

Bodhicitta and Sawubona Ngikhona — Learning Journeys 2013

By Ward 'SN' Mailliard

When asked to write about our unique learning journeys, I often feel an initial resistance, because I know words can never adequately describe the full impact of our experiences. This year we had two extraordinary expeditions: the first to India with the seniors, to visit the Sri Ram Orphanage, and to speak with the Dalai Lama; the second, with the juniors, to South Africa to visit different schools and charities, and to speak with Archbishop Desmond Tutu and former President, F.W. de Klerk.

A number of MMS alumni supported these trips in various capacities, and this legacy enriches the experience for all involved. As chaperones, Hannah Meade ('08) and Trevor Forry ('09) joined the India trip and Prabha Pacey ('86) the journey to South Africa. We are thankful that through former Santa Cruz Sentinel Editor Tom Honig's suggestion years ago, the Sentinel hosts our story on their website, and thus we were provided with a wonderful way of communicating our experiences in near "real-time." We share daily blogs authored by the students, edited by Shannon Kelly ('92), on a site managed by Tom Shani ('07), photographed brilliantly by Shmuel Thaler, and enlivened with video by Devin Kumar ('06). I urge you to visit the blogs and to enjoy a few excerpts from the student entries included here.



Walking with new South African friends at Botshabelo

"During our interview with the Dalai Lama, he talked about how important his own peace of mind has been in dealing with the loss of his country and the terrible suffering of Tibetans. He discussed the importance of maintaining compassion for people in order to cultivate your own peace of mind. The Dalai Lama is an example of someone who is at peace with himself and the world."

— Bryson Smith, 12th

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Teamwork, Cooperation and Mentoring: Alumni Join Camping Trip

By Leigh Ann Clifton



Students play a cooperative game

Below a canopy of majestic redwoods, 40 middle school students gathered in September for an annual MMS tradition: a four-day outdoor kick-off to the school year — complete with tents and the wafting smell of campfires.

"The transition from summer to classroom can be rather abrupt," noted teacher and trip leader Bob Caplan. "Designed to be at least 75% fun, this excursion provides just the right kind of buffer from carefree summer afternoons to the responsibilities of school days. New and returning students and adult chaperones share an equal footing in a magnificent state park, where we combine the sheer frolic of creeks and cooperative games with the wonders of identifying flora, fauna and celestial bodies. Hidden

strengths emerge, friendships are formed and renewed, and adolescents and adults live, work, and play together. When we show up for classes back at school the following week, there is more of a family feel on campus from having shared this experience."

MMS faculty, parents and several alumni chaperoned this trip to Big Basin State Park, cultivating an atmosphere of camaraderie and mentoring.

"It's valuable to have student-teacher relationships that extend beyond the classroom," said Dov Rohan ('01), a five-time chaperone. "These are the first days of potentially life-long friendships. What better way to start off than in nature? Introducing the incoming sixth grade class to the returning middle schoolers is

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Our Mission

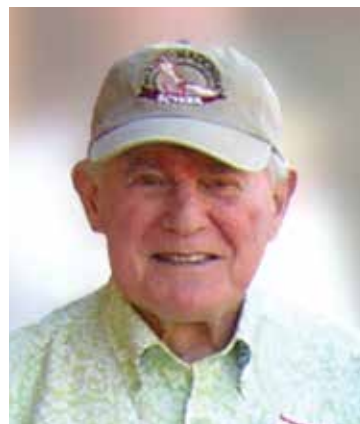
We are a community of learners. We support our students to become caring, self-aware and articulate critical thinkers, who are prepared to meet challenges with perseverance, creativity and integrity. We believe that a meaningful life is characterized by personal achievement and the ability to work effectively with others in service to society. We value academic achievement, environmental stewardship, meaningful relationships, integrated learning and the creative process.

A Mentor and Friend: Erwin Tomash

Erwin Tomash, father of former Head of School and current Board of Directors President Sarada Diffenbaugh, passed away on December 10, 2012. Erwin was a great supporter of MMS, from conception through the present. He attended many events and saw grandchildren Noah Suresh Diffenbaugh ('92) and PK Diffenbaugh ('95) graduate. A wise, kind, gentle and generous man, he is missed by all who knew him.

Erwin made his mark in the world in varied ways. As a computer industry pioneer he founded Data Products Corporation, one of the first printer companies. As an intellectual he helped to articulate the field of History of Computer Science, both through his rare book collection and his formation of The Charles Babbage Institute, a research center at the University of Minnesota.

Erwin was a man who understood what it meant to take risks to achieve your dreams. He and his wife Adelle gave generously to MMS since its inception. They were one of three principle donors in the construction of the new campus, and they also helped with scholarships and other vital programs. This extraordinary man made a big difference in many lives.



Erwin Tomash

For my dad, life was fulfilling when he was supporting others. He believed that giving to others completed him. He gave freely, of his joy for life, time, money, advice, work, intellect, energy and his love. He taught me that I can be fulfilled if I am willing to give.

For my dad, life was a continuous opportunity. He believed that two things create opportunity: luck and hard work. He appreciated luck and cultivated work. He taught me to take the risk of seizing the opportunities that luck presents, and to work hard to earn fulfillment.

For my dad, life was joyous. He believed that curiosity was the appropriate response to the unknown, that curiosity deserved an investigation, and that the process of seeking was delightful. He taught me that perseverance in the face of not knowing will always bring the joy of discovery, and sometimes bring the joy of finding an answer.

For my dad, life was focused. He believed that concentration, absorption, and vision that united heart and mind were the keys to accomplishing his goals. He taught me how to concentrate and I will be forever grateful for that lesson.

— Sarada Diffenbaugh

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A Letter from our Heads of School

As we look back at the accomplishments of last year, the richness of our collective impact through our work is apparent. Together, we are mentoring our future through the vitality of the programs for our children. The 'little school on the mountain' continues to 'go global,' expanding programs, facilities and our community, and building connections to inspire meaningful learning in real-life situations. Students are learning beyond the classroom walls through travel opportunities and by mentoring younger students in our flourishing buddy program.

International Connections

Our seniors traveled to India and met with His Holiness the Dalai Lama, made new friends and were welcomed by the loving community at Sri Ram Ashram. Our juniors journeyed to South Africa and Swaziland, interviewed Archbishop Desmond Tutu and opened their hearts to the children of Botshabelo.

Other community members visited the Ashram as well, including two elementary school students, teacher Hamsa Heinrich, and several alumni, all developing new connections. The lower school celebrated Indian traditions at our annual Cultural Awareness Assembly.

Emmanuel Ivorgba from Nigeria visited in February, his first visit to our campus. MMS students first met Emmanuel in 2007 when they traveled to India in conjunction with Project Happiness. Following that seminal meeting, Emmanuel started a school in Nigeria modeled after MMS' three pillars.

Outdoor Learning Expansion and Ecoliteracy

The expansion on campus of the outdoor learning component includes plans for ropes course activities, stewardship of the forest and survival skills, as well as ecology concepts applied directly to the mountaintop, forests and ponds.

Eighth grade students camped in the forest for a meaningful Rite of Passage experience; the ninth grade class was guided by Catalina Environmental Leadership Program staff for their 4-night marine biology adventure to Santa Catalina Island; and lower school students participated in annual journeys to the Sierras, environmental history trips along the California coast, and science lessons at local farms. Faculty and chaperones – including alumni and a few parents – began the year with bonding and mentoring adventures: the middle school explored nature at Big Basin State Park, while high school students enjoyed exhilarating whitewater rafting along a stretch of the American River.

Hawks Win League Title and CCS First Place!

For the third year in a row, the boys varsity volleyball team won the league title! They also won the Central Coast Section championship for the second time in the school's history! The boys went on to compete in the newly-initiated state NorCal tournament and tied for third place.

The vitality and potential for continued growth of MMS athletics relies on the strength of the program – and facilities. Progress on the new gymnasium continues. With \$950,000 raised so far, and an estimated \$800,000 still to be raised, the Major Gifts Committee is actively meeting with donors and the campaign's Community Phase kicks off this fall.

Annual Giving and Summit for the Planet

For the first time ever, we reached 100% participation in our Annual Giving Campaign, raising \$100,900 in donations from families, friends, alumni and extended community members! Thank you to all who contributed as every dollar helps supports MMS' quality program. Summit for the Planet, our spring walk-a-thon for nonprofits, continues to expand and we netted \$24,000!

New Sustainability Subcommittee

The spring Board meeting was led by the new Sustainability Committee, a Board subgroup actively exploring alternative revenue sources and finding cost savings for MMS, while continuing to preserve the program and provide stewardship for the school as a whole.

The learning community sustains itself through meaningful relationships and engaging experiences. The community elders preserve what is valued through storytelling, modeling, mentoring and shared experiences. The youth bring new energy, and renew and reshape the vision. This is the process by which the MMS community is mentoring our future. Please join and support us in this journey as we expand opportunities to connect young and old, cultures and countries to provide experiences with authentic learning-for-life lessons.



Jivanti Rutansky



Supriya McDonald

Jivanti Rutansky
Head of Upper School

Supriya McDonald
Head of Lower School

MMS Athletes: Champions On and Off the Court

For the first time since 2002, the boys varsity volleyball team won the Central Coast Section (CCS) D-II championship! The team also took 1st place in the Santa Cruz Coast Athletic League (SCCAL), and were semifinalists in the first-ever boys NorCals!

"The success this team experienced can only be measured by the commitment and effort that these boys put into it every day since the cold days of early February," commented Hawks Varsity Coach PK McDonald ('04). "Moving on to the postseason, the pressure was high, and their goals remained right in front of them. Even with the raised stakes, the focus remained the same: playing together to the best of our abilities."

The varsity girls, a mix of new and veteran players worked hard to create a tenacious, focused team.

"Every athlete took her game to a higher level, revealing a strong potential that we will continue to move toward in the future," said McDonald.

Academic Distinction: Best GPAs in CCS

Both teams were also lauded for having the "Best Collective Scholastic Grade Average for All Varsity Teams" among CCS volleyball programs. This was the tenth time MMS athletes have earned this distinction!

