I received from my time at Peninsula. The spirals in the blue background represent the lives of all people at Peninsula spiraling around, and meeting each other. The spiral background also serves to embody Peninsula's wild and unkempt environment, an environment that is at the same time dominated by a wise and welcoming tree.

—DANNY KEANE

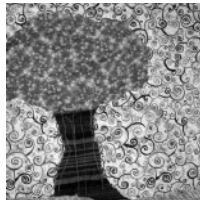


In the ten years of going to Peninsula school, PE was always my favorite part of the day. I remember playing Gaga in the Gaga court whenever I had the chance. As I got older and was introduced to all types of sports and games, I started trying my hand at other sports and haven't looked back. Now that I'm in the eighth grade and super nostalgic all the time, when I go into the big field and jump back in that colorful octagon, I realize the Gaga court is just simply AWESOME!

—ELIAS STASSINOPOULOS

My quilt square is a picture of a tooth with wings and a crown, which represents the tooth fairy to me. The tooth fairy reminds me of my first experience at Peninsula. When I first shadowed at Peninsula (which was actually in the summer at Peninsula's summer camp), I was really scared, but Camerina invited me to do some of the arts and crafts the other students were making.

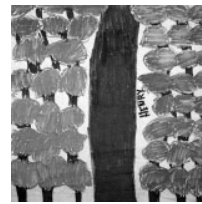
I looked at all the crafts, and I noticed a big pile of patterned fabric. There were a few kids around the little table sewing tiny pouches, and I wanted to try it too. I was really shy, so it took me a while to muster up the courage to ask her if I could try it, but when I did she said yes. When I sat down to make one of these tiny pouches, Camerina



explained to me that the other kids were making 'tooth pouches' to store their lost teeth in, until the tooth fairy came to take the teeth away in exchange for money.

I picked out a lagoon blue fabric, with little yellow moons and stars. I threaded my needle with the help of one of the assistants, and sewed a few stitches. I looked across the table and saw another little girl, with short curly brown hair. It turns out that was Noemie, but I didn't know that then. She welcomed me and said hi, which made me feel a lot better. I later played on the monkey bars with her. That's really all I remember about that experience, but I just remember it being scary, and then turning into a lot of fun once I met a few other kids. On the way home in the car I had a huge pile of crafts and was so excited that I couldn't stop telling my mom about the people I met and the different art projects I had done. I vaguely remember making a green paper crocodile with red eyes, but the tooth pouch is what stood out to me the most.

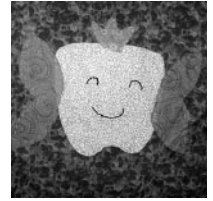
—EMMA WALDSPURGER



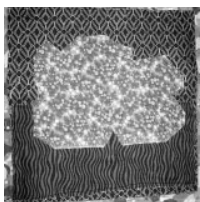
My fabric square is the tree tunnel that used to be near the fire escape. I remember the first time I ever went through the tunnel, I just looked around in awe. I remember hiding in the little hole in the trees in the tunnel. I remember always wanting to climb the trees but never being able to because they were too skinny. I also remember sitting on the little bench that was slightly tucked away in the trees. But I also remember the day I found out that it was being closed off and a path was being put around it. I remember every day when I went to pick up my little brother, I would jump the security tape and walk through it. I had some of my fondest memories there.

—HENRY CHOI FREEMAN

My quilt square is of the forest behind Annie's. This was my first experience at Peninsula and I will always remember it. I liked that it was so

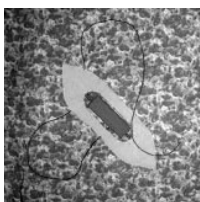






thick that you could not get, or even see, all the way through it. It felt like a real adventure.

—JARETT BAKER-DUNN



My square doesn't really relate to any one memory. I have always spent a lot of time in Weaving, especially during Upper School. My square represents the happy

time I've spent up in the Weaving Room with a shuttle and a bobbin.

—KATE BOWERS

When I think of Peninsula I think of the tree house, since climbing it was the first thing I did when I came here in 6th grade. Sitting in the tree house is sort of a paradise, and in my mind Peninsula itself is a paradise. I don't think of a school when it comes to Peninsula, it's more like a home to me.

—LEO DAVIS

One of my favorite memories of Peninsula was playing on the monkey bars outside the sixth-grade classroom. My first year at Peninsula was in sixth grade (Garv's) and I wanted to make new friends.

