

Head-Royce School

Magazine / Autumn 1999



Technology:

Education Revolution

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Head-Royce School Mission

THE MISSION OF HEAD-ROYCE SCHOOL is to inspire in our students a lifelong love of learning and exuberance for academic excellence, to promote understanding of and respect for the diversity that makes our society strong, and to encourage constructive and responsible citizenship.

Founded in 1887, Head-Royce is an independent, college-preparatory, coeducational, non-denominational, K-12 school, which offers a challenging educational program.

The School nurtures the development of the whole child through a program that seeks:

TO DEVELOP intellectual abilities such as scholarship and disciplined, critical thinking;

TO FOSTER in each student integrity, ethical behavior, self-esteem, compassion, and a sense of humor;

TO NURTURE aesthetic abilities such as creativity, imagination, musical and visual talent;

TO PROMOTE leadership and social responsibility, an appreciation of individual and cultural differences, and a respect for the opinion of others; and

TO ENCOURAGE joyful, healthy living, and physical fitness.

All members of the Head-Royce community—students, alumni, faculty, staff, administrators, parents, and trustees—are dedicated to a balanced educational environment in which each student can thrive. ▶

LAUNCHED — MOLLY JONES '99

▶ by Jim Jones, sixth grade faculty

Along with her 80 classmates, Molly Jones '99 received her Head-Royce diploma in June. During her thirteen years at Head-Royce, Molly grew to embrace an interest in computers, and she was twice awarded the Upper School Computer Science Department award. In August, she will be joining fellow Jayhawks Andrew Lau '96, Jessica Laszlo '96, Stephen Bathurst '99, and Allon Hochbaum '99 at the Massachusetts Institute of Technology (MIT), where she plans to major in either computer science or in electrical engineering and computer science. Jim Jones, her father, has been a member of the Head-Royce faculty since 1984.

MOLLY HAS ALWAYS BEEN a deliberate and talented problem-solver. I remember how almost before she could speak she was working out a puzzle to arrange an array of cubes into their six different pictures of storybook scenes. She was introduced to computers (an Apple IIe) at home where she enjoyed working with games and some word processing. As I remember, she took interest in some basic programs I wrote, but she first learned computer programming with the Logo language with instructor Jo Howard in the Lower School.

Molly remembers, "Mostly we wrote procedures to make squares and triangles, then combined these shapes in various colors and sizes to create a street. I continued to work with Logo on my own at home, and even created the first portion of a 'game,' in which a figure, when instructed, traveled along a map of roads and houses I had created."

As she moved through Head-Royce, she learned theoretical computer programming in many languages: Logo, HyperCard, TI-BASIC, Pascal, and C++, the latter two as advanced placement electives. She told me that, additionally and perhaps more importantly, Head-Royce is largely responsible for helping her develop an ability to learn on her own, which she knows is a valuable skill anywhere, but particularly beneficial in the fast-paced computer industry. She also gained practical experience with computers through various jobs, such as programming and volunteer teaching. She feels everything she has learned about computer hardware has come through her friends.

She explains, "Although I wish that I could have had the opportunity to learn more about computer hardware and electronics at an earlier age, programming has become a major focus for me. I had known since I was a very young that I wanted to be a writer when I grew up. By the time I entered Middle School, however, my ambition had started to waver, and I had more and more trouble deciding my real interests."



Molly Jones '99

Yet, when she first signed up for the Advanced Placement Computer Science class, her love for writing returned, this time in a new form. Molly muses about computer code:

I find writing computer code similar to writing in English, which I used to find so enjoyable. Programming in computer languages is very similar to writing an essay, except that computer languages are much more concise and logical than even the best English essays. The finished product is more powerful: an essay can only be read and appreciated. By contrast, code is compiled and turns into an application, allowing you to read, write, listen, work, play, or interact. In short, writing an application gives you the ability to cater to a much broader spectrum of learning abilities, thereby increasing both the educational and entertainment values of the medium.

Besides the similarities to writing, I am drawn to computer science because of its open-mindedness: a computer treats everyone with absolute equality. Unlike every person you will ever meet, a computer does not have any preconceived ideas; it has not learned any stereotypes. A computer judges only your code, only your logic. It is refreshing and exhilarating to work (and play!) in an environment where tolerance is given more than lip service, where ideas are what truly matter.

"I am drawn to computer science because of its open-mindedness: a computer treats everyone with absolute equality."

Molly tells me she is not sure where her interests in computers will lead, and as a father I am happy with that. She has shared with me an enthusiasm for fractals, eloquence, and artificial life in several precious discussions. As the summer days wear on and we get more and more information from MIT, I think we both feel an exhilarated anticipation of all the ideas and opportunities that await her.

WEB SAVVY STUDENTS

▶ by Brian Reverman, fifth grade faculty

THE TERM "CUT AND PASTE" has taken on new meaning in the Lower School ever since the introduction of the computer lab. The level of computer sophistication of most of our Lower School students is remarkable, and this year's fifth grade pushed the use of technology in the classroom to another level by integrating the Internet into their social studies curriculum.

Seven networked computers occupy each fifth grade classroom so the students could access the Internet easily. Working in conjunction with Technology Director Ray Louie and technology instructors Paul Scott and Jo Howard, I developed American history projects that utilized both the research and publishing potential of the World Wide Web. I created a fifth grade project homepage on the School's internally-accessed Intranet which allowed the students to develop their own websites from any computer on campus.

