

Layers of Learning: Students Create a Playground Mural

“Look at the hummingbird!” shouted a first grader delightedly to her nearby classmates and eighth grade big buddies. Pointing up at the tiny bird hovering overhead, the girl laughed aloud. “It thinks our flowers are real!”

The flowers, with petals in vibrant hues of pink, orange, purple and more, are actually two-dimensional acrylic representations painted by the students in a mural on their school campus. The mural “canvas” is a 10-by 27-foot wooden backboard on the MMS first and second grade playground.

The project was led by professional artist and middle school art teacher Sandy Shaw, with the eighth grade students, who developed the mural’s nature theme and created many of its individual elements.

“The mural is a wonderful art lesson and collaborative experience, and offers layers of learning,” observed Shaw. “The eighth grade class learned about the entire process of creating community art, starting with identifying the space, the needs of the space and the needs of the community who uses that space. Since the mural was going to be painted on the backboard of an elementary playground, we agreed it must have elements that the younger students could creatively incorporate into the ball games they play, so the eighth graders decided to add a horizontal line and targets.”

“Including the targets is a really important part of this story and the whole design,” commented Lynda Madonna, whose first grade



Helping to paint the mural

granddaughter, Kadence, participated enthusiastically in the project. “It’s great that the older students thought ahead and considered how this space would be used.”

Embedded in this project were many explicit and implicit learning opportunities. Students learned about color blending and scale, drawing and painting techniques,

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Lessons Beneath the Surface: Conservation and Life Skills



Students explore the waters offshore of Catalina Island

“We will conserve only what we love, we will love only what we understand and we will understand only what we are taught.”

— Baba Dioum, Senegalese environmentalist, excerpt from a 1968 speech to the International Union for the Conservation of Nature.

Beneath the ocean’s surface, near Santa Catalina Island, curious students encounter an underwater world much as it was before the first humans arrived in the area; and a marine ecosystem far different from the one they are familiar with in the Monterey Bay, because, although Catalina’s ecosystem is not fully intact, dedicated scientists have worked for years to restore it to a more original state.

“I hear a lot of people ask ‘why can’t we have really nice beaches here?’” shared sophomore Tyler Sullens. “I think if people could really see, up close like we did, what it could and should be like, then we’d have a better chance of restoring it to a pristine condition.”

For five days in May the visiting MMS freshman and sophomores explored the island and its surrounding environment as part of their marine sciences curriculum. This annual learning journey is quite explicit in its message of ocean conservation, and also carries implicit lessons that resonate long after the trip concludes.

This year, the ninth graders participated in the Catalina Environmental Leadership Program (CELP);

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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.

In Memoriam: Angeles Arrien



Angeles Arrien

We note with sadness the passing of our beloved friend and mentor, Angeles Arrien, Ph.D., on April 24. We also reflect in joy that we were honored to know her. She was a renowned cultural anthropologist, educator, consultant and award-winning author of many books, including *The Four-Fold Way*. Angeles was a staunch supporter of our school and our community’s vision. For over 20 years she mentored many faculty members and students. She served as a Board Member and co-founded the annual summer Chautauqua. She helped to design the eighth grade Rite of Passage, and was often a guest in the Values in World Thought program. She was also instrumental in

the creation of the Community Studies Program at Mount Madonna Center.

With stories, poems, songs and activities shared from traditional cultures worldwide, Angeles brought us into the heart of our own journey. She asked us to “track” our lives with questions like “*What’s working you?*” drawn from the Appalachian greeting. She would remind us to reflect on:

What’s strengthened in my nature this year? What has softened? Where have I become more flexible? What has opened in my nature? What has deepened? What has fallen into place or come together this year?

Looking forward she would ask, “*Where do I need to deepen, become more trustworthy, solid, accountable or responsible, and what’s calling to be opened in my nature?*”

She lived with grace, humor and depth. She called us to build bridges between people of all ages and places. She held up mirrors for all of us to see and reclaim our connection to the wisdom of the earth.

For those who wish to honor her memory, Angeles asked that candles be lit once a month on the anniversary of her passing, for one year. See www.angelesarrien.com.



We gratefully acknowledge and thank the photographers whose work is included in this issue: Ashley Mayou (‘14), Bob Caplan, Cassia Laffin, Craig Diskowski, David Collier, Forrest Cambell, Hema Walker, Jenni Leach, Jessica Cambell, Julia Wiley, Karen Harrington, Kelly Wagner, Leigh Ann Clifton, Lisa Catterall, Maureen Pramanik, Preston Merchant, Ross Bryan, Sally Shields (‘14), Sarah Grant, Shmuel Thaler, Stephen Harrington, Susan Hopkins, Richard Timan, Ward Mailliard and other volunteers. Newsletter Editor: Leigh Ann Clifton; Graphic Designer: Marina Michaelian Ward.

A Letter from our Heads of School

“The implicit curriculum is subtler than the explicit curriculum. It is the underlying ethos that permeates the school and influences the process of learning. Three main areas of the implicit are classroom practices, relationships and modeling.”

— MMS Board President and former Head of School, Sarada Diffenbaugh, Ph.D.

The 2013-14 school year came to a crescendo finish: students showed their progress through singing, dancing, acting and gratitude speeches that honored their accomplishments, growth and reflection. The community witnessed our students’ work through *Ramayana!*, *Eye of the Hawk*, yearbook, graduations, award assemblies and this issue of *The Connection*.

As a school, we are learning to express the implicit curriculum, which leads to authentic student success. Alongside creativity and critical thinking are social-emotional skills that teach us to reflect, relate, collaborate, communicate and understand ourselves and others.

In-Depth Learning

It was “all things turtle” with the fifth grade environmental project. Students raised awareness around issues facing sea turtles and received local, state and national acclaim. They connected with service groups near and far. As leaders of the elementary, they partnered with their Pre/K buddies on bookmaking and shared ocean conservation consciousness schoolwide. Third and fourth grades explored California history through trips to Sacramento and the Sierra Outdoor School. Students reenacted a civil rights march and hosted a moral heroes “museum day.” Grades one and two worked collaboratively with the eighth grade to turn a playground wall into a vibrant forestland mural with inventive animals and targets for ball games. The cultural awareness focus on indigenous cultures was a world tribute to the old ways of understanding the messages from the past that hold relevance for our future. Each of these class projects contained a wealth of experiential learning and opportunities to practice empathy, courage, honesty, leadership, service, patience and understanding.

Meaningful Engagement

Attend our annual Chautauqua and you’ll witness some of our older students’ valuable interactions with other participants. Impressed by who they are and what they contribute, facilitator Vivian Wright will sigh, smile and say “*Secret Sauce*.” Our *Secret Sauce* is our implicit curriculum, what our teachers bring to the classroom, the relationships they form with students and what they model support and enhance the learning process.

Middle school (MS) students performed in *Aladdin* (and *Ramayana!*), demonstrating creativity, courage, collaboration and great talent. They participated in a Diversity Conference in San Jose, with close to 200 students from the Bay Area, and some facilitated small group discussions. They created impressive projects for the science fair and Congressional Art Competition. The Gold and Black volleyball teams played hard and earned championships in their leagues. All MS students learned CPR, how to build emergency outdoor shelters, work in teams and communicate in the Outdoor Adventure and Life Skills program. The eighth grade built solar cars, led a cross-grade mural project, completed a Rite of Passage and acknowledged their growth through inspiring graduation speeches.

All high school students engaged in learning journeys, with freshman and sophomores traveling to Catalina Island for hands-on marine biology and oceanography studies; while juniors and seniors conducted meaningful interviews and made life-affecting connections in Washington, D.C. A record number of students entered works in the Santa Cruz High School Poetry Competition and an MMS sophomore was awarded first place, while another received an honorable mention!

It was a very full year! We continue at MMS to learn what it means to be a good person and act with kindness, generosity, and good will; and reflect on who we are, our values and the impact we have on others. We collaborate and compete, identify challenges and discover gifts, develop talents, overcome fear and shyness, and explore the unknown. The implicit curriculum brings a depth of light and color to the explicit, creating a vibrant and engaging learning environment. And within this context, we form a community to support and guide students towards a life of meaning, ethical and compassionate action, and service.



Jivanti Rutansky



Supriya McDonald

Jivanti Rutansky
Head of Upper School

Supriya McDonald
Head of Lower School

Hard Work, Adventurous Attitudes and a Commitment to Learning

Champions: two middle school (MS) volleyball teams went undefeated, while the high school (HS) varsity teams received Scholastic Champion awards! Cross country runners took to the trails, with five athletes representing MMS.

“While we may be newer and smaller than other teams,” commented cross country coach John Nink, “we have the spirit to cross the finish line.”

Both varsity volleyball teams were commended for academic excellence: the girls for having the best, and the boys for having one of the top five, collective grade-point averages among all 2013-14 Central Coast Section varsity volleyball programs.

“These teams had successful seasons,” noted varsity coach PK McDonald ('04). “They overcame obstacles and worked hard every day. Winning and losing was an afterthought, and viewed as a product of their preparation and dedication. I’m proud that they took that same work ethic into their studies.”



Top: Sailing on the Bay
Middle: Competing in the International Games
Bottom: The high school cross country team

Junior varsity (JV) coach Nate Rockhold described a building and bonding year for the girls team: “A mix of ages and skill levels came together, meshed and created a great atmosphere.

This, in turn, helped all to develop as players and teammates.”

“Each individual brought something unique to the team,” said JV coach Ashley England about the boys JV team. “This created a dynamic, fun-loving, and competitive group who wished to do nothing more than stay on the volleyball court for as long as possible with their teammates beside them.”

JV basketball got underway over the winter season, with an energetic group of players arriving early many mornings before school to practice during available time in the gym. While their competitive season included just three games, these athletes played with spirit and tenacity. The team included seven seniors whose interest and commitment were instrumental in getting the team up and running in 2012.