"We are very proud of both teams' scholastic efforts," commented MMS Athletic Director Sidd McDonald. "The award is reflective of the emphasis that MMS places upon academic achievement."

Junior Varsity (JV) Coach Nate Rockhold



2013 boys varsity: CCS DII champions!

describes a year of growth for the JV program: "We set a goal to improve in every match, whether winning or losing, and that's what we did! Fans of MMS girls volleyball have a lot to look forward to next season.

"The JV boys were coming off of winning league two years in a row. This reputation was a

little daunting for some of the players who were either incoming freshman or new to the sport. However, they stepped it up, grew individually and kept improving all season. I am especially pleased to have witnessed them supporting each other across age groups and collaborating despite the differences in skill levels."

JV basketball



Going for the block



Making Strides: Runner Competes in CCS

In the weeks before school began, a handful of dedicated high school runners took to the forest and meadow trails around campus to build endurance in preparation for fall cross country meets. While the team finished in 7th place by season's end, senior Daniel Fust achieved a new milestone: qualifying for the Central Coast Section — MMS's first-ever runner to compete at this level!

"I really appreciated Daniel's leadership during his four years of running cross country," commented Coach John Nink. "He was a leader by example and his dedication was easily seen by his teammates, who unanimously voted him team captain."

Hoop dreams: While they have yet to claim their first victory and enjoyed a brief competitive season of just two games, the JV basketball team, also coached by Rockhold, played together with enthusiasm and heart.

Middle and elementary school volleyball expanded this year, with 22 of 40 middle school students turning out (along with 25 elementary students) to support four teams!

Parent Anna Dasbach coached for the Gold (elementary girls), assisted by parent volunteer Debby Fust. Sidd McDonald coached the Blue (MS girls) and Black (fifth-eighth grade boys); while parent Lynda Will volunteered as coach for the Red Team (fourth-fifth grade boys).



Freshman Ethan Harrington competes



Sixth grader Noah Kaplan serves

Fifth and sixth grade students, coached by Jessica Cambell, Rockhold and “PD” Rohan, represented Greece in the annual county-wide

International Games track and field competition at Soquel High School.

The girls varsity with Coach PK McDonald



Volleyball: Exceptional Accomplishments

- **NorCal Semifinalists, 2013**, boys varsity
- **CCS DII Champions, 2013**, boys varsity
- **SCCAL Champions, 2013**, boys varsity
- **CCS Scholastic Champion Team Awards, 2012-13**, girls and boys varsity
- **SCCAL High School All League Girls and Boys**

Second Team — *Aimee Hopkins*

Honorable Mentions — *Lexi Julien, Zoe Kelly*

Co-MVPs — *Jake Getz, Willy Bryan*

First Team — *Pedro Aguirre*

Second Team — *Daniel Fust*

The Spirit of Service: Honoring Volunteerism

Mount Madonna School strives to cultivate the spirit of philanthropy in our students, so that they may go out into the world and make their contributions and create a life of meaning for themselves. We all learn by example.

This year we honor and thank an individual who embodies the spirit of service through many years of volunteering for MMS.

Debby Fust, parent of Christopher ('08) and Daniel ('13), has given generously of her time since her children first started in the Pre/K over two decades ago.

With a warm smile and calm efficiency, Debby pitched in wherever needed: as a veteran chaperone of field trips; playground supervisor (continuing until this year, when her son was a senior!); athletic team parent (and sometimes coach); Summit for the Planet walk-a-thon route logistics manager; theatrical production lighting, set, and strike all-around gofer; and longtime class liaison.

And if the way to a community's heart is through its stomach, then Debby — a team parent 'forever' — had that covered too: she was an avid Hawks' supporter, and well-known for hosting and feeding scores of hungry athletes, as well as many of their devoted fans!

“While she would never take the spotlight,” lauded Supriya McDonald, “she was always the backbone that we could turn to.”



Making a Difference: Third Graders Study ‘Moral Heroes’

By Leigh Ann Clifton

Visitors to the third grade classroom one afternoon were greeted by an array of modern day and historical figures, including Abraham Lincoln, Mother Teresa, Pocahontas and Eleanor Roosevelt. Each student had chosen an individual ‘moral hero’ to study and later personify for a classroom presentation.

“Studying biographies is a classic third grade assignment,” said teacher Hamas Heinrich. “They are stretching to read longer books and learning strategies to be independent note takers. Besides these necessary skills, people are fascinating subjects, and the children are always pleasantly surprised at the richness of reading about real-life stories.

“We dedicate considerable time to this lesson and are able to go into greater depth, allowing students to gain a deeper understanding of the issues their chosen heroes worked on, and the impact they made.”

Top: Honoring Paul Revere
Bottom: Portraying Florence Nightingale



Student Ben Pearson selected Benjamin Banneker as his moral hero. The life work of Banneker (1731-1806), a free African American scientist, author and surveyor, was largely ignored and nearly forgotten due to racial prejudice.

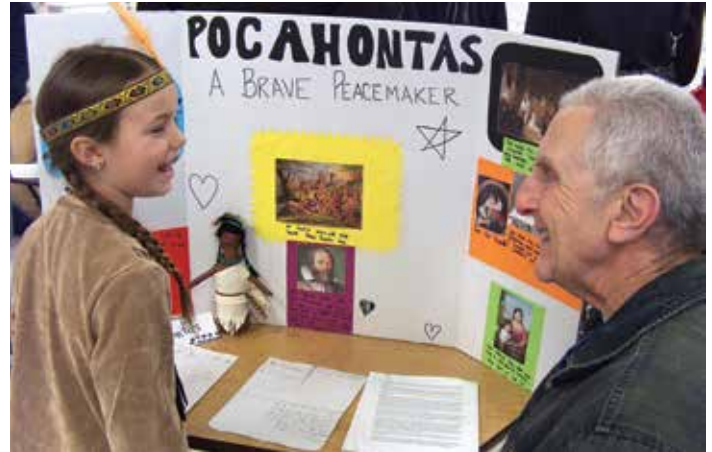
“I was searching for a moral hero named Benjamin and I found Benjamin Banneker,” explained Pearson. “He made the first striking clock by hand with all the parts made in America. He wrote five almanacs. He helped design the layout of Washington, D.C. He and Thomas Jefferson wrote letters to each other. Banneker also proposed the Office of Peace. He created things that proved that the assumptions people had about black people were incorrect.”

“Paul Revere (1735-1818) was a colonist and good silversmith,” shared classmate Sohan Singh during his presentation. “He was a moral hero because he helped gain American freedom and worked super hard.”

“Dr. Temple Grandin (born 1947) inspires me because she helps animals and is the first autistic person to describe what it is like to have autism,” said student Blythe Wilson. “It was because of her autism that she was able to get the perspective of cows and make soothing machinery for cows.” Grandin is respected for her work in the field of animal welfare and humane livestock handling processes.

“I borrowed this project idea from a colleague,” commented Heinrich. “I loved that the students would not only pick someone they admired, but who also helped improve the world somehow. I’ve broadened the project to include dioramas and other art, costumes, and props.” Each student also wrote a ‘hero poem’ and created a timeline.

“This pushes my third grade concrete learners into deeper, abstract thinking about



Third grader Kayla Goldstein shares her ‘moral hero’ research

time and historical relationships,” she explained. “They learn about a person’s contributions, and also grapple with understanding the influences and prevalent thoughts of that period. We order and compare information chronologically, and use that timeline as a reference point in all of our studies.

“Timelines help students to understand that Martin Luther King, Jr., for instance, did not live during the Civil War alongside Harriet Tubman. It is the visual connection that makes the difference. Previously, it was difficult for students to recognize the long and on-going struggle for equality; they always wanted to lump the civil rights struggle into one time period.”

Students also made a ‘hero bottle doll’ to display.

“There was just something about wrapping ‘Mother Teresa’ in white cloth, for example, or making a black ‘stovepipe’ hat just the right size to fit onto the small head of the Abraham Lincoln doll that brought the characters more to life for each child,” recalled Heinrich. “Each student admired and felt close to his/her hero.”

A significant part of this project was inviting others to share in the students’ discoveries and applaud their hard work.

“It was lovely to see each student rise to the occasion and present memorable monologues and five-point summaries,” noted Heinrich. “They enjoyed teaching what they learned and appreciated recognition for all their efforts. The audience, in turn, felt uplifted and inspired by the students’ deep study of morally courageous people.”

New Friends: Sophomores Engage with Hall Students

By Leigh Ann Clifton

On a playground, high school students and elementary-age children introduced themselves to each other before spreading out to read and play together. The older students attend MMS, and the younger ones are second-fifth graders at Hall District Elementary School in Las Lomas. The visit to Hall school evolved from discussions between sophomore parents and Spanish teacher Oscar Pérez about ways to involve students in more opportunities for speaking Spanish and engaging with the local Hispanic community.

"I want to promote positive relationships across the demographic divide," explained Suzy Stevens, a resource specialist at Hall and parent of an MMS student. "I want both groups to see how similar we are as people, even though we live



Sophomores Pedro Aguirre and Cooper Stevens with new friends

very differently within the same zip code."

Stevens suggested that students could 'buddy' with her Hall students, and Pérez agreed to students becoming pen pals. Arrangements were made for the students to get together in person.

"The sophomores brought their favorite picture books to share," said Stevens. "We reread letters,

played soccer, tetherball, and on the swings. Together students enjoyed a snack of *pan dulce*, Mexican cinnamon tea and apples. Pen pals were assigned so each student could write to the same person once or twice a month."

"Reading and playing with our little buddies was an amazing experience," shared sophomore Cassie Caborn. "Their joy and openness is inspiring."

"I encourage our students to interact with the surrounding community because they can greatly benefit from external perspectives," commented Pérez. "They benefit from engaging with the Hall students by practicing their written Spanish and finding ways to convey what is important to them to the younger students. This builds a greater sense of community connection, an opportunity for participants to develop stronger community bonds and for the MMS students to learn about being mentors."

Helping Hands: Students Contribute Locally, Globally

As they gazed out from the stage, the second grade class collectively asked questions of, and shared statistics with, an audience of students who listened quietly.