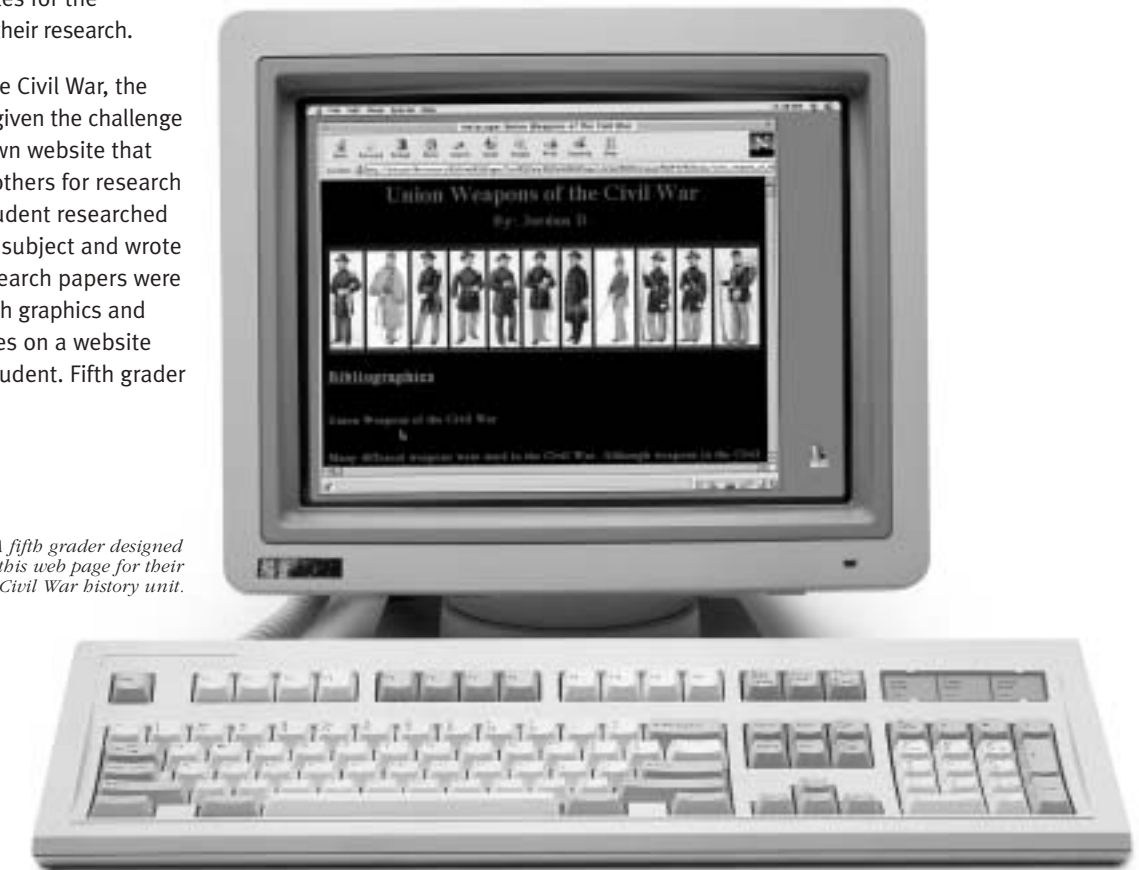
Using this system, the fifth graders completed three main history projects. The first, "Wagons West," focused on the various effects of western expansion of the United States. I developed a website with links to pre-screened sites for the students to use in their research.

In their study of the Civil War, the fifth graders were given the challenge of creating their own website that could be used by others for research purposes. Each student researched a Civil War-related subject and wrote a paper. These research papers were then integrated with graphics and links to related sites on a website designed by the student. Fifth grader

Katherine Rosenfeld then created a homepage for the project from which each student's page could be navigated.

The final project was to research the twentieth century. Teams of students were responsible for researching different decades. By then the students were so familiar with navigating the web and understanding how to find useful information that they did their research independently. This project culminated in a wonderful play, "Dancin' Through the Decades," performed in the spring.

Throughout these projects, the fifth graders utilized the computer as a tool enabling them to "travel" beyond the confines of campus, and publish their work for others to use as well. They determined which websites were useful and viewed the content critically. Other projects, including programming computer controlled robots and creating newspapers and literary magazines, incorporated technology into their learning. As students become more comfortable working in the global environment made possible by the Internet, their possibilities for learning are infinite.



A fifth grader designed this web page for their Civil War history unit.

Head-Royce School

Magazine / Winter 2000



EDUCATING THE BRAIN: UNDERSTANDING MODALITIES AND UNIVERSALITIES

Five faculty members collaborated to discuss how recent developments in brain research have affected and contributed to the way in which they are teaching in their Head-Royce classrooms. By keeping abreast of neuroscience research, our faculty better understand the way their students are learning.

BRAIN APPRECIATION

► by Holly Below and Chris Laddish, Lower School faculty

Early in the fifth grade we begin many months of study about the human brain based on Dr. Mel Levine's "The Mind That's Mine" program, a curriculum for upper elementary students about thinking and learning. We teach about the structure of the human brain as well as the brain's wide range of talents and its amazing potential. Children learn that each brain is unique; it may be adept in many areas, but it is not perfect in all areas.

Through various activities incorporating the Internet, formal case studies, and hands-on exploration, fifth graders investigate how the brain influences personal affinities, learning styles, and learning disabilities. Often, students are surprised to learn that their brains play a major role in influencing how they behave and how they make friends. Through read-aloud case studies, students discuss clear examples of learning differences based on different brain structures. They may discover that children who have difficulty reading, for example, are likely to be stronger in other areas, such as in their listening, visual-motor, or interpersonal skills.

