



The e-Dubliner

February 17, 2012

UPCOMING DATES

February
27-29
Mindfest!

March 1
**Spring Break
Begins**

March 25
**Boarding
Students
return by 7pm**

**Newsletter
Staff**

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Deng '13**

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Annual Fund!
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Success Story

Colin Sistare '13 entered Dublin's Learning Skills Program, working with tutor Jenny Foreman, last year as a sophomore struggling with homework completion, organization, and general study skills. In just one year he has improved in all areas of his academics and is now proudly achieving Honors.

Describe your transformation as a student in the past year...

Colin: I'd say that at the beginning of last year I would kind of laze my way through the day, thinking that I would have time for whatever I didn't do today, tomorrow. I did not have an urgent need to think about my future. That perspective snowballed into me never really getting my work done, or at least not doing it thoroughly and completely. As I started tutorial, my attitude toward school started to change – I realized that I only had 2 1/2 years left of high school and not all the time in the world. I needed to

do my work completely and on time and put forth an ample amount of effort to get where I wanted to go.

Ms Foreman: I have seen Colin grow into a much more proactive, conscientious, and confident student. Where he once would come into my office and sit down and wait for me to go through his assignments and materials, he now comes in with his own plan and a great awareness of what he needs some support with, and what he can do on his own time. It is so fulfilling to witness a student transform in this way.

What are some of the things you struggle with academically? How does tutorial give you support in these areas?

Colin: Writing papers is one of the hardest things for me. I am not a bad writer, but I sometimes have trouble getting my thoughts on paper in the



correct context and with the meaning and mechanics that will best convey my ideas. Tutorial allows me to have someone who knows more about writing and has been writing longer give me in depth support on the whole process. Ms. Foreman looks at my writing and offers constructive criticism and makes sure I stay within the guideline of what the teacher has asked and fully meet those guidelines.

What is a memorable moment in your academic career that you feel tutorial helped you achieve?

Colin: In my World History 2 class last year, I had to do a research paper as the final project. It counted for a large percentage of the final grade. I was excited about the idea and we spent a lot of time preparing and researching before we began writing. Next we made an outline and then two drafts of the paper. Although the teacher mapped out the process for us, I would never have fully gone through with completing all the parts without the support of tutorial. Ms. Foreman helped me focus on doing the project one step at a time, and discussed each part of the process with me so that I was really clear about what I needed to do. To be able to spend the time on my paper, I had to do more of my day to day homework on my own instead of in tutorial, so this process also helped me gain responsibility for my own work.

I ended up doing really well on the paper and it made me feel incredibly happy and grateful that I have tutorial – it reminded me that I could be a good student. It was nice to be able to do well academically for a change - it was a cool feeling - and a feeling that I wanted to repeat so it gave me more motivation to do better in all of my classes...

How have your study habits changed as a result of tutorial?

Colin: I actually study now! Before, I never really studied for anything, not even exams. I just thought that they weren't really that important. Tutorial helped me realize that I am here to learn and not just to hang out. There is plenty of time to hang out with friends outside of the school day and during the school day and during study hall I need to use it for academic purposes.

Ms Foreman: Colin uses his study hall time productively and is eager to keep track of his assignments by using a planner. When we first began working together, it felt much more like each day was picking up where we left off. Now each day is generally on to the next thing. Paper-writing continues

to be something we focus on - though Colin's process is much more self-driven than a year ago. I find now that once I provide him with some formulas for note-taking or paper writing, for example, he can now take on the process more independently.

What is the greatest benefit or purpose of tutorial?

Colin: It is nice knowing that someone always has your back academically. When I am forgetting something, Ms Foreman will always remind me, and if I am doing poorly, she is there to help me persevere, to remind me what I need to do, and encourage me to work harder.

Ms. Foreman: My goal may sound a bit funny, but it is to give my students the support and skills that they need so that I become a less important part of their picture - in other words, to help them develop as a student so that they eventually no longer need the support of tutorial. The one-on-one relationship that I can form with each of my students really enables us to work together to identify and implement a unique plan of action for improving their academic performance. I am so proud of Colin's accomplishments. His awareness of himself as a



student has really changed, and the hard work he has put in has paid off. And these are skills that will stay with him long past Dublin!