“Our boys helped to develop our budding basketball program with hard work, adventurous attitudes and a commitment to the learning process,” commented Rockhold.

It was a double championship year for MS volleyball: the girls Gold Team, coached by Tina Pendleton, went 13-0 to win the Silicon Valley Athletic League (SVL); while the boys Black Team, coached by Athletic Director Sidd McDonald, won the Central Coast Athletic League (CCAL), ending with a 12-0 league record and 19-1 overall! The team finished its season by taking first place in the San Lorenzo Valley Invitational Tournament.

Sidd McDonald also coached the MS girls Blue and boys Red teams. “These girls exhibited



The varsity boys in action!

terrific teamwork and support for each other,” he commented. “They made the playoffs with just three players having previous volleyball experience. Look for them to be real assets to the high school program.”



JV basketball: going for the shot

In sailing news: sophomore Kate Chandler represented MMS in the Pacific Interscholastic Sailing Association’s Northern California racing series. Supported by the Santa Cruz Yacht Club, along with some 25 sailors from other area schools, she participated in regattas in Stockton and the San Francisco Bay Area. At her last regatta, Kate placed fourth in three races.

Fifth and sixth graders represented Greece in the annual county-wide International Games

track and field competition at Soquel High School. Students were coached by Jessica Cambell, England and Rockhold, with training support from Pendleton. Parent Suzy Stevens (Cooper, 11th) initiated MMS' participation in these games eleven years ago.

"It felt important to have MMS integrate with hundreds of local peers for this fun event off the mountain, while also promoting students' physical fitness," reflected Stevens.

"While the games are a ton of fun, we recognize that the schools we vie against have larger pools of students to choose from," commented England. "We encourage our students to show up ready to compete and to take pride in doing their best and finishing every event, no matter what place they come in."

Undefeated Gold Team!



Top: Black Team champions!
Bottom: Middle school Blue Team



Top: 2013 varsity girls
Bottom: Junior varsity boys at the net

Volleyball: Academic and Athletic Distinction

SVAL Champions, Gold Team

CCAL Champions, Black Team

CCS Scholastic Team Award, First Place 2013, Varsity Girls

CCS Scholastic Team Award, Top Five Finalist 2014, Varsity Boys

All-SCCAL High School Volleyball, Girls and Boys

Second Team — *Talia Speaker*

Honorable Mentions — *Lexi Julien, Sophie Ortiz*

First Team — *Daniel Clifton, Pedro Aguirre, Roger Hooker*

Second Team — *Luciano Jimenez*

Honorable Mentions — *Holden Smith, Tobin Mitchell*

Hands-on STEM: Building Robots and Teamwork Skills

As seventh grader Priyanka Bhargavan entered the room carrying "Blaze," the Lego Mindstorm robot she and classmates Samantha Rogers and Alice Herbert designed and built, the fragile robot shifted in her fingers and came apart into several pieces. The start of a friendly class competition was just minutes away and the pressure was on. However, the girls maintained their focus, moved to a quieter corner of the room and set about carefully rebuilding their robot.

"I honestly don't care if we win," commented Rogers as she and Bhargavan snapped the last couple pieces back into place, "as long as it works."

In fact "Blaze" went on to place first in one round, while robots built by other teams excelled in other rounds.

This hands-on science, technology, engineering and math (STEM) project, coordinated by MS teacher James "PD" Rohan, involved student teams designing and building model robots, and programming them to accomplish particular maneuvers over several timed rounds. The robotics curriculum is just one advanced content unit that sixth and seventh grade math and science students learn as a result of Rohan's participation in the California Math and Science Partnership.

"The project is unique in that it models what teachers of mathematics have known for years," explained Rohan. "Deep mathematical learning is conceptually based and engendered by



Seventh graders with their model robot

fewer topics in a setting that allows students to spend significant time developing understanding and making mathematical connections."

— *By Leigh Ann Clifton*

Exponential Learning: Content, Process and Relationship

We know that the explicit curriculum, or content of the classes taught in school, is important. It is measured constantly. The implicit curriculum, which is much harder to measure and less heralded, needs more attention, as it is central to the development of our future citizens. The implicit curriculum has to do with the processes employed in teaching our subjects, and the relationships formed within the learning environment. These two aspects are central to the formation of the kind of human being who will one day emerge from school and use the knowledge gained in the classroom according to their sense of values about how human beings should act.

The biannual Washington, D.C. learning journey taken by Mount Madonna School juniors and seniors as part of their two-year social studies class, Values in World Thought, addresses both explicit and implicit learning. Cognitive skills such as research, writing and inquiry are developed, while



Top: Filming an interview
Bottom: Headed to a meeting

“soft” skills are also developed as students work collaboratively on many levels, from discussing questions that will spark interest, to filming, preparing meals and cleaning up after themselves. We all share in the successes, failures, joys and challenges. Each student chooses how he or she will engage, and then sees the direct results. Students experience effective processes for



The juniors and seniors in front of The Rayburn House Office Building

accomplishing collective goals. They learn to be aware of how they affect, and are affected by, each other. They learn firsthand the importance of relationship in building success.

At the end of the journey students are asked to share with the community what they have learned. Here are a few examples of what they had to say about their experiences this year.

“It was the late nights, copious amounts of tea and heavy discussions that occurred after we shut down our computers. There was a feeling of pure intrigue and satisfaction when a question that we had spent hours poring over, and tweaking the words so they were just right, was understood perfectly. I couldn’t get enough.”

— *Renata Massion, 11th*

“Of the people we interviewed, a few really impacted me. One was Susannah Welford, president and founder of Running Start. Her interview started a conversation about failure and the judgment we often fear will come from admitting our mistakes. This led to more questions in later interviews about the subject. I found this interesting as I often have trouble admitting my failures because of the judgment that I fear from my parents and teachers. What I learned is that often admitting your failures will give less push back than letting them be revealed.”

— *Jenny Turk, 12th*

“We discussed the ability to take risks and not be afraid of failure. This was a very relevant piece of advice for me personally, because I tend to get caught up in the idea of perfection, when in reality, failure is the key to producing growth.”

— *Cassie Caborn, 11th*

The view from a corridor
in the Russell Senate Office Building



“Mr. [Dan] Tangherlini, administrator of the General Services Administration, left me feeling that, if I could be nearly as humble and cooperative as he is, I could succeed anywhere. I could do anything. Congressman [George] Miller had a dedication for service that I want to emulate. If I could find that drive to help other people to the extent that he does, goodness knows what I could get done. And if I did it with the integrity and moral groundedness that Hardin Lang, senior fellow at the Center for American Progress, has, I’d probably be able to save the world.” — *Roger Hooker, 12th*

“This trip has helped me to develop the ability to contribute as part of a team and really get things done. Whether it was working on questions, or simply cleaning up the mess in our room, I could see how much teamwork really matters. In my reflection process, I realized that I would never on my own have been able to do something like this, or even thought about doing something like this. . . I wouldn’t have considered it a feasible activity.”

— *Daniel Clifton, 12th*

“In D.C., we met with people who are taking on some of the most crucial, complex and difficult issues, and they are changing the world day by day. They recognize their own fortune and are using it to empower others. They made this work and these issues tangible, and helped me realize that, yes, there is an unimaginable amount of suffering all over the world, and no single person could ever dream of fixing it all. But there is always work to be done, and every life that is saved, every positive change made, positively affects us all.” — *Talia Speaker, 12th*

This semi-annual journey focuses on content, process and relationship and allows for unpredictable outcomes. Students learn through experience and discover what they are ready to learn. When the processes of our classrooms are aligned with the goals, and we are in positive relationship with each other, the learning is exponential. It confirms that the implicit curriculum is worth greater attention if we want to produce caring, empathetic and creative citizens.

— *Article by Ward “SN” Mailliard*

Photos clockwise from top left: Connecting with Admiral Rochon, At the Lincoln Memorial, Listening to Ray Suarez, Impromptu meeting on the Capitol steps, Working on interview questions, A contemplative moment at the Vietnam Memorial, Talking with Congressman Sam Farr, Discussion with Layli Miller-Muro, Interview with Melanne Vermeer



Taking Aim at Outdoor Adventure

“Archers to the line!”

As she focused on a brightly-colored bull's-eye several yards away, the girl tucked her long brown hair behind her ear, raised the bow she was holding to chest level, and pulled back firmly on the string until it almost touched her nose. The instructor beside her adjusted the angle of the girl's chin and shoulders, and told her to concentrate only on where she was aiming. Then, with a slight shift of three fingers, she released the arrow, sending it 'whooshing' through the air to strike the target.

The girl, an MMS seventh grader, was participating in a hands-on archery lesson offered through the middle school Outdoor Adventure and Life Skills Program.

To prepare for this activity (held at a nearby archery range), students spent a couple of hours earlier in the week learning about archery safety and mechanics from Mike Pierce, a world champion archer, and owner of Predators Archery.

“What makes archery so interesting and fun for me to teach is that it's a mini life lesson,” Pierce told the students. “It's all about patience and focus, which is also the secret to doing your school work and making your life easier.”

The instructors set up six stations and students lined up to take turns shooting at paper targets mounted on hay bales.

“I got a bull's-eye!” shouted an excited boy, as his second arrow struck near the target's center.

“Way to go!” said a classmate giving him a ‘high-five.’

“Shooting with these compound bows was a lot easier than with the long bows I've shot with previously,” commented eighth grader Cyrus Kamkar. “There was more technique involved and the instructors helped a lot.”

MMS' Outdoor Adventure program is designed to integrate life skills with physical education, health, safety and environmental awareness, in an outdoor context.