You see, I've been the new kid at a school before and I was so shy I didn't get close to anyone. When I made friends here, my friends and I wanted a place to hang out, and the monkey bars seemed to be the perfect place to hang out. During our free time, we would go there to hang around and just talk. In fact, one of my friends and I made a routine on the monkey bars and I still remember it. I also loved climbing the tree right next to it. I will never forget my time at Peninsula and my time on the monkey bars.

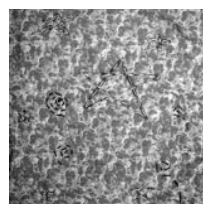
—MARTINA PEDERSEN

When I was in 3rd grade, one of my fondest memories was climbing over the limit. There is a redwood tree in the back that was so much

fun to climb. I remember Gail telling us that you can't go over a tree to the left. That is what the two trees on my square represent to me.

—NATE GRIFFIN

My quilt square represents playing pretend when I was little. Because Peninsula preschoolers have all day to play around, and awesome scenery and play equipment, it is easy to turn a broken down boat into a pirate ship. Also, Peninsula is very supportive



of creativity and individuality, so we can have our heads float up as far as we want away from earth, which is what my spirals and squiggles stand for. The stars on my quilt square represent the dreams that you have when you are little – unrealistic, unbelievable, and Peninsula School doesn't shoot those dreams down just because they are wishful and impossible.

—NOEMIE CLOUTIER

The quilt square is a pine tree and a river, which reminds me of camping. The fact that we get to go camping is probably one of my favorite things about Peninsula. I have always loved it and getting to go with your friends makes it even better. I have memories from being seven and going for two days, and feeling like I was a "big kid" because I got to go camping with school – then swimming in the creek and seeing the "huge" tree falling over into the river. I think Peninsula has made me like camping even more. Now whenever I go camping, I will think of Peninsula.

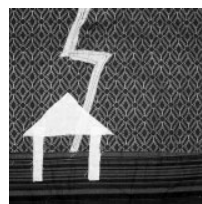
—RIAN DONDERO

My quilt square is an encapsulated memory, one that is very dear to me. It is precious for a number of reasons: first, the sheer enjoyment



of the event, but it is also special because it represents my life at Peninsula in my mind.

This is the memory: The class was in sixth grade, Garv's class, and we were on our spring camping trip. I think it was the evening of the second day, or perhaps the third, and Garv got the class crowded under a single camping canopy for the before-bed meeting. While the weather forecast had said it would precipitate that week, no one had really paid it much attention until towards the end of that meeting, when the weatherman made good on

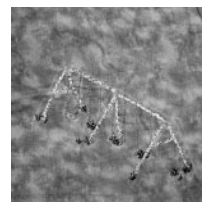


his promise and the rain started falling. Everyone huddled close to try and keep as dry as possible, and the meeting continued. When we first saw lightning, we counted the seconds

between the flash and the boom of thunder so as to figure out how far the storm was. It took us several attempts to get the formula right, but we were soothed to know that it was several miles distant. After the meeting, people slowly drifted off to bed, running and laughing through the downpour toward the refuge of their tents. I was one of the last people out, clustered under the canopy. Several instruments were broken out, and classic songs were played. I ran to get my harmonica and joined in with the guitars and the rain.

—SAM POLLACK

My quilt square is of the swings behind Roger's and Graceann's. I picked this for my quilt square because in my experience at Peninsula, I have had so, so many memories there. There are too many to name. One of them is every day in 6th grade, Taylor, Martina and I all ate lunch there; we hung out at the swings A LOT. The other reason I chose to do the swings was because every time I think of Peninsula, I think of my childhood and how my favorite thing to do was to swing on the swings. Whenever we went to the park



*Continued on back page*

## IN MEMORIAM

### Brian Tailleir

Brian Tailleir, who was on staff 1973-74 assisting Florrie Forrest and Elizabeth Aitken in the 1st/2nd grade classroom, died on February 7, 2012 in San Ramon, California. He was 60 years old.

### John Shippee

Alumnus John Shippee of Atlanta, Georgia, passed away Dec. 27, 2011. He at-

tended Peninsula School in the early 1950's, as did his sister, Lisa Shippee Duhl. He was left with a lifetime of memories that had him reconnect with

our school as an adult. He helped with special fundraising projects at Peninsula



in the last decade, from Peninsula Partners for the Future to a special fund to help teachers involve students in community service. He had a love of life, peace, and education. John stayed an active supporter of the things he believed in throughout his life. His kind smile and ready laugh will be missed by friends and family.

