

## LOOKING FORWARD

by Terry Edeli, Head of School

At the dawn of the personal computer age (I am thinking here way back to the nineteen eighties), educators felt compelled to train children for a changing world. Pundits predicted the increasing use of technology and the quickly changing nature of employment. Many parents worried more about their children's economic future than any other dimension ahead. The public imperative was to prepare children for multiple job changes in their lifetime, and the call could be found in education journals, popular publications, and government studies. That call, although still based on the probable scenario for our children's future, seems a bit trivial in nature as we look forward today.

The current state of world affairs demands a different look forward for each of us, a look that is less personal and more communal, less economic well-being and more global understanding. Present world circumstances also highlight the crucial role schools can play in the development of cultural understanding, mutual respect, interconnectedness, and non-violence. Current challenges clearly dramatize the need for keen intellect, for the ability to imagine a better world, and for the willingness to act on deeply rooted humanitarianism. The San Francisco School curriculum has always attended to fostering such sensibilities, but one post-September-11th week in October, a confluence of special events sent a noticeable rush of hope through many of us here at SFS. It is that confluence of special SFS events that I share with you here, for in such rich, varied and purposeful experiences we can find hope for our children's future.

Monday, October 22nd: On Monday, The San Francisco School hosted 30 visiting middle school students from the nation of Estonia.

*continued on . . . page 2*

## LOOKING BACK

The 35th Anniversary of The San Francisco School

by Heather Cunningham, Special Events

Greeted at the gate by a bevy of activity, people arrived to celebrate The School's 35th Anniversary. There was a fair for preschoolers, a barbeque, tours of our expanded yard and new building, a music performance by the Fifth Grade, photo displays, Morris dancers (including alumna Shannon Gall and her mother), games up at the park, Singingtime with Music Teacher Doug Goodkin, a timeline of The School's history, and a samba procession for everyone leading up to music and speakers in the courtyard.

Dozens of alumni came with spouses, partners, parents, and children of their own. They saw their old teachers, revisited The School and reconnected with friends they hadn't seen in years. Alumni faculty and staff present included Rene Luby, Wendy Smithers, Diana Heberger, Susan Whittington (who brought her two daughters), Sally Haskell, Marie Bergstedt, Susan Martin, Bill Dittman, Kathy Kearny, and Susan Chadwick.

A highlight of the day was the gathering of alumni, students, and parents of both in the Music Room for Singingtime. Doug pulled out the old songsheets and we sang many old favorites like The Rattlin' Bog, John Henry, and 'Tis a Gift to be Simple. Alumna Katy Barnhill did a vocal solo and Doug shared the piano bench with alumni Zach Shedd. Thea Anderson sat with her son Maceo, bringing him back to the place where she had been a child. Students gathered in the doorways at first, and then eventually

made their way in to sit down, and join in the singing. It could have gone on for hours, alumni and students requesting songs, parents gathering in the back of the room to listen, and joining along.

In the afternoon the Samba procession left the Music Room and circled The School to gather the crowd around the stage set up in the courtyard. Third Grade Teacher Laura Burges along with Doug Goodkin and James Harding from the Music Department, wrote and performed an original song about the history of The School for the occasion. The President of the Board of Directors, Terry Gamble-Boyer, surprised the assembled crowd with the dedication of the new Activity Room, on behalf of the Board and the School, to Terry Edeli, Head of School. The plaque reads, "The Terry Edeli Activity Room, In honor of his boundless energy and dedication to The School." Terry was surprised and touched by The School's consideration.

With the final performance ended, the cake demolished, and the balloons carried off, the day was deemed a success.

For photos of the event, see page three.



We served the students and their chaperones lunch, conducted tours of The School, organized classroom visits, and provided computers for e-mail correspondence. The Estonian students entertained us with the music, song and dance that they had brought from Estonia for an international competition here in the States. Their visit brought to mind the value of the rich, and now essential, cultural experiences afforded our children through their SFS education. Such cultural learning inspires interest, forges understanding, and builds bridges. The national experience of Estonia gives credence to non-violence as well. Here is a country, so long dominated by others, that has emerged a free nation without resorting to war.