"Don't all people deserve enough food to be able to live with health and happiness?" the second graders asked.

"In California, one in three people are hungry. Please have empathy, show compassion and make a food donation!"

Like many local schools, MMS participated in the *Second Harvest Food Bank's* "Grind Out Hunger" program, just of one numerous ways that students, faculty and staff served a public purpose, both locally and globally, this year. Other efforts included:

- Holiday *Adopt A Family* aid
- Blanket and supplies drive for the *Santa Cruz County Animal Shelter*
- A \$673 environmental project grant to *Sri Ram Asbram's Vidya Mandir School* in Haridwar, India. Grant funds were raised through the sale of MMS elementary students' India-themed artworks
- Seniors and juniors held numerous fundraisers for the nonprofit organizations *Sri Ram Asbram*, *Pardada Pardadi Vocational School for Girls*, *Philani Child Health & Nutrition Project* and *Botshabelo*, which they visited during their India and South Africa trips
- Volleyball clinic fundraisers for *Jacob's Heart*, a children's cancer support service organization
- Proceeds from the sale of DVDs created as part of the fifth grade's condor project were invested in microloans via *Kiva.org*. Once repaid, the funds will be donated to *Save Our Shores*, *Ventana Wildlife Society* and *Friends of the Condors*.
- Students volunteered with *Teen Kitchen Project*, where they cooked nourishing meals for individuals and families in crisis due to a life-threatening illnesses like cancer
- Students helped with a *UCSC-sponsored migratory bird count* at Elkhorn Slough; and monitoring the local sand crab population through the *LiMPETS (Long-term Monitoring Program and Experiential Training for Students)* program



The second grade class works to "Grind Out Hunger"



The World of the Preschool/Kindergarten Child:

The land of make believe and once upon a time, of singing games and nursery rhymes; of castles built and sand cakes baked, of friendships forged through play and games. It is a land of exploration, discovering the beauties of nature and the mysteries of the abc's and 123's – and where the magic of crafting, planting and baking inspires and empowers the child at each step of his/her journey.

By Hema Walker and Sarojani Roban



Growing Up Together: Mentoring Program Matures

By Leigh Ann Clifton

The 2012-13 seniors and third graders share a special bond. They are the first two classes to maintain a mentoring relationship across divisions for three consecutive years.

Six years ago, high school science teacher Lisa Catterall and third grade teacher Hamsa Heinrich began discussing the idea of getting their students together to study. Over time this program proved popular, and other teachers started participating.

Now, each tenth grader is connected with a first grader at the beginning of the year and they keep their same partner for three years.

"MMS has had a cross-age 'buddy program' for decades and we know first-hand the positive connections this develops," commented Heinrich. "I've frequently noticed how proud my students are of their buddies, whether it's because of a role in a play or the blogs from school trips. Following the *Fiddler on the Roof* production, my students sang show songs for weeks and wrote their buddies fan mail expressing appreciation for all the hard work they witnessed on stage.

"Through this ongoing mentoring, deeper relationships flourish. It's something to overhear younger students telling others with such pride what role their buddies are in the *Ramayana!* or who scored the winning point in a volleyball game! Likewise, when the older students watch their younger buddies present



Buddies Bryce Adams and Joseph Frediani

school work — such as the books they created around their cultural awareness study of India — no adult affirmation could sink in like the praises they receive from a buddy."

"This program can only be offered at a K-12 school," noted Catterall. "The inspiration was developed at Portland's Catlin Gabel School. In addition, a consulting group I'm involved with instituted it as a six-year program at another K-12 school; there the entire student body has a monthly mentoring date. I'd love to see the MMS program expand like that!"

One goal for teachers is finding a context for the meetings that maximizes learning and community-building for both age groups. Past studies included Extreme Poverty; Estuaries and Shorebirds, Sharks and Rays; and general science. Often the older students gained a deeper learning of their curriculum by designing a



Buddies Lena Wiley and Katie Garrison

lesson for the younger ones.

"Maintaining a strong connection between the lower and upper grades is an integral part of MMS," commented senior Joseph Frediani. "It's important to keep the same buddy for several years because that way you get to build a meaningful relationship."

The younger students also value this connection.

"Lena is my buddy," said first grader Katie Garrison. "I like to play on the swing while she watches me."

"My students hold me accountable to our buddy time," observed first grade teacher Cassia Laffin. "We usually hike to the big swing and I watch my students' eyes grow bright as they spot their big buddies and run into each others' arms! I've come to value the importance of facilitating these very special friendships."

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Fifth Grade's Condor Project

In June, fifth grade students completed work on a 4' x 6' mural depicting a flying California Condor, constructed entirely from micro trash. For several months prior, students collected bits of Mylar, snack bags, plastic bottle parts, chip bags, wrappers, soda cans and some Styrofoam to use in creating their design. The mural is one facet of an in-depth research, community service and education/conservation effort the students named "Do One Thing to Help the Condors and the Environment." The project was presented at the Monterey Bay Aquarium's Ocean Plastic Pollution Summit (OPPS) in May and Santa Cruz's annual Earth Day celebration, where it won first place and a \$300 prize. The mural was installed at the Andrew Molera State Park Discovery Center on September 1.

Multimedia Artist Engages with ‘Sensory’ Approach

By Leigh Ann Clifton

“Try to hold still,” urged a sophomore girl as she carefully wiped a Vaseline ribbon along her classmate’s hairline, framing her face with a shiny outline. Next, she began placing wet, pre-cut strips of a material resembling cloth bandages inside the shiny perimeter, across her friend’s forehead and around her face. She kept adding strips until just the eyes, nostrils and lips remain uncovered. The strips – a plaster-laced craft material – are applied two and three layers thick, and required a few minutes to set up before the mask was firm enough to remove.

The girls participated in a workshop developed

Top: Working on hand casts and masks
Bottom: Modeling a mask



by artist Agustin Equihua Ortiz. Equihua Ortiz is a longtime friend of MMS Spanish teacher Oscar Pérez, who invited him to come and create art with the students as a way of introducing them to the Latino artist.

“Agustin is very talented and has found his voice through his artwork,” noted Pérez. “He’s an accomplished muralist, sculptor and painter, with experience creating and collaborating on public and private art in the U.S., Mexico, Germany and France. He also co-founded La Vecindad in Michoacán, Mexico, an artists’ collective and community gathering space that offers art and music workshops, as well as teaching indigenous languages.”

Over two days Equihua Ortiz engaged high school students with several ‘sense’-related projects including: mask-making, wax and watercolor prints and poetry.

Equihua Ortiz showed students slides of his work and talked about the five senses. He told them he believes there is a sixth sense: that of mindfulness and contemplation. To demonstrate, he asked students to close their eyes and listen to a short operatic piece – the epic and pounding rhythms of *Carmina Burana* – and think about what they felt, tasted, smelled, heard, etc. Afterwards, they shared their thoughts in “I see, I feel” style poems. The resulting poetry ranged from the humorous to more intense, personal and serious.

“The music reminded me of a ‘giant’ action movie,” described freshman Maddie Thatcher. “It was big and dramatic. For my poem, it was challenging to identify and describe what I ‘tasted’ at that moment.”

Senior Rudy Hooven showed Equihua Ortiz his art portfolio, and was inspired by the feedback.

“Ever since I was little, art has been a big passion of mine,” explained Hooven. “Now I take my art more seriously and getting to know other artists, such as Agustin, has helped me to create a broader perspective. It was great exchanging methods and techniques. Agustin’s



feedback gives me motivation to keep working hard at what I enjoy most.”

After writing poetry, students made masks of each other’s faces – or, in some instances, casts of hands, feet – or even a boy’s chest. Later they added colorful paint and designs to their finished works. In another session, students created wax and watercolor paintings. Once dry, students used black calligraphy ink and wrote their sense poems over the painting.

“I enjoyed having the opportunity to connect my poetry to art because I don’t usually do that,” said freshman Holden Smith. “What struck me most was how Agustin was passionate about art and that he is able to pursue this passion through his work.”

“It’s all about making art accessible,” commented Equihua Ortiz. “It’s about the process, not so much about having some ‘great’ finished product, but about exploring and creating. By using different media, and keeping it tactile and physical, everyone has a chance to find a connection.”

For more information on
Equihua Ortiz’s art,
visit www.artequihua.com

Construction and Support: the *Play it Forward!* Capital Campaign

By Lara Kilpatrick,
Director of Advancement

The vitality and potential for continued growth of MMS athletics relies on the strength of our program — and our facilities. Construction on the new gymnasium has continued throughout the summer. Internal framing was completed in March. The fire sprinkler system has been installed, and most of the electrical conduit has been installed for lighting and outlets. Significant site work has been done, including the underground pipe, hydrants and riser for the fire protection system, and domestic water supply for the bathrooms. The PG&E trench is complete as well. Next on the list is the heating system and the dispersion system for rain water runoff and septic.

We have raised a total of \$950,000 with an estimated \$800,000 further to go for completion of the gym, bathroom complex, parking lot, and bleachers. Capital Campaign activities of last year included the “Drive for Schools” Toyota/Subaru auto raffle in the fall, which generated \$7,300. In February, the Bess Family challenge was met by an anonymous MMS family, resulting in an additional \$150,000 to the capital campaign. The Major Gifts Committee completed many meetings with potential donors and this team continues their vital work into the coming school year. Big plans this fall include rolling out the Community Phase in combination with our Annual Giving Campaign. Total raised this year: \$198,843 in pledges and gifts.



Progress on the new gym continues

Our deepest gratitude to the following supporters for their gifts and pledges this past school year:

Benefactors (\$100,000 and above)

Anonymous
Bess Family

Leaders (\$10,000 to \$24,999)

Jessica and Forrest Cambell

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Prabha Pacey
Starbuck's Coffee (employee matching gift program)

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Girls Volleyball Blue Team,
in honor of Sidd McDonald
Marianne Fink Dozier Trust

2013 AP Scholars

Congratulations to Class of 2013 scholars Brooke Staveland, Jacob Getz and Kavi Duvvoori, who were recognized by The College Board for exemplary college-level achievement on Advanced Placement (AP) Program Examinations. Staveland was honored as an AP Scholar with Distinction, Getz was recognized as an AP Scholar with Honor and Duvvoori was commended as a National AP Scholar and AP Scholar with Distinction.