What skills do you think you will carry with you beyond Dublin?

Colin: Definitely writing skills - the process of going through the steps to make sure I am writing well, getting thoughts down, backing them up, citing sources etc. I have also learned how to be responsible for my own work, to be organized enough to know what the work I need to do is, and to understand the value of paying attention in class.

I can honestly say that I wouldn't be the student or more importantly the person I am today without Ms. Foreman's guidance, and her kindness to me. At prep school it can be tough living away from your parents and such, but having Ms. Foreman makes it much easier. Whether it's school related or just a random high school problem, she is there to offer advice and help me through rough times.

Ms. Foreman: And celebrate the good stuff!

Colin: Thanks Ms. Foreman!

"A Day in Pompeii"



In early February, Dublin's twenty-two Latin students experienced first hand the incredible ancient Roman artifacts and human remains of Pompeii without leaving New England, thanks to a special exhibit at the Boston Museum of Science, "A Day in Pompeii."

The exhibit included wall frescoes, garden statues, home decor, ovens, plumbing, bread, money, jewelry and more. We were impressed by the richness of the culture. We were shocked by the displays of sexuality. We were also deeply moved by the body casts and skeletal remains of humans and animals, showing their last moments - a couple embracing, a slave with shackles on his legs, a child.

Also, while at the museum we went to a film on ancient Greece and a live presentation on the eruption of Mt. Vesuvius. That we were able to go at all is thanks to faculty and staff chaperones, Mr. Walters, Mr. Tally, Ms. Neveux and Mr. Whitesel.

-Ms. Herman

Ben Phillips '14 says:

"I learned a lot on this trip about early Rome and about fossilization. It's actually pretty gruesome, because we got to see all the casts of the bodies; it was horrific how the people died, they said it was like torture suffocating on gas. The IMAX movie showed how pots and other artifacts were preserved so well through fossilization. You can see the exact paintings and sculptures from early Rome. You could put a story to them."

Jillian Steele '13 adds: "The two most striking things in the exhibit for me were the plaster casts of the victims of Pompeii, and the gold arm band with the inscription "DOMINUS ANCILLAE SUAE" meaning 'From the master to his slave.' The plaster casts were especially memorable because there are no words needed to describe the horrid situation these people faced, and no words are needed to express the how these people must have felt in their final moments. - The armband was very interesting because this shows that even the Romans had "intertwining" relations between their workers and wives. f the victims of Pompeii and Herculaneum. These were the final poses of the people who were killed in the eruption of Vesuvius, and no words are needed to express the how these people must have felt in their final moments."



All photos by Chien Hui Chen '12

In Her Own Words:
English 9 Students
Write Lady Macbeth's Missing Scene

English 9 students recently finished reading Shakespeare's *Macbeth*. One of their many writing assignments that stemmed from the tragedy was to write a "missing scene" before Lady Macbeth's suicide. After seeing her sleep-walk, ravaged by guilt, the readers do not hear from her again until news of her death. English 9 students were asked to put themselves in her shoes and write her final words: what would she have been thinking about in the moments before her death? What, exactly, would have driven her to take her own life? Each student dealt with this question in a unique way. Below, two excerpts from the assignment by Yiran Ouyang '14 and Kelsa Danforth '15.

Yiran Ouyang '14

Lady Macbeth sleep-walking

Killing is what my fate tells me to do.
I ought to act like that...
I am supposed to use my husband's hand
to kill him;
And I'm supposed to avoid the guilt
that doesn't belong to me
entering my mind,
Because Macbeth is truly more worthy of
being the King than anyone else!

But why is my hand still bloody?
Let fate tell me why the guilty blood
is flowing into every single cell
in my body!
I can clearly hear my cells shouting
crazily because of the incursion of this
guilty blood;
The shouting inside my body is so loud
that it almost makes me deaf.
Tell me why the noise is still there during
this quiet night?
What am I trying to hide?
How absurd am I now!

Are the guilty feelings always there or
do they not even exist in my mind?
Is the night noisy or quiet as hell?
Am I awake, or just in an absurd dream?

Kelsa Danforth '15

Wait...yes! No! Ahhh!
I look down at the knife;
five inches away from my chest, five inches away
from my death.