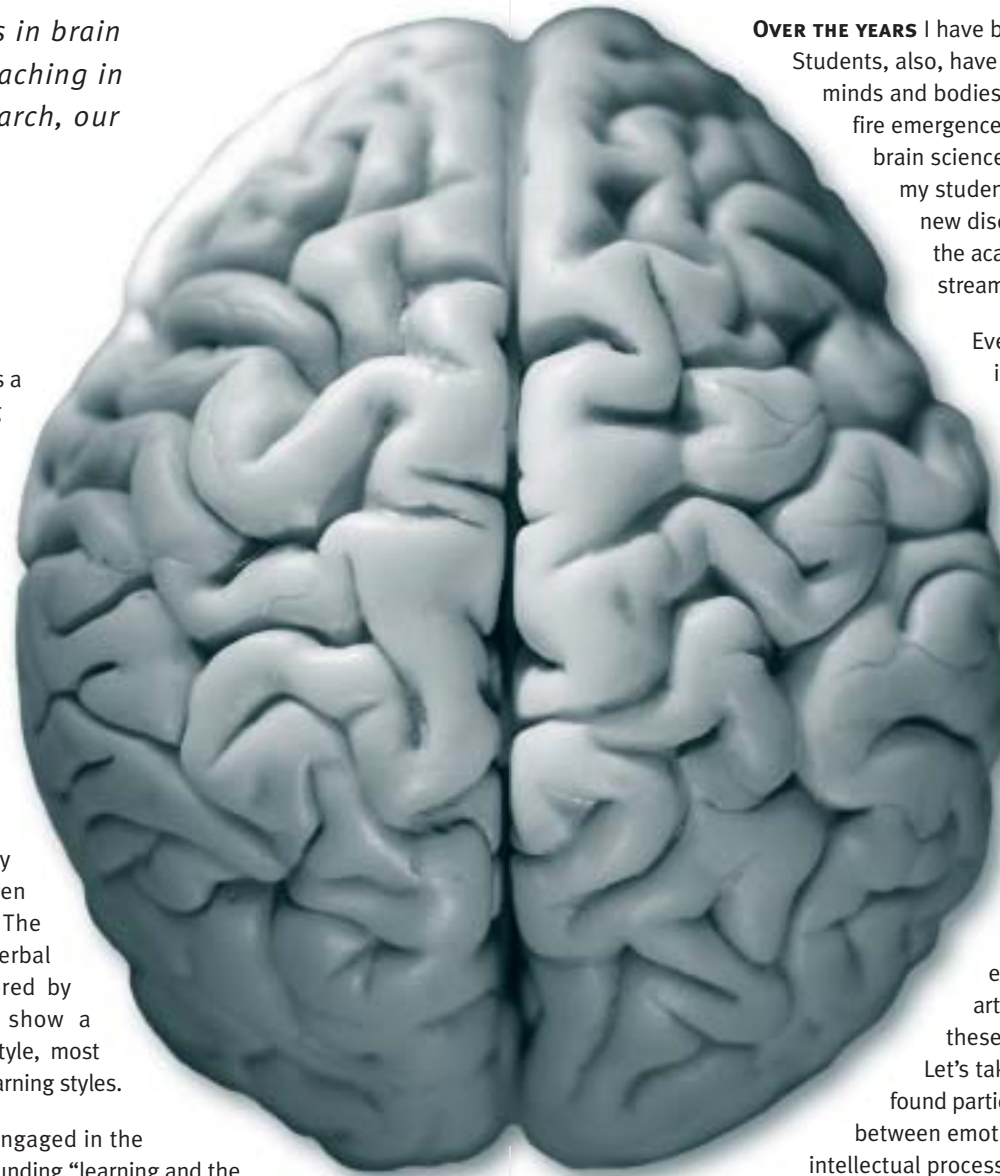
Activities illuminating short-term, working, and long-term memory help the children understand how brains learn and change. One important lesson involves studying how our brains create and store memories. By investigating how different brains process visual, auditory, motor-procedural, and other types of memory, children become more familiar with their own learning styles.

Engaging students in a range of exercises enables us as teachers to support different learning styles. Activities include drawing and dissecting sheep brains, performing reflex and sense testing, playing perception games, watching informative films, and mapping and discussing findings. Children also have the option to examine and hold a human brain in Dr. Jen Brakeman's Upper School neurobiology laboratory. In addition, we perform Internet research on the children's questions about the brain (such as how it reacts to sleep, dreams, diseases, and so forth).

The Lower School Science Room is a fabulous laboratory for observing children and their learning styles. Various children want to mix, touch, stir, or dig. These children—the kinesthetic learners—gravitate toward tactile activities. Other children crave projects that have written directions, with the more steps the better. These visual learners are great at creating models from pictures and following directions. They have excellent spatial relationship abilities and understand new concepts by reading. Their learning is often enhanced by auditory cues. The auditory learner responds to verbal directions and concepts delivered by lecture. While students may show a tendency toward one learning style, most people utilize a combination of learning styles.

As teachers we are constantly engaged in the dialogue and controversies surrounding "learning and the brain." Seven Lower School faculty members recently participated in an intense study of neurodevelopment and intervention strategies at Dr. Mel Levine's Schools Attuned workshop held this June (see article on page 5). And at the Learning and the Brain conferences in 1999, we listened to experts present the latest developments in brain research. We bring this new knowledge back to our classrooms as a useful reference for designing instruction, curriculum, and the school environment.

Effective teaching uses strategies to reach all learning styles. We can never "rewire" children, but we can help them develop methods to strengthen their "circuitry."



EMOTION, THINKING, AND LEARNING

► by Pat Curtin, Middle and Upper School science faculty

OVER THE YEARS I have been intrigued by neurobiology. Students, also, have a universal fascination with their minds and bodies. Obviously, the continual, rapid-fire emergence of dramatic new developments in brain science is part of what has seized both my students' and my own interest. Recently, new discoveries have penetrated not only the academic journals, but also the mainstream media—on an almost daily basis.

Even as I write this article I am reading new reports of rehabilitation of years-old stroke damage, demonstrating anew the dramatic plasticity of the brain. Many of these new scientific findings will eventually work themselves into our teaching as part of the curriculum. Yet I believe that the brain science will have its most dramatic impact not merely upon the content of our curriculum, but rather upon the way in which we teach.

As I have reexamined the field of neurobiology over the last few years, I have learned about some of the efforts to make scientific study of the brain inform the art and science of teaching. What do these efforts have to offer at this point?

Let's take an example from something I've found particularly interesting—the relation between emotion and cognitive/intellectual processing in the brain.

The work of neuroscientists such as Joseph LeDeux and Antonio Damasio reviews the abundant evidence of an intimate interdependence between emotion and cognitive/intellectual processing. Studies of the deficits from specific lesions in the frontal lobes of the cerebral cortex are particularly revealing. They show that, lacking the necessary input from certain emotional centers of the brain, an individual's brain may be unable to plan and carry out actions necessary for normal daily life. This occurs in spite of normal or even superior cognitive ability, as measured by every standard psychometric test. And, at the other end

of the spectrum, animal studies show that the flood of signals poured out in situations of high, particularly chronic, stress can significantly interfere with the ability to process new information and to learn.