“Walking through the very prison where so many had been tortured felt surreal. How Thulani acquired the courage to return to this place where he spent his darkest years is beyond me. I am incredibly inspired by the bravery it took for him to retell his stories, even as he found himself struggling through the difficult emotions that the memories brought with them. If there is one thing I can take away from today’s experiences, it is the significance of hope. Thulani never stopped believing, never let go of hope, even in his darkest times. It is because of this that he stands here today, telling his story and looking down upon prison cells that now remain empty.” — *Sophie Kamkar, 11th*

“Looking out the window on the train ride from Delhi to Haridwar, I watched the world transform around us. The landscape fading into a consistent and vivid shade of green; the level terrain giving way to hills, gullies, and wetlands. Trees and flowers became more numerous and showcased the lands’ natural beauty. Villages grew farther apart and seemed to become more hospitable. Though there were still crowds and trash, the brick buildings were more even, better maintained, and spaced out to allow some breathing room. About twenty minutes outside of Haridwar, I caught a glimpse of jungle and mountains. My heart raced and excitement rushed through my veins with every hurried beat. I had a feeling of arriving home after a long journey.”

— *Daniel Fust, 12th*

“There they were. Their smiling faces finally bringing our long journey by train to an end. The ecstatic children of Sri Ram Ashram ran alongside our bus as we pulled in. One by one we exchanged names and at that point, it was time for play. We were openly accepted into all of their activities such as playing ultimate frisbee with the older kids and swinging on swings with the younger ones. These simple games

brought much joy to both us and the kids. It is experiences like these that humble a person. It is amazing to be surrounded by people that have the ability to take you from your materialistic, stressful world and pull you toward theirs. These kids were able to aid me in something that I have struggled to achieve on my own: they showed me how to live in the present.”

— *Sanika Lakka, 12th*

“I have always been fascinated by history. On this trip I wanted to learn about the origins of Apartheid. I wanted to know how a people such as the Afrikaners could experience oppression by the British, and then turn around and oppress another group. In trying to understand Apartheid

I was lucky enough to get many different perspectives. I spoke with people such as F.W. de Klerk, Peter Harris, Pregs Govender and Chené, Ward’s friend. I learned that there are many little pieces of the puzzle, but one major factor that drove Apartheid was fear. This is what I have gathered throughout this trip.”

— *Luciano Jimenez, 11th*

“Peter Harris said we assume that complicated issues have complicated solutions, but many times the solution is right in front of us. If I’m completely honest, I wouldn’t have believed his statement if he had not given us a specific example. He said that in order to weaken the blow of poverty and inequality, we must simply build houses and clinics and continue



Seniors visiting the Taj Mahal

developing technology and infrastructure. He said that if South Africa did these things many of the nation’s problems would be solved. Harris said South Africa, unlike many other nations, has the resources needed, and therefore no excuse; complexity, he said, should not be an excuse for lack of action.” — *Jay Ward, 11th*

“After the speeches and thank yous, we had a giant dance party. It was one of the best times I have ever had. Everyone danced; youngsters, teachers, students, boys and girls. For over an hour, somehow, the cultural differences blended together in a perfect mix of character, personality, self-expression, and pure enjoyment. I have always thought that music and art are the most powerful ways to bridge differences. In that courtyard we were just people; fun loving, joyous, laughing people.” — *Amber Zeise, 12th*



Performing at the Tembisa Cultural Arts Center

“Today we met a woman whose attitude towards humanity exemplifies all that is right with the world: Marion Cloete, with her husband and daughters, runs the Botshabelo orphanage near Johannesburg. They gave up privilege, comfort



New friends!

and security to establish a safe place for children infected or affected by HIV and AIDS. Marion Cloete strikes me as an amazing woman, who has the courage to give up her life for people in need and the charisma to serve as a caring and effective mother for hundreds of kids. She inspires me to serve others to my full capacity.”

— *Roger Hooker, 11th*

“We participated in “The Giving of Gifts,” letting others know what we appreciated hearing from them. I made my rounds, and complimented all the kids in my group on certain things they said. As I was walking away I was stopped by a boy. He came to give me my gift. He said that he is usually a little shy in big groups and that not



Touring the Jama Masjid mosque

many of the kids there know him that well. He thanked me for helping him feel comfortable sharing his thoughts. I felt thankful that I had the chance to do so. It is a very rewarding feeling when someone lets you know that you have changed his life, even in a small way. I think that was the first time I’ve heard that from a stranger.”

— *Vyryanne Mackey, 12th*

“Jessica walked up to me as I got off the bus and I recognized a remarkable openness in her. It was the same openness that I miss most from my childhood. She took my hand and I walked with her a ways. I learned her name. She spoke in whispers.

I had to lean close to hear. While Marion spoke about her inspirations, her challenges, and her beliefs, Jessica slept in my lap. Eventually Marion began to speak about Jessica’s current situation. She has been through tremendous

trauma in her life. Hearing about it made her remarkable openness became even more amazing. I held her. I wanted to protect her from the world. Protect her from what had already happened. I couldn’t. I have not been raised with religion. I have prayed only a few times in my life, but I pray that Jessica lives happily for many years. I pray that I will make it back here, and I pray that she is here to greet me with the same openness and joy I saw today.”

— *Olorin Etemad-Lebmer, 11th*

“Setting Kyla down and getting on the bus was one of the hardest things that I have ever had to do. To my surprise, it was Kyla who supported me. Before I could step on the bus, he ran back and hugged my leg and told me that I didn’t have to worry because he believed me, and he knew that I would be back to see him very soon. This was the most meaningful experience I have had so far, because usually in society it is believed that advice and knowledge are passed on from an adult, who has supposedly already lived through everything. However, this knowledge and understanding came from a 5-year-old boy who I had just met earlier that day; yet it felt like we had known each other our whole lives.”

— *Daniel Clifton, 11th*



Top: Making a personal connection
Bottom: Meeting the Dalai Lama

Africa?” He got a big smile and said, “some things you cannot describe in words.” He went on, “But I will say that I had a conversation with God and told him, if you want to take me now it would be alright. This is enough.” There are so many moments on these journeys when I could honestly say, “this is enough.” I urge you to read the blogs, see the photos and watch the videos, and share in some of these extraordinary moments.



On safari in Mkhaya Game Reserve, Swaziland



The boat ride to Robben Island

For myself, I would tell a short story. Recently we asked Archbishop Tutu, “What was it like when you took Nelson Mandela’s hand and stepped onto the balcony to introduce him as the new President of South

Bodhicitta blog:
www.mountmadonnaschool.org/values/category/blogs/india-2013

Sawubona Ngikhona blog:
www.santacruzlive.com/blogs/mtmadonna

Annual Giving Celebrates 100% Participation!

By Lara Kilpatrick, Director of Advancement

This year MMS celebrates reaching a milestone in Annual Giving: for the first time in the history of the school, we reached 100% participation by family, staff, faculty and board! This is significant because high participation signifies a vote of confidence, a sign that parents invest in their children's welfare and support the school's mission. Achieving a high participation rate also inspires high-level donors to give generously to MMS. In addition, most foundations consider parent participation rates before agreeing to donate funds to a school. Together, we raised \$100,900 this year.

Thank You to Our Generous Annual Giving Donors!

Mentors (\$2,500 to \$4,999)

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Olga Ogareva
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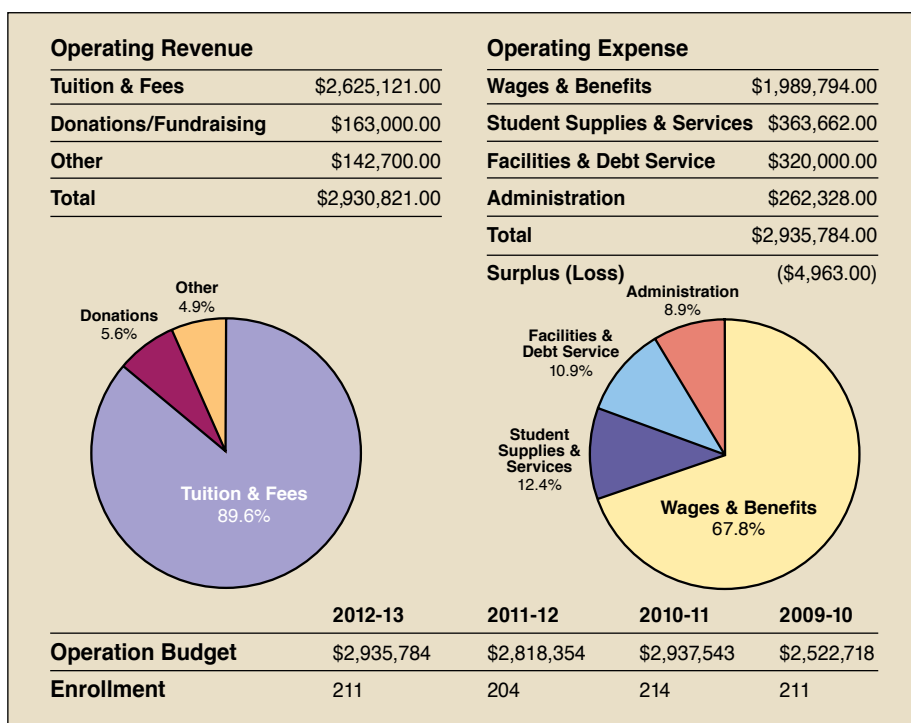
*Every effort has been made to avoid errors, misspellings or omissions. If, however, your name has been listed incorrectly or omitted, please accept our sincere apology. For corrections, contact the Advancement Office at 408-846-4032.