What have I turned into? I was
ruthless when it came to getting
power, and many have paid for it.
Macbeth used to be reluctant
to follow my words of persuasion:
"Kill Duncan; show your
manhood!"
Now he has become vain with hope.

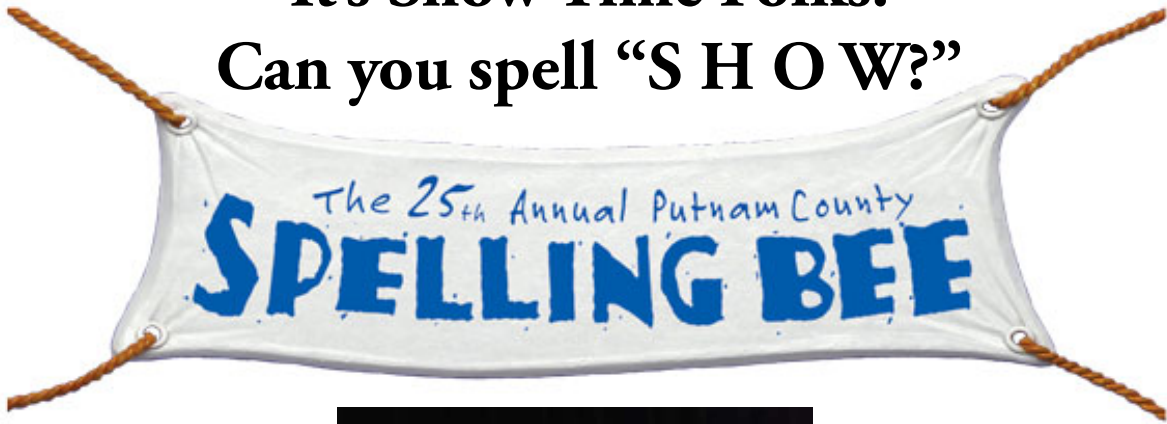
Hope that seems as though a reality
to him; King?
He would have no chance
if I was not there to
lead this escapade.
I found this chance to have so much
power an escape from the tyranny
of men.
Now, though, I am back where I
am, following my husband.

I would rather die with the fresh
remembrance of a hero,
than live with the embedded title of
a wife existing vicariously through
her husband...



"Ellen Terry as Lady Macbeth"
John Singer Sargent
jssgallery.org

It's Show Time Folks!
Can you spell "S H O W?"



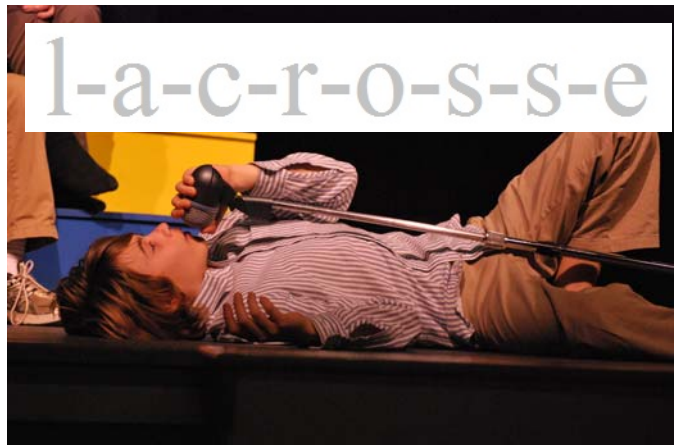
d-e-b-u-t

s-h-a-k-e-s-p-e-a-r-e-a-n



**Friday & Saturday
17th & 18th 7:00 PM**

**Sunday
19th 2:00 PM**



l-a-c-r-o-s-s-e

e-n-s-e-m-b-l-e

Reservation Call: 603-563-1285

“Running Into Me”

In Friday night’s electrifying performance “Running Into Me,” actor Vickie Tanner embodied varied characters from her childhood, including her father, sister, nephew, mother, classmates and principal, among others.