“Students in this course will be immersed in a broad range of experiences,” shared

teacher Matt Meachen. “These will include wilderness safety, orienteering, group challenges, building wilderness shelters, a low ropes course, traditional fitness activities, habitat restoration and even knot tying.”

“The experiences and tasks will challenge students' minds and bodies as we use Mother Nature to better understand and strengthen ourselves, each other and the natural physical space that we occupy,” added teacher Bob Caplan.

“Our teaching team is focused on

helping students to develop the ability to respond positively in urgent or dangerous situations; and to practice mindfulness within both group and individual moments. We also hope to achieve trust, camaraderie and teamwork within the group.”

Other Outdoor Adventure activities included CPR and first aid certification for students and additional small-group archery lessons.

“We want students to learn to evaluate circumstances and take calculated risks,” said teacher Oscar Pérez, “and to work on interpersonal skills such as conflict resolution, and communication styles, along with learning to overcome emotional challenges that can sometimes accompany physical tasks.”

“Above all, whether they're taking aim at a target with a bow and arrow, learning outdoor

survival skills, or engaging in a game with their classmates during lunch,” reflected Meachen, “we hope students will achieve a deep love for playing in the great outdoors.”

— By Leigh Ann Clifton



The Spirit of Service: Honoring Volunteerism

Mount Madonna School (MMS) 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 years of volunteering for MMS. Her dedication and service are deeply appreciated.

Heidi Collier and husband David came to MMS when their daughter Blythe ('12) was a preschooler. Heidi and Blythe were the inspiration for Fairy Day in Pre/K, celebrated each spring. For several years, Heidi collaborated with elementary teachers and taught poetry units, producing ribbon-bound class books documenting student creativity.

Since 2006, Heidi has shepherded the *Eye of the Hawk*, the annual anthology of student literature and art, which she inherited from former MMS teacher Michelle Paulus. Each year Heidi's creativity shines forth as she reads students' work and designs the publication's themes.

Heidi expressed her passion for writing in the 2012-13 edition: "Prior to putting into language, a person perceives the mysterious world around and within. One must first grapple with this amorphous impression or image before it can be expressed on the page. We witness this power of creative self-expression in the poetry, prose, and art of our students."

As editor, Heidi has lovingly sustained *Eye of the Hawk*, with each anthology offering a glimpse into students' development and leaving a lasting impression of our ever-changing experience.



Summit for the Planet 2014

Community members of all ages enjoyed the walk, eco-carnival and the myriad activities at the 8th annual Summit for the Planet on April 26. We are thankful that the weather stayed relatively mild, allowing us to welcome more than 350 attendees of all ages! A heartfelt thank you to all the parents, grandparents, relatives and friends who pledged their support for the walk-a-thon participants. Together, we grossed \$37,000!

We are thrilled about the support this event has received over the years! The outstanding work that the local community is doing to reduce our environmental impact and develop strategies to live life on Earth in a more mindful way is indeed remarkable. Together, we will make the difference necessary to ensure quality of life for our children and their children.

Our sincere thanks to:

Allterra Solar
 Bat Conservancy of Coastal California
 Bay Area Amphibian and Reptile Society (BAARS)
 Bay Area Parent
 Earthbound Farm Organic
 Edge Design
 First Class Fundraising
 Gandhi India's Cuisine
 Good Times Santa Cruz
 Growing Up in Santa Cruz
 KAZU
 KUSP
 Marine Mammal Center,
 Monterey Bay Operations
 Michael Lee Environmental Foundation
 Monterey Bay Mortgage
 Morgan Hill Life

Mount Madonna Center
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 SantaCruzParent.com
 Sulphur Creek Nature Center
 SunRidge Farms
 The Penny Ice Creamery
 Town Cats of Morgan Hill
 Trader Joe's Morgan Hill
 Whole Foods Market Capitola
 Wildlife Education and
 Rehabilitation Center (WERC)
 Wildlife Emergency Services
 Wood Fire Woodie Pizza
 World Centric



Pioneers, the Gold Rush and “Cullumah”: Exploring California History

Along the banks of the American River’s South Fork, in an area native Nisenan people called “Cullumah” or “beautiful valley,” craftsman James Marshall discovered gold in 1848. His discovery began the California Gold Rush and fueled the West’s dramatic growth.

Third and fourth graders learned this and more during a two-day history trip to Sacramento – visiting Sutter’s Fort, the California State Indian Museum, California State Railroad and Sacramento History museums – and to Coloma in the Sierra foothills, where they explored Sutter’s Mill and the Marshall Gold Discovery State Historic Park.

Third graders Sadie Willoughby and Cecily Kelly said they had fun panning for gold, despite finding very little real ore: “Gold panning was hard work, especially in 1849,” said Kelly. “The tubs we were panning were full of sand, rocks, fool’s gold or iron pyrite and some garnets.”

“The history museum was very fun and interesting,” said third grader Nicole Brandt. “We learned a lot about the past, like how the gold miners looked for gold by using water cannons to blast the dirt off the mountainsides. This method was later outlawed because it damaged so much land and polluted the water.”

“I learned about Sutter’s Fort and how the pioneers made certain medicine from herbs,”

shared fourth grader Ben Meltzer.

“The Indian museum had beautiful artifacts like dance outfits made with beads and the tiniest basket in the world,” said fourth grader Grace Timan.

“For students, it’s just this sort of experiential learning that makes the abstract knowledge become more solid and real,” explained third grade teacher Hamsa Heinrich. “We were fortunate to have docents who were captivating storytellers and wove the past into meaningful connections. Being able to visit historic sites, see real artifacts and learn from well-informed docents is a more concrete experience that brings history alive, and helps children to better understand a sequence of time and how events unfolded.”

“Visiting Sutter’s Fort gave me a feeling of what it would be like to live back in the 1800s,” commented third grader Ronan Keith. “The jail was in a corner basement. It was a huge room made of bricks with no windows. Upstairs on the second floor were kegs to hold gun powder and rusty cannons pointing out the window. It was awesome.”

“Before I saw a covered wagon, I thought they would be much bigger and fatter,” commented fourth grader Amirah Ibragimchayeva, “but they were actually skinny and not very long.”

An overnight excursion to learn about California has been part of MMS’ elementary program for



Top: Panning for gold in Coloma
Bottom: Inside Sutter’s Fort

more than two decades. Initially Heinrich visited the Montara Lighthouse and other nearby sites to study North Coast geography and ecology focused to meet specific third grade curriculum standards. The Sacramento trip, which focuses more on history – including western expansion, Native Americans, railroads and the gold rush – was added to meet fourth grade curriculum standards.

“Nothing is better than giving your students hands-on experiences,” commented fourth grade teacher Linda Pope. “Being able to show them the actual size of a covered wagon, and what few items settlers could bring with them is eye-opening.”

In addition to the trip’s explicit curricular elements, there is the implicit learning that takes place surrounding issues of socialization and independence.

“It was a long drive to Sacramento,” shared third grader Mariah Cohen. “It took over three hours and I had to leave my house at 5:45 in the morning! We talked about games and if we were nervous or happy or excited – or however we felt. I had a lot of fun in our carpool even though I was a little nervous at first.”

“New situations,” said Heinrich, “everything from riding in a new carpool to being paired up with a different classmate at a museum, spending a night at a youth hostel and helping to prepare the group’s meals, create opportunities to connect and expand our knowledge on many levels.”

— By Leigh Ann Clifton

Preparing to explore Sutter’s Fort



Sea of Change: Students Engage in Turtle Conservation

Congratulations to the fifth grade class and teachers Jessica Cambell and Nate Rockhold: their environmental project, “Don’t Be A Nurdle, Save the Sea Turtle” was awarded top honors and \$300 at Santa Cruz Earth Day, a \$1,000 Disney Friends for Change grant, and named as a National Finalist in the Siemens We Can Change the World Challenge!

The award-winning project included making an educational film (which students wrote, filmed, edited, produced and sold – earning \$3,000), completing clean-ups of two local beaches and the MMS campus, supporting sea turtle educational camps in Indonesia and creating monofilament fishing line canisters. These canisters are being distributed to ocean visitors to be used for collecting waste fishing line, in an effort to keep it from becoming a biohazard in the marine ecosystem.

“Our project has ways of making a difference in our school, our community, the state and the world,” wrote fifth grader Kira Kaplan. “We are educating people about how their everyday choices affect turtle survival. Knowing how your seafood is caught can reduce ‘bycatch’ of turtles. We want people to know that when you buy a single-use



Fifth graders at Santa Cruz Earth Day

item or something with a lot of packaging, you are adding to the plastic in the ocean.”

The embedded curriculum throughout the project included goal setting, cooperative and leadership skills honed through interactions with media, business, civic and conservation specialists, and opportunities for students to reflect on “what” and “why” whenever they engaged in studying, creating, or presenting.

Teacher-facilitated discussions helped resolve conflicts, as students sometimes needed assistance with finding affirmative ways to communicate in a group and support less motivated classmates. The class discussed respect as the

key to successful collaboration, while challenges became opportunities for students to rise to the occasion and find solutions. For example, after weeks of practice preparing for a city council speech, a student fell ill that evening. Another student took the lead, memorized that section of the speech in less than an hour and delivered it without a hitch.

The educational film and monofilament recycling effort will continue to inspire change and students’ support of the Indonesian turtle camp will influence those children for years to come.

“These kids will become thoughtful adults who will care about the survival of sea turtles and protecting the Leatherback eggs and hatchlings on Indonesian nesting beaches,” explained a fifth grade student. “We have changed and our change will last as we look at the world’s waste with different eyes.”

— By Leigh Ann Clifton

Student videographer

Ready to share their project!