2012-13 Financial Report

By Eric Forbes, Business Manager

Mount Madonna School completed its 34th fiscal year on June 30, 2013. The School continues to prosper under the committed stewardship and oversight by our Trustees, Board of Directors and Finance Committee. The tuition generated by enrollment remains the primary source of operating revenue while salaries and benefits comprise the majority of operating expense. Though we began the year with 206 students, we received tuition revenue for 211 students, and ended with 204 students for the 2012-13 school year. Our Annual Giving Campaign ended the year at \$100,900. We look forward to a future of increasing financial strength and sustainability, through increasing enrollment, generous donations to our Annual Giving and Capital campaigns, and directed donations to the excellent programs at MMS.



Note: The School's annual financial review will be conducted by the Harrington Group in October. That report will be available in December for anyone wishing to view it.

Directed and In-Kind Donations

Mount Madonna School is blessed to be supported by families, friends and community members who give generously directly to programs vital to the MMS experience. These programs include athletics, performing arts, the Values trips to India and South Africa, the 9th grade Catalina trip, the Sri Gyan Scholarship of Excellence and Creativity and scholarship in honor of Erwin Tomash. Some gifts are cash, while others are in-kind contributions including a wide variety of items such as bottles of wine, photography, costumes for plays, internal hard drives, wireless keyboards, printers, announcements on local radio stations, booster seats and watering cans, a digital piano, pineapple guava bush, Wonder Mulch and chicken manure!

Thank you to our in-kind and directed donors:

Alfaro Family Vineyards, Mary Kay and Richard Alfaro
 Kathleen Alles
 Analilia and Jacob Alvarez
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 Diane and Doug Turk
 Vision Recycling
 Kelly and John Wagner
 Marina and Matt Ward
 Tiffany and David Wayne
 Jens Wenzel
 Whole Foods (merchant giving program)
 Julia Wiley and Andrew Griffin
 Jenna and Dave Willoughby

Summit for the Planet Celebrates Its 7th Year

Our long-term goal of bringing together people and organizations for the **Summit for the Planet Walk-a-thon** has proven to be a success! Beyond generating vital support for our own programs, we are thrilled to have had seven other nonprofit organizations participate this year in raising funds for their own endeavors: participants walked or ran 5, 10 or 15 kilometers in support of the Bat Conservancy of Coastal California, Ceiba College Preparatory Academy, Silicon Valley Flex Academy, Native Animal Rescue, Sulphur Creek Nature Center, Watsonville Wetlands Watch, Friends of the Sea Otter, and Mount Madonna School. Together we grossed \$35,800!

The local community continues to be engaged in meaningful efforts to reduce our environmental impact, and to develop strategies to live life in a more mindful way. Together, we will make the

difference necessary to ensure quality of life for our children and their children.

We offer a heartfelt thank you to our friends and family members for supporting all the walkers through your pledges. And to our sponsors, vendors and other supporters for making this event possible, we offer our gratitude for enriching, enlivening – and making this event possible.

Our sincere thanks to:

Back Country Medical Guides
Bay Area Amphibian and Reptile Society (BAARS)
Bay Area Parent
Blue Dolphin Alliance
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Edge Design
Elkhorn Trading Company
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Anthology Highlights Students' Poetry

Eleven of the 50 poems selected for inclusion in the 20th Annual Santa Cruz County High School Poetry Competition and Anthology are by MMS students – an impressive representation as more than 300 students submitted works!

Published are: *Prose Poem*, Honorable Mention, Amber Zeise, 12th; *People Talking in Cars* and *Electric Leaves*, Kavi Duvvooori, 12th; *A Sonnet for My Grandfather*, Olorin Etemad-Lehmer, 11th; *Adrift Then Afloat*, Chris Colip, 10th; *The Mirror*, Honorable Mention, Lexi Julien, 10th; *The Girl at the Edge of the World*, CeCe Moreno, 9th; *The Oak Tree*, Holden Smith, 9th; *The Apple Tree* and *The Selkie*, Honorable Mention, Julia Gratton, 9th; and *The Cat Sestina*, Lily Petersen, 9th.

"These poems span a variety of viewpoints and material," commented Melissa Sanders-Self, MMS high school English teacher, and a

lecturer in UCSC's Literature and Creative Writing departments. "Chris' sestina is a playful exploration of random words and thoughts within a structure, while Lily's sestina about her beloved cat brings forth universal sadness on the loss of a pet. Julia's *The Selkie* is a beautiful story-poem told with sophistication and mature artistry. Amber's *Prose Poem* will make you cry, and then you are ready to read Olorin's meticulously composed sonnet on loss. Kavi portrays wisdom beyond his age in his content and real engagement with structure in language poetry through his form. Holden captures innocence and innocence lost in *The Oak Tree*, while Cece illustrates what it's like to feel on the edge; and Lexi gives us insight into reflection."

A Sonnet for My Grandfather

George rises to debilitating pain
He struggles to communicate, but can't
He fights to remember his grandchild's name
He slowly rolls out of bed at a slant

I catch him and lift him into his chair
I point at a picture of me he knows
My mother is tired, he needs constant care
He goes limp, I wrestle him into clothes

He taught me to skip rocks and spot blazes
Taught me that I don't always need to speak
He taught me to work my way through mazes
Up in the mountains we hiked for a week

Just a few days before Christmas, he dies.
Holding my hand tight as I sob, he dies.

— Olorin Etemad-Lehmer, 11th grade

Honoring and Remembering: First Graders Celebrate Day of the Dead

By Leigh Ann Clifton

Seated at her desk, the first grade student pursed her lips in concentration and carefully applied glue to the bottom of a colorful silk flower before placing it on the mask before her. The girl was working with her class to decorate skull masks as part of their *Día de los Muertos* (Day of the Dead) studies and celebration.

Earlier first graders and teacher Cassia Laffin discussed customs surrounding this Mexican tradition (celebrated on November 1 and 2).

Students created an altar and adorned it with mementos of loved ones who have passed. Small hands placed pictures of bunnies and dogs and framed photos of grandmas and grandpas on the altar, alongside a harmonica to honor a grandfather who used to play, a book published by another grandpa, and apples to remember a grandmother who enjoyed baking pies.

Later, students sat together and shared memories of loved ones. One boy says it's hard missing his

grandma and he felt sad because he used to go to her house every day for lunch.

"Hard and sad," agreed his classmate, "but it feels good to talk about it."

A little more upbeat, another first grader spoke up: "It was fun listening to other peoples' grandma and grandpa and pet stories."

"Sharing these stories helps us to realize that grief and sadness are universal feelings," Laffin observed. "We are able to listen and

show compassion. It is important to teach children that their full range of emotions is healthy; and a huge part of our first grade curriculum is about communication skills. Learning about Day of the Dead teaches us that, although death can be sad as we mourn the loss of those we love, it can also be a celebration that brings family together each year with the intent to honor the lives of family."

Day of the Dead masquerade!



First grader Paris Mahoney shares her artwork



Trench Lesson: Students Participate in WWI Battle Simulation

By Leigh Ann Clifton

One foggy morning in the forest on the MMS campus, high school students huddled in two opposing, waist-deep, muddy trenches. Nearby, other students peered watchfully from behind boulders and trees, and scanned the surrounding terrain. They were overheard discussing attack and defensive strategies, and listening for the signal to commence 'battle'.

These students were participating in a WWI trench warfare simulation, designed to expose them, albeit in a scaled-down, controlled environment, to physical conditions loosely mimicking WWI conditions, explains history and government studies teacher Matt Meachen.

"While not fully recreating a battlefield or the gore that goes with it," said Meachen, "the participants will leave tired, muddy and even a bit sore! I want students to begin to understand the difficulty of waging that kind of war."

During a pre-battle briefing, Meachen reminded students of the tremendous loss of



A moment of reflection

life in WWI. In fact, some 250,000 U.S. military perished, with an additional 410,000 wounded. Total casualties for all countries involved in WWI are estimated at 10 million military deaths with an additional 20 million people wounded.

"While many hoped that WWI would be 'the war to end all wars'," he noted, "in actuality, the concluding peace treaty set the stage for WWII."

To prepare for this hands-on history lesson, Kevin Campbell, a teaching intern mentored by Meachen, used a backhoe to dig the trenches and arrange bricks, large boulders, tree branches and soil mounds around the staging area.

"There is great value in experiential learning," commented Campbell. "The students can better synthesize content when it's coupled with actual experiences and sensory learning. It's an effective teaching tool, creating linkages between traditional classroom-based learning and active, kinesthetic learning. It is also multi-modal in its approach, allowing students with various learning modalities — kinesthetic, interpersonal, intrapersonal, visual/spatial, or linguistic — to have opportunities to engage with the activity and learn through doing."

Both teams began by reinforcing their trench defenses. Bravado was strong; these students know each other, and a lot of playful 'warnings' were shouted out. They strapped on flags — used more traditionally for flag football — which their opponents tried to capture. Both sides had a chain of command, including a designated field general,

intelligence officer and medic — and to succeed, these individuals had to remain organized. The juniors represented the American forces, and the sophomores represented the Germans. Over several hours, students battled for four timed rounds.

"It was apparent that many of the students saw how difficult — even insensible — this type of warfare can be," Meachen remarked later. "The contest dynamics required teamwork, strategizing, resource management, physical labor, modest physical discomfort, and the willingness and ability to follow both their commanders and the rules of engagement — in a word, discipline."

"Many of the kids also needed to compete and be physical. Doing so gave them a very mild glimpse into how complicated and difficult even a small-scale battle can be. They learned that being tough and macho is only a fraction of what is required to win a war. Some of our 'toughest' soldiers 'died' each round due to their brazen attempts at glory, rendering themselves useless for the remainder of the contest."

After 'doing battle,' the whole group pitched in to clean up and remove battle debris. Students then headed back to their classrooms to grab towels and changes of clothes — and go to their next class.

"This activity provides students with a new perspective on the nature of warfare and the sacrifices of soldiers," said Campbell. "It can only aid them in making more nuanced and critical choices as they become voting-aged adults."

Top: Reinforcing the trenches
Middle: Portrait of a soldier
Bottom: Sophomores prepare their offense



a big step, with the length of this trip allowing students who may be on the shy side to open up and feel more comfortable with their classmates and teachers."