Growing up in Compton with a drug-dealing father and later, a drug addict sister, the character in the performance struggles to find her way through high school, into college, and ultimately, to New York to pursue a better, different kind of life. Between her movements, animated facial expressions, and various voices, she brought these many characters to life in their various states: mournful, enraged, trapped, inspired and elated. Vickie Tanner’s intense, impassioned performances blazed off of the stage and into the audience, leaving students, faculty and visitors alike feeling impacted in a number of ways. The Question and Answer session following the performance yielded more queries than any other in recent memory, and eventually Ms. Foreman had to cut them off so that students could get to other Friday night activities. A few examples of the questions and answers included: *Was the character who emerged in the red light a side of you?*

“I picture that character as a man, as a combination of a lot of black and Latino males that I’ve met who were angry and insightful and didn’t have the tools to express themselves... They can be so right about some things, but who is going to listen to them?”

Do you memorize or improvise?

“Both. I have to make adjustments based on the audience. This audience, for example, you all



were very attentive but weren’t very vocal, so I had to slow down since you were paying such close attention.”

How do you handle the pressure of being the only one on the stage?

“I just kind of keep going. Every night something is going to go weird, so I just accept that and move on. I try not to break the rhythm of things.”

How did you find your way forward in your life?

“Everyone always asks me that and I never have an answer. I guess it’s just because I’m an optimist. I’m filled with a lot of love. I watched a lot of TV and I dreamed, knowing that somewhere, people were living differently than me, and I knew I belonged with them.”

Students reflected on Vickie Tanner’s visit in the days after, sharing what surprised, disconcerted, amazed and touched them about her work. Riley Jacobs ’13 said: “It was something I really haven’t seen before...her life didn’t start out great, but she seemed to make the best of a bad situation, and I liked that.” Ikea Wadsworth ’14 said: “To be perfectly honest I was a bit skeptical as to whether or not the play would keep my attention. But as soon as she started I was hooked. I was so impressed that she was able to make each character distinct without things getting confusing.”

Jenny Foreman, Humanities director, adds: “I was so impressed with the students and their reactions to the performance. And I really loved her message that she just would not accept that she couldn’t have a better life - her emphasis on having a positive attitude was inspiring and could serve as advice to just about every person and every difficulty they face.”



In the Classroom with Vickie Tanner



Last Friday, before Vickie Tanner's Humanities performance, she spent the day meeting with several classes, including Jan's "Autobiography" and "Slam Poetry" courses. She listened to students' poems, gave them pointers on performing their work, and introduced them to certain techniques. One of these included a "stream of consciousness" exercise. She began by asking the group of students to shout out anything they loved or hated about this

country, and wrote their answers on large sheet of paper. The conglomeration of answers included words and phrases such as Britney Spears, the Superbowl, poverty, freedom of speech, discrimination, expression, art, family, and politics. After this phase, Vickie asked for volunteers to stand up, select one of the words or phrases, and talk about it for thirty seconds without stopping- even if they didn't know what to say, she instructed them to say exactly that: "I don't know what to say, I don't know what to say"

over and over, until new words came to them. Several students stepped up to the challenge; DJ Fowler began discussing hip hop, which lead him to talk about specific artists and his own music; Ikea Wadsworth began talking about Britney Spears, which lead to talking about racist ideals of beauty in the media; and Nicolas Aparicio-Albert '15 got up and spoke in Spanish about the hypocrisy of certain laws in the United States compared to Spain. For everyone listening, these bursts of words were fascinating to follow, as the ideas shifted and developed at a rapid pace, without time for planning, editing or censorship.

In a letter written directly to Vickie Tanner, Jessica Scharf '13 reflected on this experience: "...You definitely left on impression on me. During your workshop, I realized how frightened I was to volunteer for the 'speakeasy,' because I was hesitant of the things I might have said. It's so easy for things to slip out when you're not filtering yourself. During your performance, I was impressed by how comfortable you were in your own skin- just today, in Spanish class, we admired how easily you were able to slip into new characters, like an 'emotional chameleon'... I hope with a little improvement on my side I can achieve half as miuch as beauty and confidence you were able to convey on stage and in person."



Dublin Students Create Connections with Crotched Mountain School

After months of planning we finally began a very meaningful relationship between Dublin School and the students at the Crotched Mountain School, which educates young people with physical disabilities, emotional disabilities and developmental disabilities.