Tuesday, October 23rd: On Tuesday, Tanya and Roya Amri visited SFS. Tanya and Roya are Afghani-Americans who immigrated to the United States twenty years ago, just as Afghanistan's strife began. They showed the assembled Middle School students slides of what Afghanistan looked like before its war with the USSR. They talked of life in Afghanistan before the Taliban. They shared their desire to preserve a bit of Afghani culture here in SF, and their dream of returning to Afghanistan sometime in the future to help rebuild the country they obviously grieve for and love. Their visit was the inspiration of an SFS parent, reminding me of the strength of the SFS community. Their brother knows the music of Afghanistan, which we are working to integrate into our music program's global repertoire. Most significant, though, was the impact on our children. In the question and answer period, a seventh grader shared a memory from before her family immigrated to San Francisco. She recalled listening to her parents, both Iranian, discussing the plight of Afghani refugees in Iran. A sixth grade girl asked innocently, but clearly and with a democratic perspective, "Who voted the Taliban in, anyway?" Another sixth grader exemplified the SFS humanitarian spirit with the sincere question, "Tell us what we can do?" The eighth grade thank you notes also revealed the children's thinking and concerns: "Your way of seeing it is much different than how the media is painting it today." (Jesse Escobar) "(Now) I feel like I can make more sense out of what happened." (Nick Makanna) "I hope this war stops soon." (Grace Jensen) It is clear that our children are aware and they care. We are obliged to give them the tools to understand and to act humanely.



Wednesday, October 24th: On Wednesday, the Fourth Grade class took a field trip to view a performance by a group of Pygmy Dancers. Since one of the Fourth Grade's intensive cultural studies during the year is of an African country, the opportunity to see this unique dance production was fortuitous. Beyond the resonance with the Fourth Grade curriculum, the Pygmy culture certainly informs our current perspective. At first glance, perhaps the Pygmy way of life appears the antithesis of American complexities; but on inspection, their reliance on community and cooperation for their daily well-being now does not seem so distant, as global community and cooperation have risen in the public esteem and political necessity.

Thursday, October 25th: On Thursday, a small group of parents and staff members met to plan the discussion for a parent viewing of the documentary video, *Promises*. The video movingly records the words of Palestinian and Israeli children commenting on the regional strife. In the closing scenes, the children talk together, and in that talk there is a glimmer of hope for the world; a hope that our children will be better at relating and less apt to resort to violence. The SFS planning team included Palestinian-American, Iranian-American, and Jordanian-American parents, as well as parents and staff without Middle East heritage. The video planning brought us together around the grave concerns we have for the world and our children. Out of this first meeting came plans for further small group meetings, for the dialog at the public showing, and the possibility of using the video as an educational tool with our older students.

So the week of October 22nd at The San Francisco School was a crossroads of international awareness and good will. It was a week of parents, teachers, and students immersed in the work of raising our own consciousness as we raise our children. The community was at work, showing clearly that it "practices mutual respect, embraces diversity, and inspires a passion for learning." We at SFS deepened our global understandings and strengthened our human connections. Surely this is the foundation that our children and we must strengthen as we look forward to the next thirty-five years and beyond. In an era when technology has often been revealed as the salvation of the world, it is enlightening to note, as we are looking forward, the unique and timeless power of personal connections, cooperation, and dialog.



## The San Francisco School

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The San Francisco School cultivates and celebrates the intellectual, imaginative and humanitarian promise of each student in a community that practices mutual respect, embraces diversity and inspires a passion for learning.

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*The Gaven Street Gazette is published three times annually by the Development Office of The San Francisco School.*

# THE 35<sup>TH</sup> ANNIVERSARY OF THE SAN FRANCISCO SCHOOL



*Morris Dancers started the day with a performance in the courtyard.*



*Former Administrator Rene Luby and former teacher Diana Heberger checked out the student art.*

## How far back do your memories of SFS go? How about these past SFS institutions. . .

- Rainbow Mountain?
- When grades were combined and co-taught?
- The Reading Platform and Peanut Table?
- The Workday that created the old elementary play structure?
- The ceremony when the structure was taken down?
- The brown snack crackers?
- The elementary-wide moment of silence before lunch?
- “Taking down the walls” for the Holiday play?
- Taking off your shoes before walking into The School?
- The Elementary Calaveras trip?
- Walls going up in the Elementary?
- The Cookie Jar Contest?

## And today many traditions continue. . .

- Circle time.
- Singingtime.
- Walking around the South Class “Sun”
- American Folk songs and Jazz in the Music curriculum.
- Black Journals.
- Self-portraits at the beginning of each year.
- Watermelon at the Walkathon.
- Person of the Week.
- The Halloween parade and haunted house.
- Ice skating after the Holiday play.
- The Samba Contest.
- Complete control before mud pies.