"As a student I never really questioned why we did this trip; it was just the first big step into another school year," shared first-time chaperone Tapan Lockwood ('05). "In sixth grade, for example, I remember a main discussion topic was about song sharing [Song Share is an annual performing arts activity in which all middle and high school students participate during the first weeks of class]. I was looking forward to the experience and prepared to 'go for the gusto' (I think I sang Shirley Bassey's *Goldfinger*), but some other students most definitely weren't. This anticipation of a moment of complete and abject terror became a chance for old veterans to help younger kids shed their fears and feel supported as friends. Now as a chaperone, I understand that this is actually one of the primary goals of the trip."

"Nearly 15 years after participating as a student, I was reminded of the trip benefits, and surprised that I had ever forgotten," observed Erika Rosendale ('05). "MMS takes kids out into the woods because it strips them of anything outside themselves they have latched onto or that has attached itself to them that they don't need."

"Lines of technological wires visible or not, the standard overload of flashing societal imagery good or bad, pressures of insecurity, concerns of the superficial nature...all these get squashed by the massive trees and the light changing through the leaves, as we work together to establish the basic functions of living."

Parent chaperone Craig Diskowski commented, "I like that there was lots of unstructured time where kids could just explore a creek, or climb on the upturned roots of a thousand-year-old redwood tree."

The level of alumni engagement with current students is a unique component to several MMS programs, including the annual whitewater rafting adventure, performing arts, and the *Values*' trips.

"The kids relate to us best for two reasons," said Paul Crubaugh ('05). "We are closer to their age, so it's like relating to a sibling instead of a parent; and we have been in their shoes and can give them advice and share stories."

"PD [Rohan] brought a staff and 'Hanuman' clubs [weapons used by characters in MMS

Ramayana!] on the trip," said Lockwood. "When we were loading them into the truck, I thought to myself, 'Hey, awesome! That's funny that he decided to bring those along,' without giving it a second thought."

"Later I remember picking up the staff rather innocuously and starting to do the 'Six Moves.'



Eighth graders backpacking at Big Basin State Park

Immediately several students came up to me with questions. A new girl asked if I had learned to do this at Mount Madonna. I didn't even have time to answer, her returning classmates said that they had been taught staff in the elementary, and had performed it in the *Ramayana!*; then they started twirling sticks to prove it.

"The next comment to me was from a returning student; 'Were you ever 'Lakshman'? 'Ram'? 'Hanuman'?'" and so the discussion went. The profundity of the moment struck me when Craig [Diskowski] approached and asked several questions himself. The wonderful thing about being an alumnus on a trip like this is that you

represent an ideal to the students in a way that no other chaperone could, whether you want to embody that nature or not.

"I remember being excited as a student to have alumni such as Jenn Marcellino and Ryan Oliver return to assist with performing arts and coach volleyball. I was too young to really remember how hard a hitter Ryan was, or the excellence of Jenn's 'Surpanakha' performance, but the mythos surrounding their completion of such valued facets of MMS culture made their return all the more special."

Like any grand adventure, there are moments that stand out.

"I enjoyed getting to know the teachers," said Diskowski. "Great conversations around the campfire and on hikes really gave me a window on the thoughtfulness of those who will be guiding my son at school. It was also inspiring to see how the different grades blended into one big pack. I was impressed by the cohesiveness, and how much fun they had, away from all their electronic devices."

"Walking amidst the tents one evening," recalled Lockwood, "I paused outside and listened as students quietly (and sometimes not so quietly) talked. Eager voices discussed video games, or a raccoon that had stolen a boy's lunch that evening, or (in much-hushed tones) confided in new friends about how they thought the new girl was cute."

"These kids have a wonderful sense of inclusion, and their willingness to share actually helps to include new students through example. They show that it is okay to be wacky, wild and creative, and that the environment cultivated at school will be safe for that expression."



Socializing around the campfire

Offshore and Underwater Learning: Yeyeco Ica Atl



In May, the ninth grade class participated in a learning journey they called “Flow with Water” or *Yeyeco Ica Atl* in the Pimungan language of the first human inhabitants of California’s Santa

Catalina Island. There they joined the Catalina Environmental Leadership Program (CELP) for a week of outdoor field studies, leadership challenges, and personal growth. The active

program included snorkeling trips to a pristine kelp forest, kayaking, hiking, a ropes course, climbing wall, evening astronomy and natural history programs, and a microscope lab.



In Memoriam: Michael Quinn

With fond affection and gratitude, we honor Michael’s steadfast support and gracious generosity to MMS and *Ramayana!* through many years.

Michael will be remembered as a loving father to Kevin (’03) and Danielle (’11), spouse, friend, and co-founder of Legacy Transportation Services.



The 'Big Splash': Legacy and Empowered Education

Interview with Lara Kilpatrick ('85) by Manjula Stokes (Shannon Kelly '92 and Nayana Stokes '05)

I was in England when Lara Kilpatrick and I first began talking about the multigenerational families of Mount Madonna School. In Britain, three generations is barely a ripple in the River Thames. What makes the big splash is legacy.

Legacy at Mount Madonna is the result of a brilliant education. MMS currently has three alumni families which fit this profile: Kelly/Stokes, Gammons/Kayne, and Kilpatrick/Mackey.

The Kilpatrick/Mackey clan certainly has made a significant impact in MMS' multigenerational pond. Lara is the first graduate; the mother of alumna Vyvyanne Mackey ('13), and the daughter of one of the first teachers in the school, Elizabeth (Sadhana) Kilpatrick.

How did a woman from a class of one make the decision to bring her sixth grade daughter to MMS, and become the Advancement Director in charge of marketing, outreach, admissions, alumni relations and fundraising?

"I value education," Lara responds with a smile. "As a student at MMS, I was the eldest and only student in my grade level. As such, I served as both the lead experiment and designated role model for younger students.



Usha, Lara, Vyvyanne, Elizabeth and family

I graduated believing that I was responsible for furthering the vision that we are endowed with a great capacity for learning and the importance of making the most of this gift."

After graduating from UC Santa Cruz and spending a little more than a year in Los Angeles pursuing acting, Lara became a teacher. She found great satisfaction as a mathematics instructor in helping middle and high school

students make new discoveries.

"I can still remember a time in the classroom when my students, through finally grasping an algebraic word problem, made the connection between theory and application: it thrilled and empowered them! I developed a passion for recognizing and bringing out the nascent talents of my students and supporting their growing confidence and skills. Even though I eventually left the profession for a career in business, I have returned periodically to teaching at adult school and junior college. I have learned a lot from my students about our culture's evolving values, motivations and modes of communication."

As a businesswoman in the high-tech industry, Lara continued to teach and to learn. She coached coworkers on spreadsheets and strategies for reconciling budgets, and guided team members in defining and pursuing their career objectives, while also developing her own financial and managerial skills. As a senior program manager with a high-tech marketing company, Lara practiced balancing multiple priorities

while producing conferences and marketing seminars for clients, Adobe and Cisco Systems. In recognition of her professional achievements and work ethic, she received three promotions within three years and various productivity,

customer service, and leadership awards.

"Through empowering my team, and honing in on my clients' fundamental objectives, I created one of the most successful vendor-client relationships within our company," notes Lara. "This collaborative business model became the company's standard for client development and is still used today."



Lara at daughter Vyvyanne's graduation

In 2003, Lara relocated to Hawai'i and changed her career trajectory to delve into the nonprofit business sector. As a development consultant, she helped institutions grow stronger through the application of corporate business strategies. One private school she worked with gained much-needed visibility in their community through extensive outreach activities; while a charter school for which Lara served as foundation board president raised the necessary funds to build a new campus by promoting its accomplishments in education.

"A vital skill I developed during this period was that of analyzing organizations' goals to determine if they truly reflected the needs and goals of the greater community," explains Lara. "Through this analysis, I could more clearly advocate for the causes I chose to champion and influence others to become involved as participants and contributors."

"Today, I find continued inspiration in the field of education because of its empowering effect on others and on me. In 2007, I returned to Mount Madonna School, enrolled my daughter in middle school, and became Director of Advancement because I deeply believe in this approach to education, in our mission, our shared values."

Lara and I quickly realize that this particular ethic — a commitment to being a member of a community of learners — plays a key role in the other multigenerational families too. The parents and grandparents are educators.

"My dearest friends in my life are those from my years here at MMS," Lara tells me.

"I see that happening again for Vyvyanne. This is what I wanted for my daughter: a strong, vibrant community to support her growth now and into the future."

"My experience has changed over seven years," shares Vyvyanne. "At first, I felt the roots that my family had established long before me. Now, as a graduate, I have grown my own roots and support system. I feel comfort in knowing they are there. And, in my classmates, I have deep friendships that will last my lifetime."

Of her ongoing involvement with the school, Lara articulates a commitment to helping ensure MMS' future.

"I want to continue to give back to an organization that served me and my family so well," she notes. "I firmly believe the future of our school depends on all of us who have come before. Alumni must begin to make their way back, bring their children and their talents. The perspective we share is so rich, so valuable in ensuring the future of MMS. One of the questions I often ask is, 'How do we retain the essence of who we are, and also move forward – be visionary?'"

"Maybe," I say, "we need to go back to the beginning to understand the quixotic dream that became Mount Madonna School."

"Thirty years ago I was a full time mom," shares Elizabeth Kilpatrick. "One day Baba Hari Dass pointed to me and wrote on his chalkboard, 'You can teach in the school.' The only problem: there was no school."

And so, in 1979, the community started one. The elementary students, including Lara's younger siblings, Usha ('89) and Marm ('90), were in a small modular classroom. The older children were down the hill in the Kilpatricks' home on Mount Madonna Road.

"It wasn't long before SN said he'd help," Sadhana says. "He drove down the mountain to give history lessons."

As Lara and I reminisce about those early days and how the school's history affects the present and the future, she says, *"I feel that it's important to keep tradition going strong."*

One tradition that continues is the *Ramayana!* The children first performed the production in various Santa Cruz County schools. The dragon was smaller, the sets leaner, all the children played multiple parts, and the monkeys wore brown paint instead of leotards, but

otherwise it's the same extravagant production.