MeKenzie Matthenson '15, Jessica Scharf '13 and Ikea Wadsworth '14, who found a common bond earlier this year, have been very persistent in planning activities with Crotched Mountain School. These three young women, along with fellow students Charley Neisner '14 and Anna Chen '12 went bowling there on Sunday, January 22.

Mekenzie Mattheson '15 writes: "As Elliot's older sister, I have dealt with disapproving stares, hurtful laughter and sadness on my part when I see him struggle. That being said, I feel a duty to spread the word, raise money and find some understanding so the next round of special siblings wont have to have those nice little chats with the groups of people sending stares their way. Hopefully they will know more about their sibling's disorders and a cure will be found, because there will be more money going towards research. Last Sunday I was able to take a step in a great direction when we had a small group of Dublin students go up to Crotched Mountain (my brother's school) and bowl with some of their kids. It was amazing to see some of my brother's peers and even more amazing to see mine. Jess, Ikea, Anna and Charley were more amazing with the kids than I could have ever hoped. I couldn't help but smile from ear to ear when we all stood at the sidelines clapping for every bowler, whether they got a couple pins down or just a gutter ball. It's one thing to be kind; it's another to show kindness in a way that is personalized and sincere.



Xing Xiong '14 in a manual wheelchair

That is what I saw that day at Crotched, personalized kindness. To one side of me Anna was hugging one of the girls and taking pictures with her, at the other side of me was Charley talking about a passion for basketball with one of the boys. It was really great to see the connections and smiles in the room; I can't wait for more experiences like these."

A few days after the bowling event, on Tuesday, January 24, twelve Dublin students spent an hour "Experiencing Disabilities" with an occupational therapist at Crotched Mountain Rehabilitation Center. Students wore goggles designed to show them how people with limited visual disabilities find every day tasks challenging. They also sat in four different wheelchairs to see how difficult getting around can be. Most importantly, students learned how to respect boundaries and use sensitive language when talking about and to students with physical and mental impairments.

"It was very interesting and an informative experience. Now I will always know how hard certain things are for students with disabilities and how to treat them like they are no different from you and me." by Riley Jacobs '15

Future events are planned this month to attend a Beach Party, join the after school dance program as well as another morning of bowling. We are delighted to have created this connection with Crotched Mountain and look forward to developing our relationship with this institute and its students.



Jess and Ikea, using mirrors traced objects to simulate using fine motor skills without looking directly at an object.

*Text and photos provided by Ms. Bouton,
Community Service Director*

From Michelle Lange, President Parents' Association

Dear Parents and Guardians,

Congratulations to the boy's varsity basketball team on winning the River Valley Athletic League (RVAL) 2012 basketball tournament championship! The girls' varsity basketball team earned an impressive runner up status in the RVAL 2012 girls tournament. Way to go!

Thank you to Eric Nemitz and Rebecca Beauzay for leading the Parents' Association meeting for day parents. Rebecca talked about the teenage brain. Eric spoke about day student life and how he and the day proctors are engaging the day students this year. Thank you to the parents who attended. The meeting minutes will be emailed to day families soon.

Please come to the Day Parent Coffee on Wednesday, February 22, 2012 from 7:50am to 8:30am. Our guest will be Sarah Doenmez, Academic Dean. This is a wonderful opportunity to not only meet Sarah, but gather as a group one last time before March break. We will be meeting in Lehman Hall.

The Dublin School community is looking forward to performance of "The 25th Annual Putnam County Spelling Bee" on February 17,18 and 19, 2012. Thank you to the Parents' Association volunteers who are helping at the performances and the cast party.

I would like to remind you of the importance our contributions are to the Annual Fund. The Annual Fund helps with the operating costs of

running the School, which tuition alone cannot support. Your gift is truly appreciated and thank you for your generosity.

Have a great weekend!

Best to you,

Michelle Lange

michellea.lange@gmail.com

or 603-562-6998



Upcoming Events

Winter Arts Production,
February 17, 18 & 19 (Friday-Sunday)

Grandparents' Day,
April 27, 2012 (Friday)

Mayfair Weekend,
May 11 & 12, 2012 (Friday and Saturday)

Graduation,
June 2, 2012, 10:00am (Saturday)

Tymira's Book Corner



Upgrade U is about a seventeen year old girl, Seven McKnight, going through her first year of college at Stiles University with distractions from late night parties with her roommates, Shae (best friend for years) and Khya and constant arguments with her high school sweetheart over groupie girls trying to replace her because he is a sure pick for the NBA. All while trying to stay on top of her grades to keep her scholarship and trying not to fall in the arms of the sophomore heartthrob, Zaire.