As interesting as all of this is, little of it should surprise an evolutionary biologist. The basic emotions have evolved over tens of millions of years in concert with our cognitive mental machinery, to ensure that the latter is relied upon to promote our survival. Emotions give us the reasons to use our reason! Nor will most practicing teachers be surprised to find that they will have trouble engaging either the apathetic student who sees no reason to learn, or the adolescent who has broken up with his or her girl/boyfriend, in a lesson on molecular bonding patterns. As experienced educators, we are aware of the occasional need to take a student aside to help him or her deal with nonacademic issues.

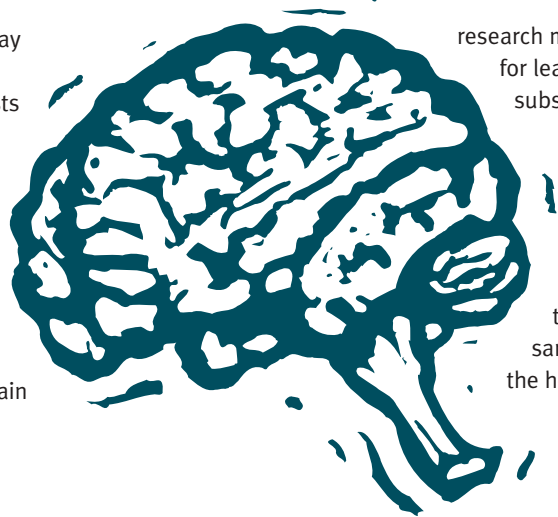
My first inclination, therefore, is to say that, at this point, much of what brain research says simply buttresses what good teachers already know and use instinctively. This support is, however, far from unimportant for two reasons. First, most of us tend to exaggerate greatly how universally what we believe is accepted by others. For example, most teachers I know will accept readily the aforementioned finding that excessive stress can interfere with learning. Yet our educational system as a whole continues to rely upon lengthy examinations as a means of assessment, regardless of the associated stress this testing brings. ►



Pat Curtin leads a discussion about cutting-edge brain research in his Upper School neurobiology course.

EMOTION, THINKING, AND LEARNING (CONT.)

But the second reason for teachers to pay attention to brain research goes much deeper. Much of what we—neuroscientists and teachers alike—now “know” about our minds and brains will turn out to be simply wrong. Neuroscience as a field is still in its infancy, in spite of its recent explosive growth. The real test of any scientific field over earlier models of understanding is its ability to generate non-obvious—and even counter-intuitive—predictions. When brain



research makes such a prediction for learning theory, and it is subsequently validated, it will have begun its mature role in education. Sooner or later, in some way we never expected, neuroscience may shake today's views much in the same way as Copernicus did the heavens and Darwin the place of man in the living world.

VERSATILE MINDS

► by Dr. Nancy Knop and Dr. Jen Brakeman, Upper School science faculty

Last November, the School sent Nancy Knop to the “Learning and the Brain” conference in Boston, where she learned some fascinating and controversial new information. According to research presented by Elizabeth Gould—a young scientist from Princeton University—adult human brains continually form new brain cells. This is contrary to information that teachers have long imparted to students as scientific truth.

Although we don't know what this new finding actually means for adolescent (or adult!) learning, we certainly used the news in our AP biology and neurobiology classes as an example of how fast things change in the field of biology, and why teachers aren't always able to offer students the “final answer.” But thanks to professional development opportunities, teachers are able to remain aware of new developments. Jen Brakeman, for example, regularly attends meetings of the Society for Neuroscience and presents findings to her neurobiology, physics, and molecular genetics classes.

Other research has more direct application to the classroom, such as the idea of multiple intelligences developed by an expert in cognitive psychology and neurobiology, Howard Gardner of Harvard University. Gardner classifies an “intelligence” along the following criteria: it can be lost through brain damage; it has its own symbol system and set of operations (notes, numbers, letters); and it is an area by which individuals excel and are seen as experts.

Gardner's research suggests that other intelligences exist besides linguistic and logical/mathematical, including musical, spatial, bodily-kinesthetic, intra- and interpersonal, and naturalist and existential intelligences.

Bios

Holly Below teaches fifth grade at Head-Royce. She attended the 1999 “Learning and the Brain” conference in Boston and continues to stay abreast of new brain research for implementation within her classroom.

Chris Laddish '61 teaches Lower School science and regularly engages with kinesthetic, visual, and auditory learners. She herself is the product of a Head-Royce education!

Pat Curtin has taught Middle and Upper School science at Head-Royce for 29 years and also co-authored the Middle School science curriculum with faculty Barney Howard. He spent this past fall instructing Upper School neurobiology while Dr. Jen Brakeman was on leave.

Dr. Jen Brakeman teaches Upper School biology and has been on leave fall semester studying the cognitive development of her infant daughter.

A living example of the many capacities of the brain, **Dr. Nancy Knop** teaches Upper School biology and is also a flutist with the Horizon Wind Quintet.

“As teachers we not only offer information via many modalities to accommodate learning styles, but we also tell students about what we are doing and why, and we encourage them to use different parts of their brains.”

New techniques (functional MRI, for example) lend credibility to Gardner's ideas. Although many of these techniques are yet too unsophisticated to address many scientific questions, they do offer educators helpful information for sharing with students. Gardner's theories and related scientific proof demonstrate, for example, that our brains store varying kinds of information—such as spatial and verbal information—in different compartments.

How do we address these facts about the brain in our teaching? In order to appeal to different learning styles, we may present information in different ways: via an outline on the overhead projector, within a 3-D model constructed by the teacher or students, or through experimentation.

Or we may prompt students to explain their understanding of a concept to a classmate.

If information is stored verbally, spatially, kinesthetically, musically, then the chance of a student retaining knowledge and using it to make informed connections increases. Our goal as educators is to enable our students to make connections between what we teach them (photosynthesis and human nutrition) and other areas of interest (photosynthesis and paintings by Georgia O'Keeffe). We want them to think critically and creatively, to know how to investigate new areas of study, to integrate new ideas and to discard ideas that new information invalidates.

As teachers we not only offer information via many modalities to accommodate learning styles, but we also tell students about what we are doing and why, and we encourage them to use different parts of their brains. We as educators also keep learning and growing. Many of us come from—and still form a part of—a culture that highly values linguistic and mathematical skills (ah, yes, those SAT scores). However, as reflected by the Head-Royce mission, it is the goal of every student and teacher to participate in lifelong learning, which naturally involves extending our understanding to embrace ideas such as multiple intelligences.