### Robert Howard

Robert Howard, who attended Peninsula School 1967-74, died along with his wife and two daughters on July 22, 2011 in a car accident while vacationing in Kootenay National Park, British Columbia, Canada. He was 48. His wife, Ana-Maria Dias, came to the United States when her family fled war-torn Angola during the late 1970's. Their daughter, Samantha, who went by Sam, was born in 1999, followed two years later by Veronica, who everyone called

Nica. When Robert was 3, his father joined the Stanford faculty, and the family relocated from Boston to Palo Alto. He earned a Bachelor's and a Master's in Mechanical Engineering from Stanford, and joined Apple at the time of its first renaissance of product design. Early on, he was awarded a patent for a tilt and swivel stand and then earned several more in quick order. He had a gift for and love of design, and shared this gift by returning to Stanford to teach product design classes. At Lunar, an engineering and industrial design firm, he took a lead role running the engineering group, and had a reputation for being "wicked fast, smart, funny, but always kind."



## REUNIONS AT THE FAIR

### Andromeda Garcelon

IT WAS A SUNNY, BEAUTIFUL, and bustling day at the Spring Fair. As the 40th this year it was a special celebration, and it felt like it! It was well attended and busy with demonstrations, ping-pong, music from kids and adults, a flash mob, and of course strawberry shortcake. We saw many faces of PALS (Parents of Alumni Students), former staff, former Fair coordinators, and especially our alumni. Among the alumni, ranging from the Class of 1940 to last year's graduates, were two classes celebrating their big reunions. Several classmates from 1992 came for their 20th reunion, with friends, partners, parents and even some babies in tow. They gathered for lunch at the café tables in the auditorium, were there chatting for a long time, and made the room, which was decorated with old

photos and timeline, very inviting for other alumni and fairgoers who wandered through to see the displays and peruse old yearbooks.



*The Class of 1962 celebrates its 50th*

Most notably, five members of the Class of 1962 celebrated their 50th reunion, with many of their other classmates writing in with messages and notes. In attendance were Laurie Friedman, Tinki Bock, Steve Lubin, Kathy Conley, and Julia Kastle Brown. This

exuberant bunch was hard to catch up with, as they were so busy enjoying the delights of the day! They were all over campus, savoring

the foods and desserts, picking t-shirts, watching the improv performance, viewing the displays of photos, looking at their yearbook, and generally having a good time chatting and telling stories. They were reminiscing about field trips when I did catch up with them to take photos, but it was Laurie, a photographer, who took this shot. Particularly wonderful about this group was their genuine

happiness and delight in watching the other fairgoers and the current Peninsula students. They love the school, which they called home as children, and are glad to see it thriving. The spirit of the Class of '62 was contagiously joyous and vivacious, in short, so much fun!

# Thank You for Your Kind Gifts

It is with gratitude that we present the following list of community members – current parents, board, staff members, students, alumni, grandparents, alumni parents, friends, community partners and matching programs – and sincerely thank them for contributing to Peninsula School during the past fiscal year. These gifts help ensure that our school can continue to offer the intriguing programs, empowering trips, incredible teachers, and inspiring grounds that make a Peninsula education so special, and in the process allow us to sustain our mission of creating a joyous place to learn and grow, where students can come into themselves and give back to their world. We want to extend an extra special thank you to all of our current families for helping us reach an amazing 99% participation in this year's Annual Giving Campaign.

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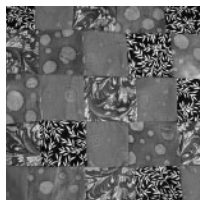
## QUILT PROJECT

*Continued from page X*

or anywhere with a swing set, I would run straight to them. I would play on them all day if I could. Swings have always been full of memories for me.

—SARA DI SILVESTRO

My square is just made of little squares of different colors to show how diverse we all are and how everyone at Peninsula fits together to make a good community. I chose the particular colors because every color



this patchwork represents.

—SONOMA SANDERS

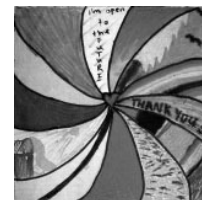
My square is a swirl of my memories here at Peninsula. One part of my square represents my new open mind, because of the diversity

describes a different part of Peninsula for me. To me, Peninsula is just a combination of lots of people and personalities, and everything just fits together. That is what

of the school. The orange/yellow part is a memory of a skit Martina and I did. I wore a long full yellow skirt. I have so many memories I couldn't include them all. I

really will miss this school. My favorite memory is most definitely when I walked into the 6th grade class. Garv welcomed me with such kindness and I truly felt welcome. All who still have many years here, make the most of it.

—TAYLOR CONRAD



Please contact Andromeda at [andromeda@peninsulaschool.org](mailto:andromeda@peninsulaschool.org) 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. Please contact Abby at [abby@peninsulaschool.org](mailto:abby@peninsulaschool.org) for more information about the articles.

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