Sampad stands out as one of her favorite teachers. *"He was and continues to be inspirational,"* Lara says. *"He has a passion for teaching and it shows."*

"What do you see happening in the next five years?" I ask Lara. "How will the school continue to grow?"

"How do we bring alumni back?" she counters. *"How can we make it affordable?"*

Most private schools have a strong alumni base that fundraises and thus provides financial support and scholarships. Lara and I discuss this monetary legacy and wonder how to make it a reality.

"Many of our past students are in some kind of service or philanthropic career," Lara notes. *"There are a lot of educators!"*

Alumni do come back to support the school by helping with the plays, teaching and coaching, going on local and international trips, and dozens more return to watch the performances and cheer at volleyball games. Lara would love to see more alumni on the school board, and the Hanuman Fellowship board, to continue their supportive relationship.

What will the future look like?

"Our future depends on us continuing to fulfill our core mission," Lara responds.

This goal, we agree, requires strong leadership. Strong teachers. Strong alumni.



Lara, age 11, as 'Queen Mandodari' in *Ramayana!*

In closing, Lara shares, *"What matters most to me is education – education and its correlation with leadership. It is through pursuit of knowledge, my own and that of others, that I can help to address the critical issues we face now. I believe that given the right environment, each of us has a vast capacity for learning and, with it, a responsibility to determine how to positively impact our local and global communities."*

I've been involved in MMS for thirty-two years as a parent, as a preschool teacher and now a grandparent. I've had the pleasure of knowing Lara all this time. Her vision for the school's longevity is fueled by her love of education. Legacy is the spin off of this value. Lara's legacy is the big splash.



Passages: Devaki McKay

Devaki McKay passed away after a long battle with cancer on June 18, surrounded by loved ones. Devaki joined MMS in the 1980s as the school's first secretary, and assisted former Head of School, Sarada Diffenbaugh.

"She did everything," shares Sarada. "At first MMS was small and only needed a one-woman office. As it grew, there was still only one person: Devaki! She was caring, discreet, intelligent, and comfortable in her role. Everyone confided in her. She was a very loyal individual – to her boys, Rio ('93) and Satish ('96), friends, community, and to the school mission."

Devaki retired from MMS in the late 1990s. A Mount Madonna Center resident for 30 years, she traveled often to England, her beloved birth country. She was a British ambassador-at-large: she flew the Union Jack from her front porch and took great pride in anything "Made in England." Her great joys in life were her dog Dandi, her sons, and her grandchildren.

Students' Work Selected for Congressional Art Competition



Sharing their art

Congratulations to seventh grade students Ruby Bracher, Sienna Clifton and Sydney Ota, whose artworks were included in “An

Artistic Discovery,” the 2013 Congressional Competition held in May and organized by District 17 Congressman Sam Farr (D-CA).

Their artworks are: *I Can Breathe Glitter Now*, pencil and glitter on paper, Bracher; *The Dead Flower*, watercolor and Sharpie on paper, Clifton; and *My Hand*, pencil drawing on paper, Ota.

“I want to challenge Central Coast students to join youth across the country in opening their creative minds and discovering their artistic talents,” said Congressman Farr. “I strongly believe that art allows students to think outside the box to solve problems and fosters creativity. The arts are an integral part of our nation’s cultural fabric.”

All MMS middle school students studied art this year with local artist and MMS parent Sandy Shaw, who utilizes a curriculum rich in fine art and technique.

“I’m happy to give them a place where they can freely express their creativity, while supporting their individual growth and technique,” commented Shaw. “There are a lot of students interested in pursuing careers in fine art – whether architecture, graphic design, painting, or something else – and it all begins with getting their art out there and having it seen.”

Growing Up Together Continued from Page 9

Second grade teacher and parent Jenni Leach agrees: “My daughter Denali has a lot of friends her age or a grade or two ahead of her, but she had no experience talking to or working with high school students when she started elementary school three years ago. She met Rudy and the

Kayak buddies Addie Catterall-Pendleton and Bryson Smith



other big buddies her first year at MMS. He has been her buddy ever since, and this year the group kayaked together!

“This system has built my daughter’s confidence in interactions with older children. No other program I know of provides 7 to 9-year-old students with this type of experience. Denali plans on continuing as an MMS student through twelfth grade, so that she can provide someone else with the same ‘little buddy’ experience Rudy has given her.”

This mentoring is especially relevant during senior year, when students are processing the



First grade and sophomore buddies picnic together

big step of leaving home.

“You know,” said senior Karina Fox a bit wistfully, “spending time with our little buddies is like reconnecting with our childhood.”

Alumni Notes

From the Class of...

'86 **Dena (Veena) Rodemoyer (Whiteley)** resides in Georgia with her husband, Brad. Together they operate two businesses, one helping others to set up their own small businesses, and, more recently, another helping transportation companies obtain legal clearance to cross the U.S./Canadian border. Daughter Kayla graduated high school at age 16, with honors, and is attending the University of North Georgia this fall. Dena celebrated the birth of her granddaughter, Skylar, in April 2012 to her elder daughter, Rachael. **Prabha Pacey** traveled to Mumbai, India, to open Starbucks stores there. She just completed a six-month sabbatical from Starbucks during which, among other activities, she traveled to India in February and visited the Sri Ram Ashram and in June accompanied the juniors on their trip to South Africa.

'87 **Rish Lefterys** lives with his wife Melissa and three children in New South Wales, Australia. For the last 10 years he has been managing programs working with at-risk kids. His next project is to revitalize a community-service program that supports the most "complex" young people in the Australian Capital Territory. "Complex" is the term used to identify kids who have experienced multiple sources of trauma, such as neglect, abuse, drug use, mental health issues, criminal behavior and/or homelessness. Rish is gifted in the restructuring of programs: this will be the third program he's reorganized in five years.

'89 **Josie Burton** co-founded the local 350.org group, and attended a two-weekend Climate Change Institute for teachers via Cal Alive! (aka the California Institute for Biodiversity), which was held in the Sierras and at Yosemite. Josie recently returned from American Mensa's Annual Gathering held in Fort Worth, Texas. She is programs co-chair for San Francisco Mensa's Regional Gathering, which will be held in Pleasanton, November 22-24; and recently became Area Coordinator for the Santa Cruz portion of SF Regional Mensa. Josie



Tobias Aguirre '94 and family at Olympic National Park



Lila Jane, daughter of Jenn Marcellino Paul '99



Anjali Prisk '98 and husband Darryl Williams

encourages anyone curious about Mensa to contact her. **Usha Kilpatrick Kotner**, founder and principal of Kona Pacific Public Charter School, recently completed renovations of the campus and installation of a solar power system. **Rajesh Westerberg** is living in Santa Cruz with wife Nicola and children Ari and Pearl. He is employed by UCSC, teaching Stagecraft and working as the Master Carpenter for the Theater Arts Department.

'92 **Carbys Zimmerman** and wife Kim celebrated the birth of twin boys, Ozzie Delos (6 lbs 4 oz) and Owen Jack (6 lbs 1 oz) on January 30. **Brightstar Ohlson** founded Bright Research Group, an Oakland-based public sector consulting firm, in 2010 (www.brightresearchgroup.com). Bright Research Group provides strategic planning, project design, evaluation and facilitation to public sector agencies and other organizations working toward the public good. Current projects include working with the California Health Benefit Exchange to implement the Affordable Care Act and a grant from The Atlantic Philanthropies to evaluate a community schools initiative in Oakland. **Noah Suresh Diffenbaugh** was granted tenure at Stanford University as an Associate Professor in the School of Earth Sciences and Center Fellow in the Stanford Woods Institute for the Environment. **Shannon Kelly** continues to work at MMS, as both a faculty and staff member. She accompanied the seniors and juniors earlier this year on their Learning Journeys to India and South Africa, respectively. In addition to taking on

more teaching responsibilities for the *Values in World Thought* classes, she will be lead teacher for 12th grade World Religions, mentored by longtime faculty member and alumni parent, Dayanand Diffenbaugh.



Alicia (Weston-Miles) Carlson '01 with daughter June and husband Sam

'94 **Tobias Aguirre** and wife Jessica [a former MMS teacher], welcomed son Arias "Ari" Moon on January 15.

'95 **PK Diffenbaugh** received his Doctorate of Educational Leadership (Ed.L.D.) from the Harvard Graduate School of Education. He is working as Director of Curriculum and Instruction for 7-12th grade for the Garden Grove School District in southern California. He is one of five on the Superintendent's Cabinet, overseeing 48,000 K-12 students in the district. **Rami Vissell, Ph.D.**, together with husband River Krimmer, is starting a non-profit focused on getting families out into nature. Rami shares that "Living Adventures is a community of passionate, professional individuals coming together to inspire change, raise awareness, and connect families through nature. Individuals will have the opportunity to participate in everything from extreme adventure sports, to simple acts of connecting with nature. See: www.facebook.com/LivingAdventuresOutdoorProgram

'96 **Matt Vijay Prisk** is living in Los Angeles with his wife Jessica and son Mateo, and working as a location manager and scout in film and television production.

Continued on Page 26

Alyssa DeBenedetti '06 is an intern at the Oakland Zoo



Madeline Meade '05 at her wedding with sister Hannah '08 and classmate Paul Crubaugh '05





Kathryn Fayram '01 wed Roman Skuratovskiy



Ian Rusconi '06 and wife Amita Kuttner '08 performed with the Cabrillo Symphonic Chorus at St. Peter's Basilica

'98 **Anjali Prisk*** married Darryl Williams on February 22 in Las Vegas, and a reception was held on June 22 in Santa Cruz.

'99 **Jenn Marcellino Paul** is now a Licensed Marriage and Family Therapist (LMFT) after having passed the Board of Behavioral Sciences exam. On April 15 her family welcomed their second child, Lila Jane Paul. **Kai McDonald** traveled to India and spent time at the Sri Ram Ashram.