FOOTNOTES

Levine, Mel, Carl W. Shwartz, and Melissa Wakely. *The Mind That's Mine: A Program To Help Young Learners Learn About Learning; All Kinds Of Minds*. Educators Publishing Service, 1993.

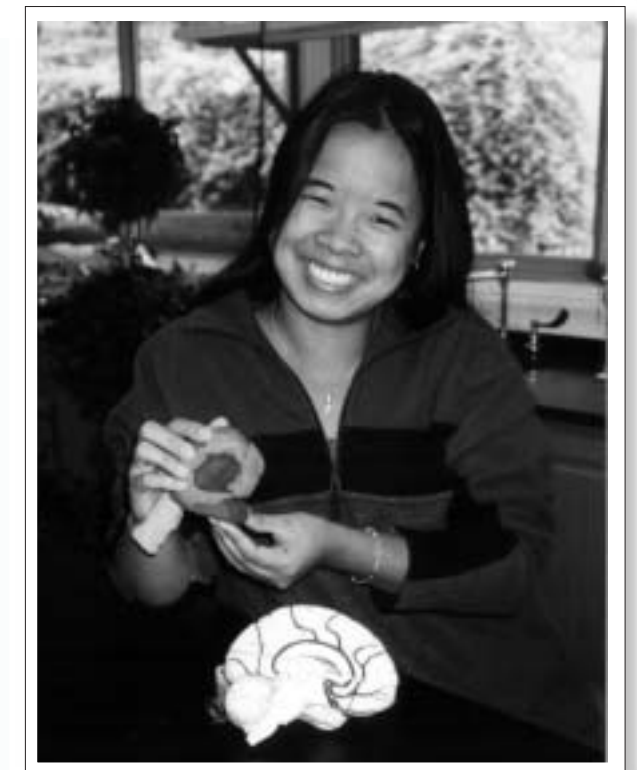
Learning and the Brain: Using Brain Research to Reshape Classroom Practice, A National Conference for Educators. Public Information Resources, Inc. May and November 1999.

Gardner, Howard. “A Multiplicity of Intelligences.” *Scientific American Presents: Exploring Intelligence*. November 1998, p. 19-23.

LeDeux, Joseph. *The Emotional Brain*. N.Y. Simon & Schuster, 1996.

Damasio, Antonio. *Descartes Error*. N.Y. Grosset Putnam, 1994.

An annotated bibliography for learning and the brain is available at faculty Nancy Knop's Web site within the Upper School faculty pages at <http://www.headroyce.org>.



Head-Royce senior Te-Ling Chen, who participated in Dr. Nancy Knop's two-day Mind Games lecture series last year, displays a playdough model of a brain.



Head-Royce School

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Building Bridges...
Making Connections

First-grade and Middle School students alike made the Head-Royce community their object of study this year. By interviewing important people at the school, the students learned about the important components of teamwork and friendship that characterize a school setting. Below, first- and sixth-grade teachers and students share some of the valuable lessons learned from their projects.

FIRST-GRADE INTERVIEWS PROMPT CREATIVE UNDERSTANDINGS OF COMMUNITY

▶ by Bliss Tobin and Priscilla Hine, First-grade faculty

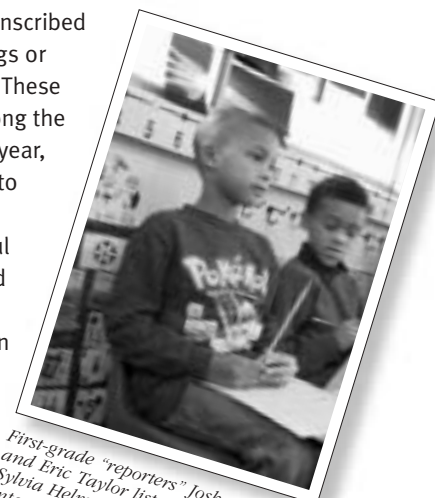
IN FIRST GRADE, the overarching study for the year is that of community. The children examine their own classroom community, the Head-Royce community, and the larger community of Oakland. To enhance familiarity with the school community, the children plan and conduct interviews of several faculty and staff members. This year, the children interviewed Paul Chapman, Luzanne Engh, Sylvia Helmgren, Nina Nathan, Jane VanderVeer, Joyce Belanger, Jason Hassard, Antonio Gallegos, Chris Laddish, and Rick Redfield.

A panel of four or five children meet in advance to prepare questions for a specific individual. Each faculty or staff member is invited to share several meaningful items or photographs and to tell us his or her personal story. The interviewees take turns asking their questions and then scribble madly to capture a first-grade sense of the response. The audience is always very excited to ask additional questions (or make their own personal comments) as well.



Lower School Administrative Assistant Sylvia Helmgren shared photographs and stories from her childhood to an appreciative first-grade crowd.

Each interview is then transcribed into a book, with drawings or photos from the sharing. These books are well loved among the students throughout the year, and are eventually given to each of the participating adults. This is a wonderful experience for faculty and students alike. The interviews provide the children with a new perspective upon which to build a deeper understanding of the faculty and staff with whom they interact.



First-grade "reporters" Joshua Neworn and Eric Taylor listened carefully to Sylvia Helmgren's responses to their interview questions.

HEAD-ROYCE TURNS 113! ALUMNI REUNION LUNCHEON 2001



THE SUN AND ALUMNI SHINED as the school hosted its 113th annual reunion. Attendees were treated to school tours, an alumni/student forum, yearbook viewing, a Colla Voce performance, and a catered luncheon. The school took pride in inviting the senior class to honor its achievements and to introduce these soon-to-be alumni to their new peers.

Director of Alumni Relations Ingrid Mandel '91 and the Class Reunion Chairs did a fabulous job coordinating the day for the 220 attendees from class years ending in 1 or 6. Acting Head of School Luzanne Engh welcomed guests, and new Director of Development Linda Evans Twichell escorted many Head-Royce VIPs through the day's events.