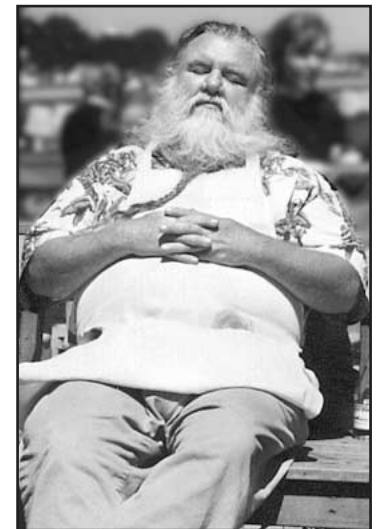
*Barry Dekovic, father of alumna Ariel '94, brought son Pablo to share in the festivities.*



*Doug Goodkin, James Harding, and Laura Burges performed an original song for the day*



*Alumna Board Member Laralyn Bergstedt '88 checks out a photo display*



*Ron Turner, father of Colin '92 and Claire '03, takes a break from the grill*



*School Cook Patty Corwin, mother of Lena '91, Max '95, and Eddie '00 feeding the masses.*





Laura and her daughter Nova '93, celebrate Buddha's Birthday at Green Gulch.

## A SABBATICAL YEAR

Laura Burges, Third Grade Teacher

I am very happy to be back in third grade this year, weighing salt water and fresh water to see which is heavier, reading about Sally Ann Thunder,

Ann Whirlwind Crockett and John Henry, and asking the children, "What is the fact in your pocket?" But last year, I was off on a wonderful series of adventures which provided me with a storehouse of learning and memory that I will always treasure.

In the fall, my 21 year-old daughter Nova and I spent a magical week in Kaua'i, swimming with sea turtles and roaming around the island. Then she was

back to school at UC Santa Cruz, and I was off to Oaxaca, Mexico. I studied Spanish and Mexican culture at the Instituto Cultural de Oaxaca and lived in a small hotel in the old part of the city. I made new friends from around the world as we visited artisans in nearby pueblos and took trips to local archeological sites. On Saturdays, I worked at a

center which provides hot showers, food and support to street children and helps them go to school. It was fun seeing the children around the city and being able to speak and play with them.

In the afternoons, I studied Mexican cooking at the Institute with Soledad Ramirez Heras and was touched that she invited me to spend "Dia de Los Muertos" with her family. On October 31,

we took a bus to the edge of town and climbed up the hill to the house Soledad's husband Carlos has crafted over many years. On their outdoor patio, in the gathering dark, Soledad and I made dozens of corn husk and

banana leaf tamales to have on hand the next day for family and friends. Carlos kindled a fire of sticks and twigs under a huge pot of steaming tamales, as we stirred a large vat of "mole negro," the dark, flavorful sauce so popular in Oaxaca.

The next morning, we created an altar in the living room with flowers, candles, photographs of ancestors and cups of hot chocolate for the dead. This is the story I placed on the altar:

### "Los Cumpleanos de Mi Papa"

Quando yo era niña mi papá daba fiestas para su cumpleaños. Pero no invitaba a los adultos--sólo a todos los niños de nuestro vecindario. Cada niño traía un regalo para mi papá-- pero nunca valía más de un peso! Habían muchas bromas--por ejemplo, un niño llegaba en bicicleta, con un gran cajón en los manubrios. Cuando mi papá abría el cajón había otro cajón, y dentro de este, había uno más y otro más-- y dentro de ésta un chiclet! Jugabamos con mi papá distintos juegos en el jardín y comiamos helado, pasteles y nos reiamos mucho. No voy a olvidar nunca estos felices recuerdos. Mi papá ha muerto pero vivirá siempre en mi corazon.



Laura makes mole

We scattered marigold petals from the altar, across the floor and out into the street, opening the gates to the patio so the dead could find their way back to visit. . . I felt very lucky to be welcomed into the hearts and the home of this wonderful family.

When I returned to the Bay Area after two months in Oaxaca, I went to Green Gulch, an organic farm and Buddhist retreat center near Muir Beach. Jiko Linda Cutts, co-abbess of Zen Center and a former San Francisco School parent, asked me to serve as "shuso"-head student--during a monastic training



A family altar for Dia De Los Muertos

period. During my time at Green Gulch, I gave lectures on Buddhism, participated in study and meditation, worked on the organic farm and garden, and was able to meet with school children who came out to visit the farm. This was a precious time of renewal and reflection that will stay with me always.

Another sabbatical goal was to research the roles that women played in the western movement, particularly during the California Gold Rush. The result is a play titled "Pockets Full of Gold," which will be published soon and distributed by the National Women's History Project, as are two of my other plays, "Rhyme Time" and "American Women Making History."

I'm grateful to work at such a wonderful school and to have been given the gift of a sabbatical year. The friends I've made, the places I've been, and the experiences I've had will continue to enrich my life and my teaching for many years to come. Thank you!