Student Awarded National Merit Scholarship Commendation

Class of 2014 graduate Roger Hooker was named a Commended Student in the 2014 National Merit Scholarship Program. He scored in the top 5% nationwide of the more than 1.5 million students who took the 2012 Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT). Hooker is attending Tufts University this fall.



Art, Literacy and Bookmaking

Colorful, handmade books authored and illustrated by MMS students were among those displayed at the 31st annual Student Authors' Fair in Capitola earlier this year. The event featured hundreds of books created by local students, showcasing students' creativity to the broader community.

First grade students wrote stories about how animals got one of their special characteristics based on Rudyard Kipling's *Just So Stories*. Second and fourth grade students wrote original versions of popular fairy tales; while third grade students created books based on their visit to Elkhorn Slough with their twelfth grade big buddies. The fifth grade was represented in a collaborative Pre/K and fifth grade "big buddy book" called *Ring of Friends*, in which each child added their own words to the phrases "I am... I love... I wish..." alongside illustrated self-portraits.

"Bookmaking is one of the building blocks of the MMS kindergarten program," explained preschool/kindergarten teacher Hema Walker. "The students are just beginning to understand the connection between letters and the sounds they make, and how they are put together to form words which convey meaning. Making simple books with a picture that illustrates one word or phrase per page is the perfect way to prepare young children for the world of literacy and to inspire them to 'read' even if they haven't figured out how to decode the sounds yet."



MMS student books on display at the 31st annual Student Authors' Fair

During the year, kindergarten students make books illustrating different themes, such as life cycle books on topics including wheat, apple trees and butterflies. They create their own leaf and wild grain identification books, special books for Mother's Day and Father's Day. Throughout the year, each student also works on a Golden Number Book and a Form Drawing and Sound Book.

To celebrate their accomplishment as budding authors, first graders enjoyed a "Publication Party."

"Watching and listening to my students read their stories, and witnessing the looks of pride painted across their faces and their parents' faces was an awesome moment to behold," said first grade teacher Cassia Laffin. "First graders entered this year working on sounding out short consonant-vowel-consonant words and now they are writing paragraphs and completing stories with well-thought-out

plots, problems and solutions."

Second graders read classic fairy tales and fables. They discussed various versions of the same story, including *Cinderella* from Native American and

Korean perspectives and *Red Riding Hood* from Chinese and African-American viewpoints. Students then wrote their own adaptations of the classics of their choice. They self-edited, peer-edited and worked with their teacher to create a final draft. Students rewrote their favorite story in book form with illustrations to submit to the authors' fair.

"This lesson correlates with the California State Standards and provides an opportunity to assess listening comprehension, writing mechanics, spelling, and handwriting with organization," noted second grade teacher Jenni Leach. "It gives students a chance to hear classic literature and differentiated versions of the same story. It also allows them to be creative storytellers and illustrators."

In third grade, students hear and write poetry throughout the year, across the curriculum. For the authors' fair, third graders created a group book about kayaking with their twelfth grade buddies that focused on sharing information learned with a naturalist at Elkhorn Slough, and incorporated photographs and illustrations of their shared experience. Students also created individual "rainbow" books that examined how good writers choose their words carefully.

"I enjoy finding poems that will make them laugh, feel surprised or explore a concept," explained third grade teacher Hamsa Heinrich. "This age group is more able to put words on paper, so it is a natural step to reflect upon word



choice. Students classically describe things as 'fun' or 'cool', but what does that look like? How does it feel, taste or smell? The students described colors using metaphors and comparisons. Even though the poems were short, the students wrote many drafts connecting interesting and unique descriptions of each color. Many of their poems were truly inspiring," such as *Blue* by student Sam Kaplan:

*Blue is a river
stream cascading
over rocks.*

*Blue is sadness
when a loved
one dies
so great,
so deep
more than a
thousand sighs.*

*Blue is a monstrous
Tornado sweeping
across the fields
and plains.*

"This unit is great to teach about point of view and to encourage students to use their creativity and imagination," commented fourth grade teacher Linda Pope. "We started by reading several fractured fairy tales, then students wrote and illustrated their own tale focusing on a point of view from a character other than the main one."



Working on her own book

"Creating a book together was such a fun and engaging experience for the fifth graders and their preschool and kindergarten buddies," noted fifth grade teacher Jessica Cambell, "and a great opportunity for mentoring across the grades."

— By Leigh Ann Clifton

Student Receives Honorable Mention in Congressional Art Competition

Spacebear and Jetpack Boy, a mixed-media work by eighth grade student Ruby Bracher, was awarded an Honorable Mention in "An Artistic Discovery," a Congressional art competition organized by District 20 Congressman Sam Farr (D-Carmel).

The competition was open to all high school students in the 20th Congressional district, as well as seventh and eighth graders from schools with both middle and high programs. A total



Congressman Sam Farr congratulates the MMS student artists



of 29 entries were submitted from 13 schools in the district. Pieces by middle schoolers Bracher and classmates Lucas Caudill and Phoebe Grant represented MMS in the competition.

"Each year I am amazed at how talented our young local artists are," said Congressman Farr. "The great tradition of Central Coast artists is definitely represented by this generation."

Students submitted work in various styles and the entries were judged by Lynn Diebold, president, and William Keland, treasurer, both of the Arts Council for Monterey County, along with local artist and gallery owner Kim Solano.

Bracher, a talented and prolific artist whose work is well-known amongst her peers and teachers, also designed the artwork appearing on the 2014 MMS *Ramayana!* production t-shirts.

In May, Congressman Farr hosted a public reception for the participants at the Moss Landing Marine Lab.

"The reception was a great exposure for the students to public speaking," commented middle school art instructor Sandy Shaw. "Each student came to the front of the room, met Congressman Farr and presented his/her work. They spoke eloquently about the media they used and their inspiration.

"They felt very comfortable doing this, as they had earlier practiced what they would say and concentrated on maintaining eye contact. Learning to present in front of a group with poise is a great skill.

"This was a great opportunity for my students to have their work seen publicly," she acknowledged, "and a big deal for Congressman Farr, who holds this event in high esteem and is committed to supporting arts in education. I honor his commitment and want him to know we are dedicated to keeping art alive in the classroom." — By Leigh Ann Clifton



Annual Giving and Capital Campaign 2013-14

For the 2013-14 and 2014-15 school years, we are combining the Capital Campaign with Annual Giving, with the goal of raising \$450,000. Through the generous support of our board members, parents, grandparents, alumni, staff and friends, we raised \$323,917 in gifts and pledges, including funds from Drive for Schools and the Play It Forward! Golf Tournament in October 2013.

The success of this dual campaign depends on our community members making 'stretch' gifts in support of continued construction of the gymnasium on our Upper Campus, as well as bridging the gap between tuition and the actual costs of educating our children each year. Multi-year pledges allow MMS to cover operating costs while also making substantial headway in the Capital Campaign. With funds raised from the combined campaign, together with the sale to Mount Madonna Center of an unused school building, we are now at \$1.47 million on our Play It Forward! Capital Campaign goal of \$1.95 million.

Construction continues as funds are generated, and a lot of progress has been made over the past year and summer! On the gym building, the HVAC system was installed and the rough framing, mechanical, and electrical inspection was passed successfully; the fire alarm system wiring and wall insulation were installed; maple for the gym floor and the basketball equipment were purchased and delivered. On the outside of the gym, the foundation for the bathrooms was poured, a 5,000 gallon septic tank was installed and the septic field area was cleared for leech lines. Next steps include hanging plywood for the lower 12' of walls and installing sheetrock above that; mounting the basketball standards, painting the walls; and installing ceiling lights and the wood floor. Also in the immediate future is framing the bathroom building.

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

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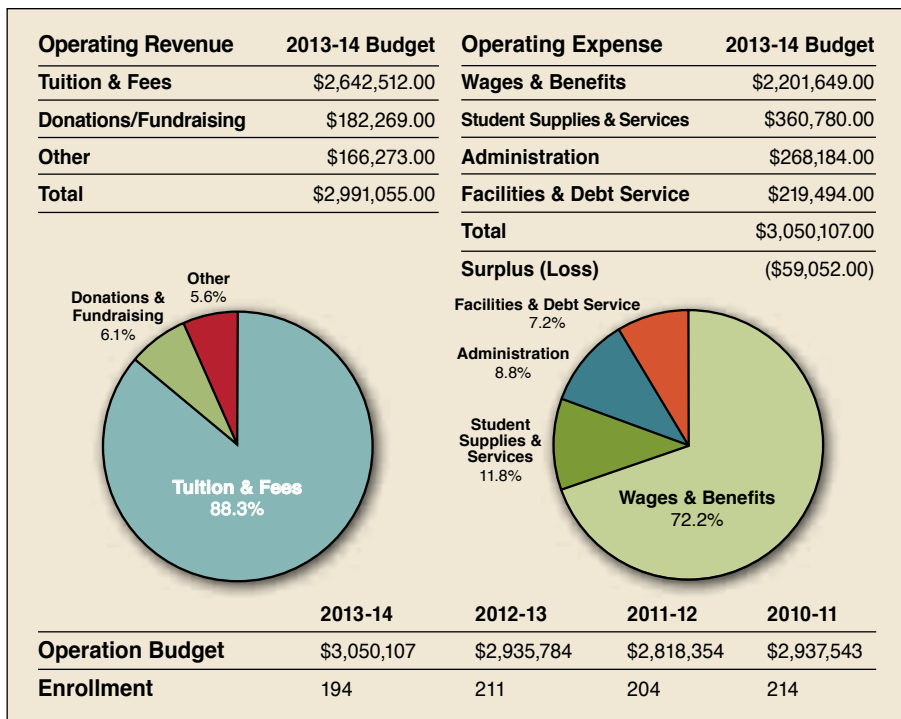
Continued on Page 18



2013-14 Financial Report

Mount Madonna School (MMS) completed its 35th fiscal year on June 30, 2014. The School operates under the committed stewardship and oversight of 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. We began the 2013-14 year with 194 students, and ended with 191 students. For the 2013-14 and 2014-15 fiscal years, we are combining our Annual Giving Campaign with our Capital Campaign; we have raised \$323,917 so far. Donations to this combined campaign, together with directed and in-kind gifts, totalled \$379,804 in 2013-14, of which \$182,269 was allocated to operating revenue. 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.