The day had many special guests, including Charlotte Ham Gerdes '26, the most senior reunioning alumna. Especially welcome was the class of 1951, which celebrated its 50th class reunion. The class of 1991 drew the biggest crowd with nearly half of the class, and Marliese Baltimore '71 flew in from Sudbury, MA to reunite with her classmates. Former and current faculty favorites were also in attendance, including Vera Kerekes, Barney Howard, Barry Barankin, and David Enelow.

As the highlight of the day, Alicia Torre '71 presented the Distinguished Alumna of the Year award to classmate Thyra Riley (see page 23). Having attended Anna Head School for Girls from second through twelfth grades, Thyra distinguished herself in many ways, including becoming valedictorian of her graduating class. She went on to receive degrees at Stanford and Princeton, and to become a fellow at M.I.T.'s Sloan School of Management. Thyra's career with the World Bank allows her to empower individuals and small businesses by building micro-finance policies and systems of credit in African nations. Thyra credited her mother and her Anna Head's education for many of her accomplishments. She thanked the school by announcing her gift of a memorial scholarship fund for African American girls of color. This news was met with a standing ovation.

As Choral Director Bob Wells and Colla Voce closed the festivities with a farewell salute to seniors and the singing of the School song, it was clear that the celebration of the 113th reunion would not soon be forgotten.

GINNY KRIEGER '88
2001 ALUMNI REUNION LUNCHEON CHAIR

2001 REUNION CLASS PHOTOS



CLASS OF 1926 l-r: Marian Thomas Morris '27, Charlotte Ham Gerdes '26.



CLASS OF 1941 l-r: Shirley Rodgers Williams, Barbara Braund Bee.



CLASS OF 1931 Back, l-r: Katherine Connick Bradley '33, Elizabeth Richardson Peters '31, Harriet Reeder Allen '31. Front: Marjorie Sifford Roesling '29.



CLASS OF 1951 Back, l-r: Joan Mell Lansche, Phyllis Lindblom DuBois '45, Barbara Trayner Maxfield, Sylvia Kramer Hedlund, Nancy Budlong Gardner, Mina Tang Kan. Front, l-r: Lois Blemer Lippincott, Persis Gearing McCarley, Ann Forsburg Troy, Lucretia Crandall Wieking.



CLASS OF 1936 Back, l-r: Hope Merrill, Alberta Hill Steele. Front, l-r: Gloria Johnson Eddie, Myrle Loveland Hillback.



CLASS OF 1956 Back, l-r: Judy Allen Young, Jean Wentworth Bush, Evie Bingham Goodman, Jane Russell-Niebaus. Front, l-r: Katy Mulvany, Sara Hutchens McCormack, Marcia Manning Janusz, Annie Jo Sawyer Lloyd.



CLASS OF 1966 Back, l-r: Sband Lathrop Green, MaryAnn Damert Cleary, Pixie Lamm Coolidge, Gretchen Gingg Simpson. Front, l-r: Juliette K. Dunham (former faculty), Libby Dunham, Barbara Fleming. Not featured: Christine Railsback Soenksen.



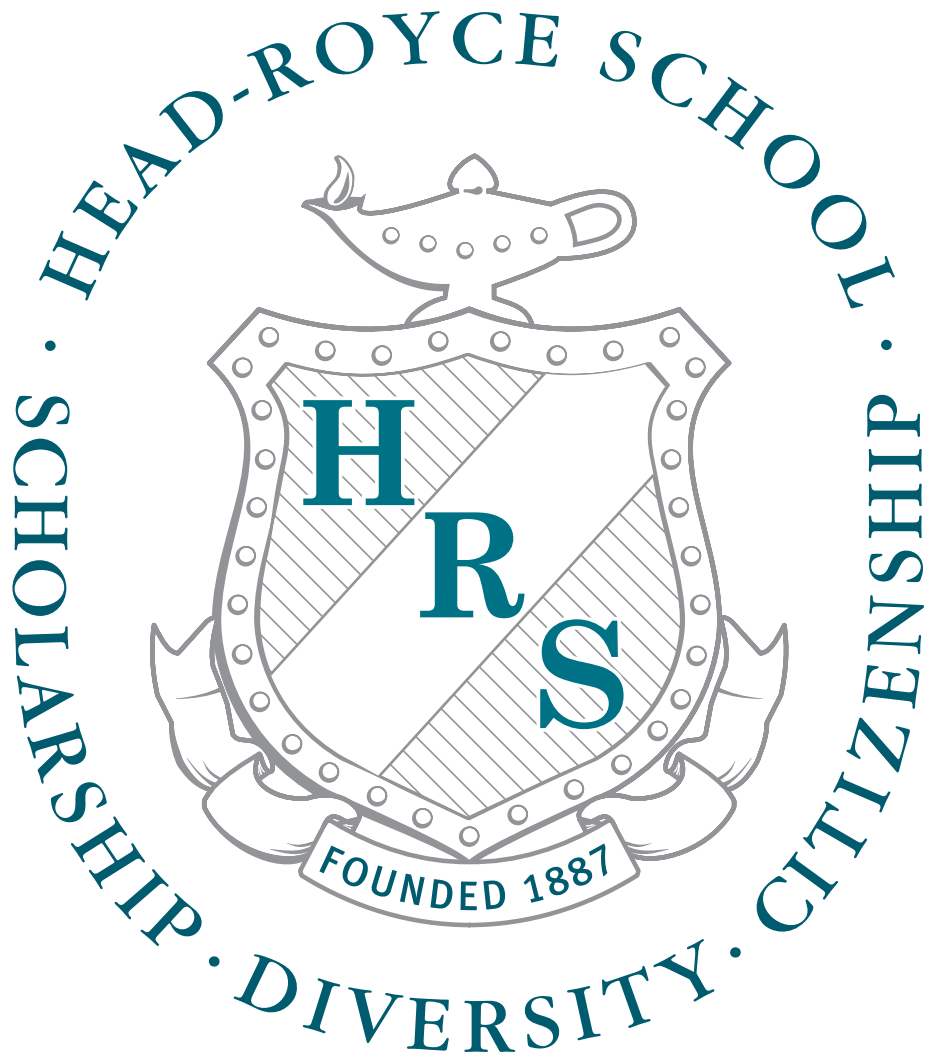
CLASS OF 1971 Back, l-r: Elena Ortega, Jessica Bernstein Sacher, Denise Saddler, Susan Carlson Bergeson, Kathy Bryan Hampton, Kate Johnson Spector, Perky Campbell Giulie. Middle, l-r: Mindy Pellissier, Laura FitzSimmons, Pam Hackley, Thyra Riley, Barbara Dauben, Mariese Kreske Baltimore, Alicia Torre. Front, l-r: Deborah Lundin Foley, Leslie Madeira Quist, Julie Williamson Aragon, Gail Sutor.