The author, Ni-Ni Simone, uses imagery to create an immediate picture in your mind- "It was the hair hot spot, where we spent our last few dollars-not to mention our entire day-getting my hair done in sexy coils of bouncing curls, Khya's bob laid, Shae's natural waves hooked up and Courtney's finger waves redone."

I recommend this book to anyone interested in a book of drama, romance and suspense that you will not be able to put down!

The only reasons I can think of for you not to read this book are either you can't read or you can't stand the sight of an amazing book. I encourage you to hunt this book down and read, read, read!

Student Poetry: "Kailey" by Alyssa Jones '14

Silence, silence,
It's everywhere.
Clinging to my eyes and clothes,
It's stuck itself upon my hair.

My day is silent from six to seven,
Music plays from seven to ten,
And from ten to six is filled with pillows,
And sheets of silent sleep.

My younger days were filled with love,
With laughter, and three more friends,
Now I sit alone atop this shelf,
Never aging as she does.

My dearest companion has forgotten me,
Or so it would seem she has.
Her mind is on things elsewhere,
And people who speak out loud.

We used to talk,
Day and night,
Then she stopped listening,
And no longer can she hear me speak.

It's lonely sitting in my teal dress,
And looking perfect
As the days go by and by.
But I'm just a human who is missing something
deep inside.



Berthe Morisot
"Young Girl With Doll"

Boys' Varsity Basketball Team Wins River Valley Athletic League (RVAL) Championship Title



The Boys' Varsity Basketball team competed in the first ever RVAL championship tournament last week. We went into the tournament as the top seed due to our 9-3 record and were favored to win.

Our first game was on Tuesday against White Oak. It was a great game as Dublin rolled to an easy win, thanks to a boost from our borrowed JV players Shu Tong Luo and Reef Rogers, who scored 25 and 6 respectively. Myles Jones also contributed 18 and Ben Phillips added 12. Tom Fertsch tossed in our 100th point of the game, making it the first time in recent memory that a Dublin team has scored over 100 points in a competition! It should be noted that every player on the team scored, making this game a true team effort.

The next game would be against Four Rivers, who had beaten our JV team twice earlier in the year. Revenge was on our minds as we came out with a solid defensive effort and intensity on the boards that put us ahead early. In the end, Four Rivers had no answer to our strong defense and Mengziying Tu, who put up 19 points, many of which came off of offensive rebounds. In the end, Dublin left the Whitney Gymnasium with a 61-21 win.

Our final opponent would be the Academy at Swift River, a low-seeded team that had upset every team that they played in the tournament, and who were looking for one final upset against Dublin.

After seven straight days of games and hard practices, coupled with the previous night's Green Cup Challenge Lock-In, which had the boys sleeping on the floor of the gym, the team was tired as they went into their final game. The Senior leaders of the team, however, had no intentions of letting their physical fatigue stand in the way of their first championship victory. Peter Dopp came out and scored 17 in the first half, as Dublin found themselves on top of ASR 32-8 at halftime. The pace never let up as Colin Sistare exhibited his best leadership of the year; Dopp ended the game with 21; and Myles Jones contributed 15 as Dublin took the championship 64-23.

This is the first championship that this senior class has won, and it's great to see them be able to go out as the RVAL champions! While it's an exciting win for Dublin, the season is far from over, as we still have 5 more games (including a "scrimmage" with Dublin Christian Academy) that puts us against two teams that have previously beaten us in very close games, as well as the Hoosac School, who will be a tough opponent. Come out and support the champions during the remainder of the season!

- Head Coach Jesse Jackson



*The World
According to
Jan*



Car Talk

Last week a colleague borrowed my car to take some students to a nearby coffee shop. “Are the keys in it?” he asked. “The keys are always in it!” I exclaimed. A student overhearing us, reiterated, “The keys are always in it!” And those are the keys to some car stories.