— By Eric Forbes, Business Manager



Note: The audit for this fiscal year just ended was conducted by the Harrington Group in early October. That report will be available in December for anyone wishing to view it.

Directed and In-Kind Donations

Each year, Mount Madonna School families, friends and community members give generously to specific programs for which they have a special affinity. These include financial assistance scholarships, the scholarship endowment, athletics, performing arts, Values in World Thought endeavors, fifth grade environmental studies, and the middle school Outdoor Adventure program, among others. The total value of directed and in-kind donations in 2013-14 was \$40,716. Some gifts were cash, while others were in-kind contributions including a wide variety of items such as a life-sized skeleton model, bottles of wine, fabric for costumes, school supplies, toys, books, musical instruments, puzzles, announcements on local radio stations, and many more! The Class of 2014 started a teacher directed fund as their Senior Legacy Gift.

Thank you to our in-kind and directed donors:

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Farm Ed: A Window into Organic Agriculture

The fragrant aroma of cilantro wafted in the morning air as students carefully harvested the herb from long rows in a field at Live Earth Farm in Corralitos. Eleventh grade students visited the farm to learn about food production and organic farming practices; they also experienced first-hand (albeit briefly) the physically demanding work of farm laborers.

“I gained a new appreciation for how tiring picking vegetables is,” commented junior Lena Wiley. “Although I live on a farm in Watsonville and am exposed daily to farm life, it is very difficult actually doing the physical work.”

“This fieldtrip provided us with a rare opportunity to immerse ourselves in the farm culture that surrounds this area,” reflected classmate Rami Walker. “We were able to see just how much work goes into producing the food that we too often take for granted. I particularly enjoyed learning about the specifications for being an organic farm, and was surprised to learn that there are more restrictions and regulations imposed on small organic farms than large industrial farms that use synthetic fertilizers, pesticides and herbicides.”

Top: Picking lettuce
Bottom: Farmer Tom



Harvesting cilantro at Live Earth Farm

The field trip was organized by Spanish teacher Oscar Pérez, who explained that he feels it is essential to broaden students’ horizons so that they can be more aware of the “tangible realities” that surround MMS and the communities they live in. Pérez had hoped the day’s events would include a Spanish language immersion component and some interaction with Live Earth’s laborers, but busy work schedules didn’t allow for those connections to happen.

“While theoretical discussion of social issues like those related to food production and labor is important,” said Pérez, “we can easily fall into the self-gratifying trap of intellectualism: that is, believing we understand the issues without having real human contact with the people that live them.”

“Without the personal experience to direct our perspectives, our theoretical discussions can close us off to the genuine understanding that relationship building provides. This creates communities that become stagnant in the rhetoric of inclusion and acceptance without realizing they embody the opposite of what they preach. Opportunities like this field trip allow our students to consider how some of those relationships can be created and therefore enrich our community immensely.”

“The trip to Live Earth Farm was a valuable experience for me,” shared junior David Kerr. “It

allowed me a glimpse into a lifestyle I have never experienced before, and I saw that the stereotypes set by some communities are actually not entirely true. I noticed a certain type of community among the workers that was much different from those I interact with and am intrigued to learn more about it.”

During their visit, students met with Live Earth Farm co-founder Thomas Broz (parent of David Broz, ’12), who gave the students a tour of the farm and engaged them in a philosophical discussion about his work.

“We want our community to experience a direct connection with our farm,” explained Broz. “My belief, which has guided me as a farmer, is that food is much more than just a commodity. It is connected to personal well being, to relationships to family and friends, to the vitality and persistence of community and culture, and to the care and respect for the land. Live Earth Farm is a place where everyone has the opportunity to reestablish their knowledge of how food is grown.”

“Working in the fields, picking cilantro and building compost piles made my respect for the farming profession grow tremendously,” reflected junior Lexi Julien. “Having a close and personal relationship with the earth is a beautiful thing, and the farming lifestyle values of hard work and respect for nature really resonate with me.”

— By Leigh Ann Clifton

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Buddies!



Layers of Learning Continued from Front Cover

cross-age mentoring, and skills necessary for working on larger group projects.

“It was a long and involved project and the students committed without fully understanding what would be required, and they stayed dedicated all the way through,” shared Shaw. “Because the final result is so visible, they were really held accountable outside of themselves.”

Students gather to celebrate the mural's completion



The eighth graders started working on the project in April, brainstorming ideas and planning individual aspects. The students met with their first and second grade buddies to guide them in creating animal drawings to contribute. Once the individual pieces were all ready, eighth graders worked together to position each of the elements into the overall composition.

Next, students transferred, grid by grid, each element from their drawn paper composition onto the backboard at a larger scale. Once the outlines were completed, painting got underway.

“This is so fun,” shared eighth grader Indigo Kelly during the process. “It’s great to work together on a project with my classmates and my little buddies.”

“One of the most significant aspects of this project, aside from the creativity and its cooperative nature, is the self-confidence that the younger students develop in realizing that they can successfully interact and build relationships with older students,” reflected first grade teacher Cassia Laffin. “Their social abilities expanded as they learned not to be fearful or embarrassed in the presence of others, even those much older than themselves. The more we can learn to relate to others like and unlike ourselves, the more opportunities we have for achieving happiness and interpersonal connections. These are really some of the most important ‘lessons’ we can ‘teach’ students!

“As the process moved through the various stages – from paper and pencil, to chalk on a white backdrop, to bits and pieces painted in, to a bright, vivid collection of paintings from various grades – it all came together,” noted Laffin. “The completed mural is something students can feel proud of for years to come.”

— By Leigh Ann Clifton

while tenth graders engaged in activities offered through the Wrigley Marine Science Center, a research and teaching facility operated by the University of Southern California's (USC) Wrigley Marine Sciences Institute. All of the students engaged in outdoor field studies, leadership challenges and opportunities for personal growth.

"I found the Wrigley program to have a great balance of science, exploration, and fun," said high school teacher and trip chaperone Nicole Tervalon. "It was an excellent opportunity for our students to visit a working marine science lab, snorkel in an intact environment, and engage in activities that pushed them beyond their personal comfort level and then process how they responded to these experiences. It was experiential learning at its finest!"

"I'm more of a hands-on, feel, touch and build kind of a guy," explained Sullens. "Being able to go in and learn in this environment first-hand had much more of an impact. I mean, which would you prefer? Real-life ecosystem or picture of an ecosystem? Doing is better than watching."

The curriculum is a two-year academic program in laboratory science, first a one-semester course in marine biology, and in tenth grade, a one-semester course of oceanography. The lab portion of both



Top: Offshore exploration
Bottom: Interacting with wildlife

courses is completed entirely on the island. The physical oceanography unit has an emphasis on oceanographic engineering and students built remotely operated [underwater] vehicles (ROVs).

"In tenth grade, with experience from the previous year, we assume students are now

comfortable in the water and they spend time swimming with leopard sharks," explained high school science teacher and trip leader, Lisa Catterall. "While the sharks are not dangerous to humans, they look terrifying! The students are entrusted with more freedom and expected to work harder. They collect data for the studies at USC and find out what it is like to be a real research scientist."

"The implicit curriculum is based on 'Facing Your Fears,'" Catterall continued. "During this trip the ninth grade students completed a high ropes course, scaled a climbing wall, and encountered the flora and fauna of the underwater world. All students faced numerous challenges that took them out of their comfort zones."

"On a personal level," shared sophomore Cameron Bess, "I will say that last year as a ninth grader, I had a lot of problems with some of the CELP activities. I was definitely not comfortable. This year, I prepared myself more mentally and made adjustments to some of the gear I needed, and worked to keep a positive attitude in whatever I was doing. This helped me push out beyond my physical boundaries and more fully experience and appreciate the activities and ecosystem we were learning about. That greater confidence allowed for greater learning."

"I know each of these students and their strengths and talents so well," noted teacher and trip chaperone Tina Pendleton. "Yet, as I observed them participating in various activities throughout the trip, I was surprised to see how individuals reacted to different aspects of the program. Frequently someone would feel challenged and have their fears or 'weaker' side exposed to their peers. It was so great to see them work past that."

The Catalina science trip is also a good preparation for the Values in World Thought expeditions that MMS students participate in as juniors and seniors.

"Students are required to leave their electronic devices at home," said Catterall. "They are expected to maintain a standard of behavior that demonstrates their ability to manage themselves in



Preparing to go snorkeling

constant community with one another and their teachers. Finally, they are asked to forgo routine and work through overnight travel followed by 12-15 hour work days. These conditions help prepare them for accomplishing any goal in life that requires hard work."



Scaling the climbing wall

"I learned a lot and it was fun," Sullens said, "and at the end of each day we were really worn out."

The program continues to develop, with plans for the coming year to add scuba certification to the tenth grade portion of the trip.

"The idea that you can take a whole school week and spend it hands-on studying outdoors was so great," reflected Bess. "Literally and figuratively, we went beneath the surface and came away with concentrated, deeper learning experiences."

— By Leigh Ann Clifton



A Bond Between Us All

Enduring 2,600 years and widely acknowledged as one of the world's greatest epics, the Ramayana is a story layered in tradition. At MMS, the theatrical production of *Ramayana!* is an annual rite of passage for students and the school community, who come together to bring the story to life onstage. The June performances marked the school's 36th production.