CLASS OF 1976 l-r: Jocelyn Larkin, Kate Morrow, Bob Agnew '77, Christopher Olson, Carol Jubl, Christie Schmidt Parker, Joan Bradley Wactor, Bernd Schmidt, Richard Musci, Ann Dauben Klaus.



CLASS OF 1981 Back, l-r: Beverly Carter Thomas, Karen Hawkinson, John B. R. Long, Terry Nelidov, Alix Quay, Kent von Scheliba, Lewis Olvera. Front, l-r: Anne Mueller-Thoits, Suzanne Laney Colvin, Erika Smith, Harley Rosnow, James Meier, Denise Jose Niber.



A SECOND CENTURY OF ACADEMIC EXCELLENCE

Head-Royce School

Magazine / Summer 2002

Headlines

IN MEMORIAM

CHARLOTTE HAM GERDES '26

Charlotte Ham Gerdes died in Orinda Convalescent Hospital on July 25, 2001 at the age of 93. Born on April 22, 1908 in Oakland, Charlotte attended Los Gatos High School; Castilleja School for Girls in Palo Alto; and Anna Head School for Girls in Berkeley; and graduated from UC Berkeley in 1931. She remained active with her alma mater as a member of the University of California and Prytanean Honor Society. For many years, she and her family resided in Eugene O'Neill's Tao House in Danville before it became a National Historical Site.

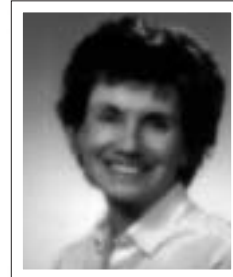
She survived three beloved husbands. Arthur William Carlson was an attorney who represented Piedmont in the California legislature during the 1930s and 1940s, was chairman of the California Republican Party, and gave the seconding speech for Earl Warren's bid for the Presidential nomination at the 1948 Republican Convention in Chicago. For several years, Charlotte was chairman of the Republican Party's Women's Committee of Contra Costa County. Her second husband, Hugh Guy Miller, developed a canning factory in Waupan, Wis. that was eventually sold to Cal Pacific. Stanley Banks Gerdes was a banker with Wells Fargo.

Charlotte is survived by her son, Richard Arthur Carlson, and daughter-in-law, Frances Mullane Carlson, of El Cerrito; her grandchildren William Raleigh Carlson of San Francisco and Catherine Elizabeth Carlson of El Cerrito; her brothers Robert Ham of Zephyr Cove, Nevada, and Donald Ham of Carson City, Nevada; and her sister-in-law, Charlotte Russell Ham of Davis.



Charlotte Ham Gerdes '26

ELISE PERRAULT-GRANT '42



Elise Perrault-Grant '42

Elise Perrault-Grant died after a long battle with cancer on Jan. 29, 2001. A strong Anna Head student from 1936-42, Elise was initially recommended for the School by Head Mary E. Wilson. She was close friends with Mary Wilson and succeeding Head of School T.R. Hyde and his wife, Lea. Elise came from John Muir School in San Francisco and received a full scholarship to Anna Head. She was a straight-A student, president of the student body, and a successful tennis player. After attending UC Berkeley, Elise lived most of her life in Tulsa, OK. Head-Royce is indebted to Elise for her generous legacy of creating the first named endowed scholarship at the School with her husband, Charles B. Grant. Elise's pioneer effort paved the way for the School's comprehensive scholarship program—Head-Royce today offers 23 named endowed scholarships to deserving students. Our scholarship fund supports 19 percent of our annual student body.

KATY MULVANY '56

Katy Mulvany, a "fearless" class leader, passed away peacefully at her home in the presence of her son, Tom, and daughter, Anna, on June 25, 2002. Katy was president of the Anna Head School Class of 1956, but she was much more than that. According to her classmates, she was their leader by vote, their mentor by representation, and their friend by acclimation. Katy also leaves the School an important legacy: a unique scholarship giving opportunity in honor of Anna Head alumni. Katy, our leader and our friend—we love you and will miss you!



Katy Mulvany '56

With the support of several Anna Head alumnae, Head-Royce School has created the Anna Head Scholarship Memorial Fund. This is an endowed fund that accepts donations in honor of a deceased Anna Head alumna, which are then directed toward scholarship support. Donations may be made collectively as a class or by an individual. For more information, please call the Development/Alumni office at (510) 531-1300 x2121.

1928

Marion Mannhart MacKay moved to Maryland in April 2001 to be near her older son, who is at NIH and the US Naval Hospital. "Maryland is great. My husband who was in the USNA had duty in this area several times so I feel quite at home."

1935

Patricia Anne Boll reported, "I am no longer involved in the volunteering and painting I did for so many years. I now use a cane but get around very well. As I have help, I am staying in my apartment, and I am happy."

IN MEMORIAM

Charlotte Ham Gerdes '26

Lucille Mast Fritter '30

Edith Bishop Stokes '41

Elise Perrault-Grant '42

Mary Lee Tilden '44

Mary "Mollie" Carr Bressler '47

Marjorie Runser '50

Katy Mulvany '56

Caroline Saunders '84

Juliet Dunham

(Anna Head chemistry teacher 1951-65)

Charlotte Frey '06

1936

Alberta Hill Steele submitted a photo of her and her husband of 61 years, Dwight, taken at their annual family reunion in 2001, at Watch Hill. She also reported the birth of her first great-grandchild, Kate Johnson Gilbert, within the past year. See page 31 for the photo and an article about Alberta's involvement in the Head-Royce Anna Josiah Legacy Society.