'01 **Alicia (Weston-Miles) Carlson** and her husband Sam welcomed a daughter, June Pearl Carlson, on March 31. To make room for the nursery, the family crossed the Golden Gate and is now living in Mill Valley. Alicia continues to serve on the MMS school board as alumni representative. **Alison Alderdice** married Alexi Erenkov on June 15. The couple celebrated with a



Prabha Sharan '07 volunteered at a clinic in Peru

Quaker-style ceremony at a Tomales Bay wildlife preserve, with Alicia Carlson as matron of honor. Later in the summer Alison successfully defended her dissertation in clinical psychology on the role of marginalization in adolescent girl-to-girl aggression and bullying. She and Alexi moved to Brooklyn where Alison is interning at the Woodhull Medical Center practicing therapy in English and Spanish with children, families, and adults in the inpatient and outpatient clinics. **Kathryn Fayram** married Roman Skuratovskiy on May 25 at Willow Heights in Morgan Hill. The couple lives in San Francisco's Hayes Valley, where Kathryn works as an account manager at Dotomi, a company specializing in personalized digital marketing for clients like Gap and PacSun.

Dov Rohan finished his first collection of original music, *Dream of Me*. Songs are available on CD or via download by donation at www.dovrohan.com. Dov is working with fellow alumni, **Mike Lightner ('02)** and **Elliot Waite ('03)** at their company Jee Juh Productions, where they produce rap instrumentals and hip hop beats.

'02, **Nick Manov** married Allie Ara on July 13. Nick is a senior mechanical engineer at Tesla Motors.

'03 **Lea (Nash) Allen** and husband Sam welcomed baby girl, Lily Jean, into the world on December 11, 2012; she is the light of their lives. Lea is now consulting as a landscape architect from home, with her primary focus on caring for her new daughter. **Kevin Quinn** married Chanel Byron on August 9.

'04 **Dylan Sanders-Self** graduated with an M.F.A. in Literature & Creative Writing from San Francisco State University. **Sacha Manov** received an M.I.A. in Economic and Political Development from the Columbia School of International and Public Affairs. She is currently in Niamey, Niger, with The International Rescue Committee (IRC), which "goes to crisis zones to rescue and rebuild." For over 75 years, IRC has been "leading refugees from harm to home." (See Rescue.org)

'05 **Lara Whitaker** married John Collins on October 11, 2012 in Soquel. The couple resides in Lynchburg, Virginia. **Madeline Meade** married Bill Montague in Boca Grande, Florida on November 3, 2012. **Hannah Meade ('08)** and **Paul Crubaugh** were part of the bridal party. **Alexandra (Stemel) Jeliffe** and husband Will welcomed their second daughter on May 17. She weighed 9 lbs and was 22 inches long. "The three of us couldn't be more thrilled or blessed to have her here in our family," shared Alex. **Erika Rosendale** and **Trevor Forry ('09)** [along with longtime MMS friend Christina Plank] taught a week-long Ramayana summer camp for elementary-age children at the India Community Center in Milpitas. Erika continues working on various art projects, including illustrations for a children's book; and she has

joined the MMS performing arts directing team. **Tapán Lockwood** received a B.A. in History from UC Santa Barbara and the Freie Universität in Berlin.

'06 **Alyssa DeBenedetti** is an intern working with the giraffes and other animals at the Oakland Zoo. She is living in Atascadero, where she works as a receptionist at El Camino Veterinary Hospital and educator at the Charles Paddock Zoo. **Devin (Bhattacharya) Kumar** continues to support MMS endeavors through his videography and editing talents. He traveled to India and South Africa with the *Values in World Thought* Learning Journeys, capturing the essence of the students' experiences there. **Ian Rusconi** and wife **Amita Kuttner ('08)** are singing with the Cabrillo [College] Symphonic Chorus. The Chorus was invited by the Vatican's Chapel Master, to participate in the Capella Giulia's 500th anniversary celebration. The chorus went on a two-week Adriatic tour, beginning in Croatia's ancient walled city Dubrovnik, traveled up the Dalmatian coast to Zadar, inland to the Slovenian capital Ljubljana, then to Italy, singing all the way in various cathedrals, and performed in the mass ceremonies at St. Mark's in Venice

Top: Brittany Lovato '10 and husband Adam Lint
Middle: Usha Kilpatrick Kotner '89 took her school solar
Bottom: Matt Vijay Prisk '96 and family



and St. Peter's at the Vatican. In August, Ian began working as the Performing Arts Complex Assistant at Cabrillo College. He's running sound and lights, managing stage, house and theater and assisting in the day-to-day activities of the Crocker Theater and Samper Recital Hall.

'07 **Prabha Sharan** graduated *summa cum laude* in June with a B.S. in Nursing from San Francisco State University. In summer 2012, she volunteered with the service organization, ABroaderview.com, and was placed at the Juan de Dios clinic in Cusco, Peru. "Some of my trip



Alexandra (Stemel) Jeliffe '05 with her daughters



Nick Manov '02 wed Allie Ara

highlights were seeing the smiles on the children suffering from cerebral palsy; as well as trekking to Machu Picchu and learning the culture and language of another country. Volunteering showed me how offering time and love can make a difference in one's life." **Tom Shani** received his B.M. with a focus on Electronic Production & Design from the Berklee College of Music. Tom supported the *Values in World Thought* trip blogs for the India and South Africa trips. Since graduating, he has been developing music-related iPad/iPhone apps, building websites for an upcoming conference and finishing up his

employment with Berklee's communications office. In August, Tom toured with one of the bands he's in, Sugar Bomb! He recently created a video performance of his final project at Berklee (senior thesis, sort of). Check it out at: www.youtube.com/watch?v=vUjK886Myco. **Jeremy Thweatt** is working with Legal Shield, a company which provides 24/7 legal counsel at affordable rates. Outside of work, Jeremy edits martial arts teaching videos. He also bands raptors for the fall migration with the Golden Gate Raptor Observatory, takes care of harbor seal pups in the spring for the Marine Mammal Center, and tracks sea otters year-round for the Monterey Bay Aquarium.

'08 **Amita Kuttner** received the Marilyn Stevens Award and scholarship for being an "outstanding physics undergraduate student" at UCSC. She will be graduating in December with a B.S. in Physics.

Hannah Meade joined the seniors in India for the

Values in World Thought Learning Journey.

Naveen Hattis received a double B.A. in Visual Communication and Psychology from UC Davis. **Ashley England** joined the MMS faculty as a teacher's assistant for 6th and 7th grade English with Sampad (1st semester) and teacher (2nd semester) while Sampad is away on sabbatical; she is also assistant coach for the girls varsity volleyball team. **Alexa Rosendale** graduated *summa cum laude* with a B.S. in Marine Biology from Humboldt State University. While in college, she received numerous awards including the All-California Collegiate Athletic



Top: Alison Alderdice '01 married Alexi Erenkov
Middle: Amy (Nash) Allen '03 with daughter Lily Jean
Bottom: Kai McDonald '99 visited Sri Ram Ashram

Association (CCAA) Academic Award, 2011-2012; Jack & Maureen Yarnall Scholarship for having the highest GPA of female athletes, Humboldt State; Dr. Hal Charnofsky Memorial Award, 2012-2013, recognizing CCAA student-athletes who have distinguished themselves in the classroom and in their sport. She just finished a course where she earned her scientific diving certificate through the Bodega Marine Lab at UC Davis. Alexa plans to further her education in Marine Biology. Alexa and **Joanna Koda** led a summer beach volleyball camp in Santa Cruz.

'09 **Trevor Forry** joined the seniors in India for the *Values in World Thought* Learning Journey. **Camille Schwartz** graduated with a B.A. in Integrative Biology from UC Berkeley. **Leah Nascimento** earned a B.A. in Music and a B.S. in Psychology from Santa Clara University.

'10 **Brittany Lovato** wed Adam Lint on September 2, 2012 in Watsonville.

'12 **Blythe Collier** is working as a Visitor Services Associate at the de Saisset Museum in Santa Clara, while studying full time at Santa Clara University. Last spring Blythe traveled to Appalachia on a Spring Immersion Trip with other SCU students.

*Alumni non-MMS graduates

Alumni Roles at *Ramayana!*

One tradition that universally defines the Mount Madonna experience is *Ramayana!* For most MMS alumni this multi-layered epic reverberates in their lives long after the final curtain closes.

For the 35th annual *Ramayana!* in June, a record number of alumni returned to mentor the young cast and assist with bringing the show alive onstage. They contributed to: directing, choreography, choir, band, backstage, makeup, as raffle sari models, overseeing transportation and storage of props and set pieces, and as an enthusiastic audience enjoying the show.

Yolanda Sangita Diaz-Houston '99 and Rudy Hooven '13





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Dear Alumni Parents, if your graduate is no longer receiving mail at this address, please forward this to him/her and notify us of his/her new address.

Congratulations and Best Wishes to our 2013 Graduates!



Front row, left to right: Karina Fox, Vyvyanne Mackey, Aimee Hopkins, Sanika Lakka, Amber Zeise, and Brooke Staveland, Co-Valedictorian. *Back row, left to right:* Kavi Duvvooori, Co-Valedictorian, Daniel Fust, Salutatorian, Jacob Getz, William Bryan, Graydon Griffin, Bryson Smith, Joseph Frediani, and Byron Rudy Hooven.

Class of 2013 College Acceptances:

Bard College
Barnard College
Boston University
Brown University*
Chapman University
Drexel University
Eckerd College
Emory College
George Washington University*
Hampshire College

Juniata College
Lewis and Clark College
Loyola Marymount University
Muhlenberg College*
New York University*
Northeastern University*
Occidental College
San Francisco State University
Santa Clara University*
St. John's College

Tulane University
University of California, Berkeley*
University of California, Davis*
University of California, Irvine
University of California, Los Angeles
University of California, San Diego
University of California, Santa Barbara*
University of California, Santa Cruz
University of Colorado, Boulder
University of Miami

University of North Carolina, Chapel Hill
University of Oregon
University of Portland
University of Redlands
University of San Diego
University of San Francisco
University of Vermont*
University of Wisconsin, Madison
Whitman College
Willamette University
*denotes school graduate(s) selected to attend