When I arrived at Dublin in the early ‘70s, I remember a station wagon, a Ford I think, with wood panels on the side, and an old truck. There might have been another truck-like vehicle around, but I definitely remember the one truck and the tractor and Mr. G mowing the lawn, plowing the snow. If there was a school trip, the Ford was involved- or we used our own cars. The students drove the truck (and sometimes the station wagon) all over the place-work gangs, errands, the dump. Mr. Lehmann had always allowed the “big boys” as he called them, to drive the school vehicles. Shortly into Mike Cornog’s tenure, came a red station wagon and faculty used that (as in the Nefertiti Caper). Eventually there arrived a van and even later, the Dublin logo on its side. We were almost going corporate!

Students occasionally drove my car (Mr. Bates: Don’t read) to pick up props or gather costumes. In 1971-72 I was driving a little green Ford Falcon, and one day, after my English 11 class took offense at a particular exam, a small contingent led by Scott O’Neil ’73, (dec.), picked up the Falcon out behind the Arts Building, and headed it in the opposite direction, thus greatly confusing their English



teacher. Later that year, there was the dip-stick incident (we don't talk about that).

As the flotilla of School vehicles began to grow, students were no longer in the driver's seats. But I clearly recall one Sunday morning when, as I was driving towards Dublin, the old School truck, with more bodies than were legal, passed me, going the other way. Towards Vermont.

John Villard '74 borrowed my car one snowy day in December, thus marooning me in the Corner House in a blizzard; and thus, I met my future husband. (That's another book!) There is some car talk we don't tell about- the van in the ditch story, the roof of the van story, and Jan's car found abandoned in the cemetery story.

There is a tree near the Gym with a certain dent in it which is the product of an aborted driving lesson I was once giving my advisee, Tracy Armstrong '02 (I wonder if she ever learned to drive; I must ask her!). There's a stump near Hoyt/Horner that also bears a Jan scar. But getting back to School vehicles, my latest escapade was another snowy/icy one.

During March Break, on a morning during which no one without a plow or a load of sand should have been driving on campus, I just had to check on a costume, so I drove up the treacherous road to the Art Studio, and behind New Dorm. And then as I turned down behind the AB, my car just kept going on the ice and gently slid into the plow truck, which itself was stranded on the ice. It was a "kiss" really.

The driver, who shall remain nameless, had himself gone for help and when he emerged from the rear of the AB, he looked at the vehicular pile-up and yelled, "What the H_ _ _ are you doing here? You're supposed to be on Break!"

Since then, I try to minimize my car travel on stormy, winter days but the keys are still always in it.

Alums: Do you have a car talk story? - I would love to hear from you.

Send me your story, jhaman@dublinschool.org



California Reception

Brad Bates and Erika Rogers just returned from two fantastic Alumni Receptions in San Francisco and Los Angeles, California. Both events had alumni representing classes from the 1950's through the 2000's. A special thank you to trustee Zander Sprague '87 for hosting our San Francisco event, and everyone who assisted in reaching out to classmates encouraging them to attend. It was a fantastic trip and allowed us all to learn more about the exciting and successful lives of our alumni in California.



San Francisco Reception E & O Trading Company Restaurant - February 7, 2012

Front Row: Kathy and Norm Kitching '55, Matt Allan '96, Abbott Foote '61, Scott Peterson '84. Back Row: Taylor Phillips-Hungerford '05, Rhea Cassell '03 and husband Carter, John and Michael Light '81, Steve O'Neal '83, Zander Sprague '87, Brad Bates, Nathaniel Foster '98, Joy Hopkins '96, Kevin Stephens '94 and wife Connie and Erika Rogers.



Los Angeles Reception-Marriott Marnia Del Ray - February 8, 2012

L-R: Page Shugrue P '00, Erika Rogers, Ed Shugrue P '00, Darryl Ouellette '83, Jack Sanderson '84, Martha Carol '09, Mary Brown '75 and Tove Matas, John Mattson '71 and wife, Peter Schenck '50, David Shiras '50 and son-in-law, Katherine Nagler '06, Mary Noxon, Robert Holmes, Ellen Sollinger '98 and baby Fauna, Joy Lange Holmes '94 and Brad Bates.