1939

Mary Mount Disharoon wrote, "We are still fortunate enough to enjoy Maui in the winter. Last June, we celebrated my birthday in southern California with our whole family. Last May, our great granddaughter, Avery Leigh Thomas, was born. Avery's grandmother is Leigh Disharoon Cool '62."

Kathryn Kieffer Staley commented, "Still traveling and taking small groups of friends through the Panama Canal on Windstar and through France by van. Where next?"

1941

Joyanne Hull Elkinton-Walker reported, "I married Carl A. Walker in June 2000—blending two grown families of my three married daughters and his four sons, who are all out of the house and on their own. I have traveled to New England, Australia, Fiji, and Belize for sailing and snorkeling on the Barrier Reef. It is a great experience!"

1947



1947 graduates Nancy Heyneman Friedlander, Lael Munster McCormack, Frances Kieffer, Shirley George, Cynthia Love McCormack, Dourene Hahn, and Jan O'Brien West enjoyed their day in the sun at the May 4 Alumni Reunion Luncheon.

Nancy Heyneman Friedlander said, "I have recently taken up lying on the living room sofa with a broken leg, but I had fun seeing everyone on Saturday, May 4 at our 55th reunion."

Sylvia Love McCormack shared, "Having lived in Ames, IA for 44 years, Bill and I moved in June 2000 to Stillwater, MN to live near our three daughters. We're extremely happy with our move and I've started playing

violin again this fall in the St. Croix Valley Symphony orchestra. Looking forward to our 55th!"

1950

Sally Shaler Le Mieux's most interesting news is her trip last fall (September) on an inspiring Bible-based tour of the Middle East—actually London, Athens, Egypt (including climbing Mt. Sinai by the light of the full moon)—and following the route of the Exodus from Egypt, Jordan, and Israel. "We were in Jerusalem on Sept. 11, 2001!"

Beatrice Burnett Foster shared, "Lee and I celebrated our 50th Anniversary last September with friends, family, kids, grandkids, and a great-grandchild. Lee took a trip to the Civil War battlefields with our son. Ben spent three weeks in China."

1951

Marjorie Colby Wening wrote, "In Spring 2001, I went to: a granddaughter's Tampa volleyball tournament; Massachusetts colleges with a grandson; a nephew's Sarasota wedding; Orlando, to visit my sister (Mary Colby McKey '47); California, to be with my mother; and San Antonio for a granddaughter's high school graduation. In the fall, two sons and their wives, four of the grandchildren, my sister, my brother, and his wife took turns visiting me in the Pocono Mountains in Pennsylvania. What fun."

1952

Thank you to graduates Julia J. Alford, Janet Bullard Burns, Royanne Gwynn, Cynthia Sperry Harris, Marilyn Healey, Barbara Lewis, Nancy P. McGee, Idele B. Saul, Grace Geyer Smith, and Mary Cobb Thomas for sending in your news to commemorate the big 50th anniversary. If you'd like a copy of the 1952 reunion book with your classmates' news, please contact the Head-Royce School Development/Alumni Office at (510) 531-1300 x2149.

ANNA & JOSIAH LEGACY SOCIETY PROFILE:

Peter Smith '78

WHEN ASKED TO DESCRIBE HIS INVOLVEMENT at the Head-Royce School back in the '70s, Peter Smith '78 summed it up in one word: intense. He put his all into every school activity, particularly with the sports he played. Intensity is "an extreme degree (or excitement) of energy, strong feeling, or purpose." That extreme degree of feeling and purpose has led Peter Smith, an attorney, to make the decision to leave The Head-Royce School in his will.

"Head-Royce was a big part of my life and my development," said Peter. "It is something that is very important to me. I went to school there for six years, and both of my sisters went to Head-Royce as well. My parents became very involved, and one day I hope to send my son to Head-Royce to continue the tradition. When the occasion became available, I felt that making a bequest would be a nice way to remember the school."



Peter Smith '78 and his family, Pat and Andrew.

Bequests support the Head-Royce School endowment and can be designated to scholarship, faculty compensation, faculty professional development, or campus environment. As of now, Peter has not put any restrictions on his gift, but he instead leaves its use up to the School's discretion. He feels the funds should be designated to where they are needed most.

Peter has fond memories of his days at Head-Royce. "It is the central point in which I met most of my friends and the reason why I have those friendships today," he said. "It was wild times back in the '70s at the school and just living in the East Bay. There were high-level classes, and I will always remember Doctor Donald Cropper's science classes, Virginia Steel's history/ humanities class, Vera Kerekes' math class, and Jeff Key for trying to make an artist out of me."

Peter continues to be impressed with Head-Royce today. "It is a fabulous facility. The Board, faculty, staff, and alumni have created a great school. I enjoy reading about the senior projects and the interesting things that these young men and women accomplish," he said.

Head-Royce is grateful for Peter and his family making the decision to invest in the future of Head-Royce. Thank you, Peter, for your ongoing generosity, enthusiasm, commitment, and support.

"When the occasion became available, I felt that making a bequest would be a nice way to remember the school."

The Anna and Josiah Legacy Society recognizes donors who have included Head-Royce in their estate plans. If you would like more information about making a gift by bequest, charitable remainder trust, or other deferred gift, please call Linda Evans Twichell at (510) 531-1300, x121.

The Head-Royce School admits students of any race, color, national, and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the School. It does not discriminate on the basis of race, color, national, and ethnic origin in administration of its educational policies, scholarship and loan programs, and athletic and other school-administered policies.

HEAD-ROYCE ALUMNA FROM GRADUATING YEARS '20 AND BEYOND:

ADD YOUR NAME TO THE ALUMNI COLLEGE AND CLUB SPORTS WALL OF FAME!



Anna Head School's 1935 Tennis Team (l to r): Janet Hartzell, Patsy Hiller, Eleanor Massie, Eleanor Dawson, Marjorie Johnson, Anne Morgan.

Thank you to the athletic alumni who responded to the request of Director of Athletics Tom Welsh with information about the sports you played during college. Remember, we would like the names of ALL Head-Royce alumni who played interscholastic OR club sports during your college years.

Please stay tuned for the final unveiling of the Wall in 2003!

Send information about your college sports to
Tom Welsh, Director of Athletics, Head-Royce School; twelsh@headroyce.org.

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