Recreating *Ramayana!* each year is a very complex process, from the construction of the elaborate costumes, props, monsters, and masks, to the incorporation and artistic coordination of makeup, music, lights, choreography and staging. Our *Ramayana!* is a true community experience, with adults and students, directors and over 200 actors, designers, technicians, musicians and backstage organizers, all working together toward a shared goal.



To make a production like this happen demands collaboration, and collaboration in turn can only occur with trust, commitment and mutual respect. Success depends on a willingness to be accountable and responsible, to be curious and open to new methods or approaches, to compromise and adjust if needed and to acknowledge and appreciate others. It is within this challenging process that we find the implicit value of *Ramayana!* It produces a bond between us all that makes the endeavor not only rewarding artistically, but emotionally and personally.



— By Sampad Martin Kachuck



Sophomore's Poem Wins First Prize in County Competition

Georgia O'Keefe, Abiquiu, New Mexico, 1948
Photograph by Philippe Halsman, a free verse poem by sophomore Julia Gratton wowed the judges and took first prize in the 21st annual Santa Cruz County High School Poetry Competition. In addition, classmate CeCe Moreno received an Honorable Mention for her free/blank verse, *The Look*.

"When I originally read Julia's poem I knew it was special both in form and content," commented high school English and creative writing teacher, Melissa Sanders-Self. "She is able to use her imagination and channel it through language beyond her years, creating a sophisticated poignant effect. Her free verse takes risks and brings rewards. She is clearly naturally gifted as a writer and poet.

"CeCe Moreno's poem is a completely different free/blank verse piece. It delivers the universal emotions inherent in familial love."

MMS high school students study several types of poetry: sestinas, sonnets, villanelles, free verse, blank verse, odes, ballads, lyrics, prose-poems and haiku, and are well educated in poetic forms and possibilities. More than 35 students submitted to the contest this year.

"I would like to acknowledge every student who made the effort to send in his/her poem," commented Sanders-Self. "Taking risks allows all of us to develop our own individual voices. Although every deserving poem was not accepted into the competition anthology, I believe creative

effort is its own reward and rejection is a great form of learning when it inspires us to try again until we succeed. MMS students understand that the big win is in the learning.

The competition was sponsored by Poetry Santa Cruz. The 2014 contest featured entries from some 360 high school students. From those entries, six MMS students had a total of eight works selected for the final anthology of 51 poems – a significant representation! Congratulations, as well, to:

Holden Smith, 10th, *Children of the Stars* and *Unlikely Infinite*

Lexi Julien, 11th, *Lucky* and *Overload*

Pedro Aguirre, 11th, *An Average Sponge*

Saniya Lakka, 10th, *My Mission*

"At MMS we place a high value on creative self-expression. We believe 'Experiencing the creative process allows students to overcome perceived limitations and opens the possibility for intuitive intelligence to emerge.' I am touched and moved by the abilities and efforts of all our high school creative writers," said Sanders-Self, "and I encourage them to continue sharing their voices and styles, and to continue submitting and publishing their unique words which make all of our own lives deeper and more meaningful."

— By Leigh Ann Clifton

Georgia O'Keefe, Abiquiu, New Mexico, 1948 Photograph by Philippe Halsman

She sits on the cracked and crumbling paving stone
 Under the overcast and
 Brilliantly white New Mexico sky
 She sits with what remains of a noble being
 The bison that
 Roamed the Great Plains as she does
 The desert
 Painting what she sees and feels
 She wears a black hat and coat
 And a white shirt and headscarf
 Strange for a woman so known for her colors
 Crimson, vermillion, indigo,
 Ivory white and
 The
 Breezes are filled with
 Coyote bush and white
 Sage, her eyes seeing the world
 Full of beauty
 In its decay
 Her wrinkles belie her age
 As if all she saw
 And painted
 Slowly became a part of her
 The mountains and valleys
 The land carved out by rivers for
 Thousands
 Of years
 You can feel it in the land
 It is old
 Ancient
 Yet
 Its vibrancy comes from its
 Death

— Julia Gratton, 10th grade

Complex Issues and Global Resolutions: Model United Nations

The sixth year of the Model United Nations Club began with an assembly at Stanford University, attended by ten MMS high school students.

"The assembly material challenged participants," said club mentor Sumana Reddy, "and also facilitated their understanding of different time periods, historic events and current issues."

"This year I was part of the WWII Allies committee," shared senior Preethi Balagani. "I portrayed the British chief staff officer to the Prime Minister. The committee was based on everything that happened after Pearl Harbor.

I enjoyed being part of a historical committee. It was exciting to simulate situations that had

Model UN Club participants



already happened and work as a team to pass directives to create solutions."

"Model UN is a good choice for a non-sports club at Mount Madonna, since it allows the students to interact and engage with others from across the state and even internationally," said Reddy. "It offers a taste of public speaking skills, and an opportunity to look into current affairs and an understanding of the world. The Model UN experience provides a bridge to a larger community of students, and with the MMS performing arts program is a natural fit."

— By Leigh Ann Clifton



Patagonia or Bust: Cycling Solo from California to the Southern Tip of South America

Casey Lightner ('06) is at the time of this writing (July 2014) on a solo cycle tour from Santa Cruz to Patagonia. He started on January 7, 2014, and expects to reach his destination on January 31, 2015. Lara Kilpatrick ('85) "caught up" with Casey via email to learn more about his adventure.

What inspired you to take on this personal challenge?

Many people and events inspire me and to narrow it down is difficult. I was inspired by my friend Paul Crubaugh ('05) who at 18, picked up a beat-up 10-speed bike, attached a single pannier, slung a pack on his back and biked to the tip of Baja California from Santa Cruz. After hearing about this, I thought to myself, "What am I waiting for?" This planted the seed in my mind that years later would grow into me building my own bicycle and planning my Argentina trip.

My brother Mike ('02) also did a similar adventure on Kauai years ago. Alone, he trekked the rugged terrain with a day pack and minimal gear. I am inspired by how little one needs to survive. With strength, courage and perseverance, one can conquer many of life's obstacles.

What, so far, has been the greatest test of your solo journey?

The greatest test is mental, and finding the strength to continue through fear, loneliness, and discomfort. There are mountains to climb, winding roads filled with trucks, and constant heat that turns into cold rain at the top of mountains. Challenges that lie ahead of me are the deserts of northern Chile and Bolivia, the tall mountains that form the spine of South America, and finally the windy, open plains of southern Argentina.

What personal traits are serving you most during this journey?

An ability to stay positive, to see the good in most situations and realize that even if it is "bad"

in the present moment, it too shall pass. To be on this trip is to enter into the flow: to be flexible to inevitable changes and hardships; and knowing that the more you look for the good, the more good you will find.

You have lots of time to think each day. What do you think about most?

That depends on my current mental state and how recently I've been in contact with people. I try to concentrate on my breath and the beauty before my eyes, instead of thinking about all the "what ifs" or "shoulds" that normally cloud my mind. With that said, when I do think – and believe me there is ample time for both meditation and reflection – it is about what my next step will be. What pieces of my previous life do I want to bring forward and what pieces no longer serve me? I think about how I can make a difference in this world in a way that I would be proud of with the skills and potential I have.

I love cycling and have considered teaching teens to be confident cyclists so that they can shed their dependence on vehicles and at the same time get some great exercise. I've also thought of trying professional cycling and racing for a cause. I often contemplate education and believe that true progress can only come through education. A better educated society, educated not only in math, science, reading and writing, but also in nutrition, reflection, communication and consciousness, will pave the way for a 21st century interconnected world in a way that is open to others' thoughts and beliefs. External peace cannot

be achieved without internal peace, first. With that in mind, I'm considering raising money for education programs that serve a well-rounded humanistic approach. There's an event called Race Across America, a no-help, no-frills bike race from San Diego to New York. I'd like to start there and see how that goes. No matter what I do from here on out, however, I will do it wholeheartedly. To paraphrase Patrick Barber ('04) when he was my volleyball coach answering a question about how he could jump so high, he responded: "When I jump, I jump as hard as I can, every time."

In 2010 you received a B.S. in mechanical engineering from Cal Poly. What's next in your life? Where do you see yourself in 5 – 10 years?

Immediately following this trip I will be completely broke. I have a job offer with Miasole so I may be a design mechanical engineer again while I get back on my feet financially. I'm inspired to share what I've learned and want to write a book about my journey. After the book

and possibly a year or two as an engineer, I'm considering a master's degree in international development or wind power engineering.



Casey in Isla Ometepe, Nicaragua, with a friend who is taking time off from wilderness firefighting in Colorado to ride his dual sport motorcycle to South America.

What knowledge, experience, and/or skills have served you best in your work?

In engineering it seems there are so many who know nothing about the actual hands-on application of how things work in reality. In my university education, the curriculum was heavily focused on theory and “sit down and think” engineering – which is great, and the reason why engineers are well paid. There is a balance, though, and when the scales are so tipped with engineers wanting to sit and think, engineers who enjoy getting their hands dirty and making mistakes out in the shop become very valuable. I’ve always enjoyed working with my hands and seeing my designs become a reality under a spinning tool or welding arc. The skills that have served me best are a desire to work hands-on, a positive attitude, and an ability to communicate and form friendships with people from the bottom to the top, from the guy who cleans the floors to the company president.

Looking back to your years at MMS, what was your takeaway?

Many teachers influenced me in different ways. During middle school – a time in my life filled with chaos and turmoil – communications class with Badri Dass provided a quiet place for our class to sit down and simply talk. For one hour each week, we would leave all the “bs” at the door and just be ourselves without judgment or fear. What a powerful concept for a middle schooler! This class taught me how to listen and to speak confidently about what I’m feeling and who I am.

The togetherness that existed between the school and the Mount Madonna Center community was so powerful. For many years, walking between classes meant walking past adults sitting in meditation, slowly strolling in walking meditation, or gardening – and simply living their lives in ways that were not necessarily condoned by society. Some of the best school days were when, instead of taking the

Our bodies are meant to do extraordinary things. In the age we live in, we rely heavily on our minds, a wonderfully powerful gift. Our bodies are designed to be strong and quick, versatile and adaptive. Through smoke and poison our bodies persevere. Injury, lack of sleep, parasites, we live on. All is possible, but not all at once, conditioning and training, building and growing, mentally and physically. Patience is the key, patience and balance.

May 28, 2014 – Reflections



Solola, Guatemala, beginning the descent from Solola to Panajachel on Lake Atitlan

road from the lake to the gym, we took the forest trail. Walking down by the creek, watching the sun squeak through the canopy above was recharging and enlivening.

At school, the performing arts program was at first my most hated and dreaded place to be! As a young kid, I tried to opt out of the *Ramayana!* but was told it was mandatory. Now, I couldn’t be happier that I was forced to join. I loved the performance, the preparation, the singing and dancing. The knowing that, even if I was nervous, scared or unsure, all I could do was give it my all, and if I believed and took it seriously,

I would learn and grow, fail, reflect, and try again.

At school I was always surrounded by others, never alone. My life outside of MMS has better prepared me for this solo bike tour, allowing the space for quietness and to see nature’s beauty all around. As a kid I walked through the woods, curious about life separate from human contact and influence. In the summers, I spent days on my own, riding my bike over to Manresa to swim and walk alone. On such a long journey it is very important to have a strong foundation and self-confidence. On that level, all other additions are

bonus points to the wholeness of self, and at the end of the day, when all is stripped away and I am alone, I am ok, whole, not scattered or wanting.

Words of wisdom for MMS students and fellow alumni?

Life is full of mountains and valleys, rivers to fish and lakes to swim in, times of abundance and times of drought. Know that whatever state you are in at this moment, it shall pass. The next moment in your life will be profoundly affected by the energy you choose to focus on, and it absolutely is a choice each time. Focus on the positive, revel in your times of warmth in the sun and learn and reflect in times of hardship and famine. Allow yourself to suffer if suffering is the state you are in. Do not be afraid to shed the influences and distractions in your life that keep you from being who you want to be. Remember to breathe.



Read about Casey Lightner’s cycle tour at www.patagoniaorbust.tumblr.com

Indigenous Cultures: Understanding, Appreciation and Respect



Fifth graders studied the Maori people of New Zealand

Duwamish, San, Quechua, Maori, Aborigine, and Haida – these enduring and distinct indigenous cultures were spotlighted at presentations in March, as part of the elementary school’s annual semester-long Cultural Awareness study.

“There are an estimated 300 million indigenous people in more than 70 countries worldwide. By studying stories, music, dance, art, geography, and culture we see life through another lens, developing understanding and empathy,” observed

Head of Lower School, Supriya McDonald.

Preschool and kindergarten students learned about Peru’s Quechua people, descendants of the Incas. First graders studied several North American tribes and leaders, including the wisdom of Chief Seattle.

“His words are spoken through different parts of nature – air, trees, animals, water,” explained teacher Cassia Laffin. “He believed that all things are interconnected, and that we must care for

the earth like those who came before us.”

Second graders studied the San, southern Africa’s oldest inhabitants.

“Students learned about the San’s history, social structure, customs, religious practices, clothing, shelter, arts, hunter-gatherer ways and future struggles,” said teacher Jenni Leach.

Third grade studied the Haida or “people of the totems” of the Northwest Coast, fifth graders the Maori culture of New Zealand and fourth graders the Aborigine of Australia.

“We researched the history and lifestyle of the Aboriginal people, and compared these to the Native American and African American civil rights movements,” explained teacher Linda Pope.

“Indigenous cultures are the base of human civilization,” commented McDonald. “Our salute to a few of these cultures is our way of showing appreciation and respect. We honor the old ways, as well as share lessons that we can use and preserve for our children and their children.”

— By Leigh Ann Clifton

The Path to Equality: Stories of Struggles and Perseverance

As fourth graders watched a slideshow about the American Civil Rights Movement – some historical images inspiring and others disturbing – their reactions were palpable. During a clip of folk singer and activist Pete Seeger singing *We Shall Overcome*, students spontaneously joined in, apparently inspired by the raw emotion of the voices that filled their classroom.

While these children have no firsthand experience with the civil rights struggles of the 1950s and 60s, this didn’t hinder them from discussing these issues and the personal experiences that guest presenter Simone Matteucci, Ph.D., brought to their classroom.

Matteucci also organized a simulated civil rights march so students could gain a sense of what that activity could feel and sound like.

“Discrimination,” said Matteucci. “Let’s say it and get it out there. We’re talking about not liking people because they are different. You don’t come into the world believing this way, you have to learn it.”

As a student at Hempstead High School on Long Island in 1954, Matteucci and her classmates

experienced firsthand the affects of the *Brown v. the Board of Education* ruling, desegregating the nation’s public schools. As the first African American students were admitted to Hempstead, Matteucci recalled meeting a young girl named Irma.

“She was scared to come into a white school and I was scared, initially, to have her for my friend,” explained Matteucci. “She became my best friend. We were the same, just different colors. At about age 15 I started to gain a better understanding of the broader toll of segregation, and I knew in my heart that pre-judging people was not right.”

“Did all of this start just because of people’s color?” asked fourth grader Sophia Brevis. “I would have been super scared to come into a school where everyone else looked different than me. Especially,” she added, “if I wasn’t welcome there.”

“Learning the truth of the ongoing civil rights struggle is not easy,” commented teacher Linda Pope. “In a world where empathy seems to be lacking, one implicit goal for this lesson is to teach the kids empathy for others, especially for those who are ‘different’ and not in a strong position to



Simulating a civil rights march

advocate for themselves. By simulating a peace march, my hope is that when faced with real-life decisions, the children will remember this experience and choose to honor diversity rather than force conformity. As their teacher, I only have my students for a very brief time, but I hope it’s enough to light a spark to kindle more life lessons.”

— By Leigh Ann Clifton

Alumni Notes

From the Class of...

'86 **Prabha Pacey** offered a beautiful vocal performance at her concert in October 2013, a fundraiser for the MMS capital campaign. She was elected as President of the Board of the Hanuman Fellowship, the "umbrella" organization for MMS, Mount Madonna Center (MMC) and the Pacific Cultural Center. She is currently pursuing her Yoga Teacher Training 500 certification at MMC and continues as a district manager of licensed stores for Starbucks, Inc.

'88 **Melissa Lowell*** graduated from the Keller University School of Management, *magna cum laude* with master's degrees in human resources management and health and human services management. She is now a human resources administrator for American Buildings Company, a Nucor company, the largest steel recycler in the North America. Her youngest son graduated with a game-design and virtual reality degree and her eldest son recently moved back to California with his wife and son. Melissa says, "It is a nice



Alumni gathered to visit Dylan (Cummins) Citrin, during his visit home from Italy in August

time to be a grandma and devote my time to living life, enjoying my family and my home with my wonderful fiancé."

'89 **Usha Kilpatrick Kotner**, director of Kona Pacific Public Charter School in Kealahou, HI, implemented the Universal Breakfast in the Classroom program for the school's 230 students this fall. This is the first Hawaiian public school to offer classroom breakfasts to all of its students, regardless of their ability to pay. Approximately two-thirds of Kona Pacific's students are, or are at risk of, being food insecure.

'92 **Noah Diffenbaugh**, Ph.D., Stanford University associate professor in the School of Earth Sciences and senior fellow at the Stanford Woods Institute for the Environment, gave a climate talk in May at TEDxStanford called "Climate change - there's still time to act." Check it out on YouTube.

'95 **Daniel "PK" Diffenbaugh**, Ph.D., recently became the new superintendent of the Monterey Peninsula Unified School District, which includes Seaside, Marina and Monterey. We are happy to have PK, his wife, Vanessa, and their family back in the area!

'96 **Lucey (Cummins) Manigault** and husband Norie bought a home in Brooklyn, NY. They welcomed their first child, Etienne Ajax, on October 26, 2013. Lucey is a social worker and creative arts therapist and her husband is an archaeologist and craft beer professional. **Catalina (Estrada) Ventura*** and husband Victor welcomed baby Lily Natalia on September 15. She joins siblings Nina, Mary Jane and Joe.

'98 **Anjali (Prisk) Williams*** and husband Darryl welcomed baby Dezari Rose on April 2. Shares Anjali, "We are so in love."

'99 Lots of new babies for our grads of '99! On October 8, 2013, **Megan (Waite) Ivanoff** and husband Ian welcomed Kayla Elizabeth. Baby Kayla joins big brother, Julian. **Yolanda Sangita Diaz-Houston** and husband Brandon Jai Raj welcomed baby Kailani Maria on December 8, 2013. **Mallika Pettengill Bush** and husband Steve and three-year-old daughter Malia relocated to the San Francisco bay area from Los Angeles and are expecting another girl very soon! **Molly (Donoghue) Harrar** and husband Daniel welcomed daughter Lucy Grace on January 13.



Kailani, daughter of Yolanda Sangita Diaz-Houston '99

"She is amazing and we are very blessed to be her parents," shares Molly. **Kate Ray** is still living in Virginia Beach, VA, with husband Mathew Rariden. She shares: "We are happy to welcome baby James born February 27. Henry is excited to be a big brother and is very happy that baby James finally 'got out'."

'00 **Mira Vissell** received her nursing degree from Monterey Peninsula College in June. **Jennifer Grace Johnston** married Quentin Levy on October 10.



Top: Mira Vissell '00 graduated in June
Middle: Alizah Davis '02 wed Roy Herzal
Bottom: Megan (Waite) Ivanoff '99 with her family

Continued on Page 26



Lukey (Cummins) Maniguault '96 and family



Tom Shani '07 and JonJon Blunden '12 performed with the *Ramayana!* band



Ainsley Mae, daughter of Brittany (Lovato) Lint '10

'01 **Alicia (Weston-Miles) Carlson**, husband Sam and daughter June moved from Mill Valley back home to Morgan Hill this summer. **Katie (Katherine Fayram) Skuratovskiy** and husband Roman welcomed a baby boy, Zander Harrison, on August 24. Says Katie, "It is all very exciting!" **Alison Alderdice** received her Psy.D., from the Pacific Graduate School of Psychology, Stanford Consortium program in June. She lives in Brooklyn, NY, and is planning to spend a year travelling abroad with her husband. **Dov Rohan** is living in Santa Cruz and leading diving certifications at a local dive shop. **Jillian Crawford*** married Patrick Speckman on September 8, 2013.

'02 **Alizah Davis** married Roy Herzl on September 21 in Santa Cruz. This summer she and Roy moved back to the Bay Area from Tel Aviv, Israel, where they had lived for four years. **J. Haley Campbell** returned to MMS as the high school English and creative writing teacher! Having attended MMS since first grade, Haley observes: "When I first decided to pursue academia, I knew I wanted to teach at

Top: Mary Jane, Nina and Lily, daughters of Catalina (Estrada) Ventura '96

Bottom: Zander, son of Katie (Katherine Fayram) Skuratovskiy '01



a place like Mount Madonna. I'm so thrilled to have the opportunity to move back and join this community again." **Oriana Lakshmi Potter** received a multiple subject teaching credential from San Jose State University. She currently teaches fourth grade at Scott Lane Elementary in Santa Clara. **Raj Fisher** is working at Forest Heights Lodge in Colorado, a residential treatment center for boys with emotional disorders. Shares Raj, "I've been working here for about three months and it is a great job: challenging, rewarding, never dull with inspiring co-workers, in a field I may choose as a career. All in all a good fit." Several alums gathered in August to welcome home **Dylan (Cummins) Citrin** from Milan, Italy. Following his visit, Dylan returned to Italy to continue teaching history and college-level psychology at the American School of Milan.



Christina Curas '97 at the Acropolis in May



Chris Fust '08 with a baby puma

'03 **Lea (Nash) Allen**, husband Sam and daughter Lily are expecting a second child in March 2015.

'04 After receiving her Master of International Affairs degree from Columbia University in May 2013, **Sacha Manov** began working with the International Rescue Committee, an organization that responds to emergency humanitarian situations, in Niger. **Elliot "PK" McDonald** continues to work with MMS students, this year teaching AP physics mechanics, AP calculus BC, algebra two honors and physics. He also coaches the girls and boys varsity volleyball teams

'05 **Erika Rosendale** and **Trevor Forry ('09)**,

served as co-directors of the 36th annual *Ramayana!* while longtime director Martin Sampad Kachuck was on sabbatical. Erika also contributed as a choreographer.

'06 **Casey Lightner** is currently on a solo bike journey from the central California coast to the southern tip of South America. Calling his trip "Patagonia or Bust," he has been blogging and sharing photographs from day one. Read about his adventures at <http://patagoniaorbust.tumblr.com>.

Devin (Bhattacharya) Kumar continues to be deeply involved with MMS through his video documentation of students' travels, river rafting adventures, trips to Washington, D.C. and abroad. He recently completed a couple short videos to help grow MMS' outreach and enrollment. He also tries to spend as much time as he can with the children at Sri Ram Ashram.

'07 **Jonji Barber**, an avid CrossFit athlete, received a full scholarship and this fall started medical school at the University of California, Los Angeles. **Naomi Magid** graduated in June from the University of Oregon, Eugene, with a degree in communication disorders and sciences. **Tom Adam Shani** played electric bass at the Berklee Performance Center



Jennifer Grace Johnston '00 and husband Quentin Levy



Blythe Collier '12 on the Walk Across California trek



Molly (Donoghue) Harrar '99 with daughter Lucy Grace

with the Boston Symphony C Orchestra, "Leap Motion Controller running MUSE software." He also performed in June with the *Ramayana!* band.

'08 **Ashley England** continues to work with MMS students, this year teaching sixth grade English, eighth grade history, and co-teaching middle school Outdoor Adventure. She also coaches the girls and boys JV volleyball teams. **Chris Fust** is a field biologist for



James, son of Kate Ray '99

Santa Cruz Pumas (www.santacruzpumas.org). He tracks and captures pumas in order to monitor populations in the Santa Cruz Mountains. **Amita Kuttner**, received her B.S. in physics, *magna cum laude* with highest honors in the major, from the University of California, Santa Cruz (UCSC) in December 2013. She continues to sing with the Cabrillo Symphonic Chorus and has started graduate school in physics at UCSC. **Bodhi Shaffer** was recruited from a previous job by Seabright Mortgage and now has his realtor license. **Joanna Koda** received a B.S. in business administration from the University of Redlands in fall 2013. She is currently working at the California Strawberry Commission, in their scholarship program and public policy and communications.

'09 **Patrick Elkerton** received his B.S. in accountancy from Case Western Reserve University. After graduating in 2013 from the University of California, Berkeley, **Camille Schwartz** worked as a research assistant at the Lawrence Berkeley National Laboratory (Berkeley Lab). She is now enrolled in master's program in molecular medicine at the Charité in Berlin, Germany. **Leah Nascimento** is enrolling in a master's program at Santa Clara University.

'10 In June **Zoe Bostick** received a B.A. in biochemistry and molecular biology from Lewis & Clark College. The college also funded her recent internship at the Oregon Health and Sciences University where she did neuroscience lab research. **Haley Turner** received a B.A. in environmental studies with a minor in professional writing from the University of California, Santa Barbara. **Jack Massion** received a double B.A. in economics and psychology from Kalamazoo College. He is now working as a college admissions counselor at Kettering University. **Mara Getz** received a B.A. in political science from George Washington University. She is currently working as an administrative assistant at a law firm in Washington, D.C. **Mariel Fox** received a B.A. in sociology from the University of California, Santa Cruz. **Max Connor** graduated with a double B.A. in communications and design from the University of California, Davis. **Sara Birns** received a B.S. in product design and a minor in business from the University of Oregon, Eugene. **Brittany (Lovato) Lint** and her husband Adam welcomed daughter Ainsley Mae on December 14, 2013.

'11 **Emma Fladeboe**, now a senior at the University of California, Davis, spent summer 2013 and the fall 2013 semester in New Zealand through the University of California Education Abroad Program (UCEAP). She studied at University of Auckland and focused on economics and wine science. **Maya Guzman** received her cosmetology license from Wayne's College of Beauty in Salinas in January. She continues to be an avid equestrian.

'12 **Blythe Collier** is studying psychology at Santa Clara University and recently participated

in Walk Across California, a walking exploration of the state from San Jose to Yosemite, as part of a class activity. Blythe is spending fall quarter studying abroad in Prague, Czech Republic. **Arianna (Lulu) Morell-Haltom**, a student at the University of Redlands, is studying abroad for fall quarter at the University of Granada in Spain. Follow Arianna's adventures on her humorous blog: tacostotapas.blogspot.com. **JonJon Blunden** a student at California Institute for the Arts, played guitar with the *Ramayana!* band in June.



Top: Anjali (Prisk) Williams '98 with her children
Bottom: Emma Fladeboe '11 in New Zealand

'13 **Luke Buchanan***, a student at the University of California, Santa Barbara, completed the Yoga Teacher Training 200 at Mount Madonna Center this summer.

*Alumni non-MMS graduates



Mount Madonna School

491 Summit Road
Mount Madonna | California 95076
www.mountmadonnaschool.org
school@mountmadonna.org

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 2014 Graduates!



Front row, left to right: Rosino LeGan, Talia Speaker, Co-Valedictorian, Soul Kerr, Olorin Etemad-Lehmer, Daniel Clifton, Ruby Nink and Jenny Turk.
Back row, left to right: Curtis Clausen, Ashley Mayou, Luciano Jimenez, Martin Wenzel, Brianna Heldt, Roger Hooker, Salutatorian, Preeethi Balagani, Co-Valedictorian, Ali Alhomaidi, Katherine Sally Shields, Sophie Kamkar and Jay Ward.

Class of 2014 College Acceptances:

- | | | | |
|--|----------------------------------|---|--|
| Bard College* | Dominican College | San Jose State University* | University of California, Santa Cruz |
| Bradley University | Drexel University | Santa Clara University* | University of Colorado, Boulder* |
| Cabrillo College* | Fairleigh Dickinson University | Scripps College* | University of Denver |
| California Polytechnic State University, Pomona | Hofstra University | Seattle University* | University of La Verne |
| California Polytechnic State University,
San Luis Obispo* | Kalamazoo College | Sonoma State University* | University of Miami |
| California State University, East Bay | Lewis & Clark College | Tufts University* | University of Oregon |
| California State University, Fresno | Loyola Marymount University | Tulane University | University of Redlands* |
| California State University, Long Beach | Menlo College* | University of California, Berkeley | University of San Diego |
| California State University, Monterey Bay | Pitzer College | University of California, Davis | University of San Francisco |
| Chapman University* | Rensselaer Polytechnic Institute | University of California, Irvine* | University of Washington |
| Clark University | Saint Mary's College | University of California, Merced* | Whitman College |
| Colorado College | San Diego State University | University of California, Riverside | Whittier College* |
| | San Francisco State University | University of California, San Diego* | |
| | | University of California, Santa Barbara | *denotes school graduate(s) selected to attend |