The San Francisco School

A N N U A L

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R E P O R T

## THE SAN FRANCISCO SCHOOL STRATEGIC PLAN

During the 2000 – 2001 School year The San Francisco School undertook a comprehensive strategic planning process which will guide and inform The School over the next five years. The School stands at a momentous point in its thirty-five year history. After a successful capital campaign, the recently completed building will permit the doubling of the Middle School over the next three years. A new enrollment plan is in place, and staffing has been restructured. These and other programs and initiatives must now be implemented in a way that preserves the unique vision and core values of The School itself. However, these tasks are fundamentally shaped by the realities of the wider environment in which The San Francisco School must operate.

Amidst these rapid social, cultural and economic changes, the need to preserve the core mission and values of The San Francisco School carries a greater weight than ever before. Our challenge, given the School's recent accomplishments as well as the demands presented by a changing economy, is to preserve what we have while growing in ways that foster academic rigor and creativity, the development of the individual and the diversity of our community. The Strategic Plan therefore endeavors to gauge the academic, social, and financial ramifications of change, both in the Bay Area and in the broader world, and to respond to them in such a way that is in keeping with the spirit and culture of The San Francisco School.

### PROGRAM GOAL

To offer a school-year program that is academically challenging, fosters creativity, facilitates the development of each individual, and embraces the diversity of our community.

#### *Objectives*

Regularly assess the program to make certain it meets the changing needs of students, being mindful of both the intellectual and emotional development of preschool through 8th grade students

Align the scope and sequence of the full curriculum across all grade levels and integrate student assessment with the curriculum

Review staffing and scheduling

Re-evaluate existing programs such as Spanish, classroom technologies, and the library, and integrate them into the curriculum

Foster teacher development and training for both new and continuing staff members

Being sensitive to learning styles, gender, and diversity, clearly and realistically identify the students the School can best serve, and provide appropriate support to staff, students and families

Address the specific administrative, academic, counseling, collaborative and extracurricular needs of the expanded Middle School, being mindful of the specific intellectual, social, and emotional needs of Middle School students

Provide adequate leadership, administrative support, and oversight for the school program

Educate the parent body about the school program

### CULTURE AND COMMUNITY GOAL

To foster a community of parents, teachers and students which is inclusive, respectful, and joyous.

#### *Objectives*

Preserve and expand efforts to attract, retain, and support a diverse parent, student, and staff population

Develop existing activities and create new structures that support and express the values and evolving culture of the School

Evaluate and improve official school-parent functions commensurate with the values and culture of the School

Expand the learning community to be more inclusive of parents

Promote opportunities for parent participation and provide support for participation and community-building

Incorporate alumni participation in the School

### FACILITIES GOAL

To set and achieve standards for the development and maintenance of the campus facilities with regard to program, staffing needs, and safety.

#### *Objectives*

Create a more effective and vibrant library

Develop a feasible time-line and plan for the next phase of building a new library, theatre/gym, and expanded teacher and student workspace

Develop the garden and play areas to enrich and enhance the programs and community of the School and its neighbors

Assess and provide sufficient technology, equipment, and furnishings to fully support the School's programs

Provide for a safe and well-maintained campus in regard to emergency preparedness and general upkeep

Improve the efficiency and safety of student drop-off and pick-up

Develop and maintain a long range maintenance plan

### COMMUNITY-AT-LARGE GOAL

To provide service to the wider community in a way that promotes the nature and accomplishments of The School, and is in keeping with our educational philosophy.

#### *Objectives*

Establish an open, interactive, and cooperative relationship with the immediate neighborhood including planning for the access to and use of School facilities

Serve as a resource to the professional educational community through teacher training and professional development

Serve as an educational resource for families in San Francisco

Assume a greater leadership and self-promotional role in regard to educational issues for which the School has an established expertise

### FINANCE GOAL

To ensure a plentiful and well-managed pool of resources sufficient to support and promote the fundamental mission and core values of The San Francisco School.

#### *Objectives*

Increase tuition revenues and financial aid consistent with both the goal of a more equitable fee schedule and with the core School values of inclusiveness and access

Conduct a campaign to educate and include all parents in the redesign of tuition and financial-aid

Seek strategies to address the challenge of faculty hiring and retention in the current Bay Area economy

Examine current budgetary assumptions in regard to student/teacher ratio, staffing, program, and facilities

Promote new sources of non-parental revenue

Increase the endowment and annual fundraising to generate revenue necessary to offset the rising costs in an increasingly competitive independent school environment

Incorporate the full funding of plant and equipment replacement and maintenance into the annual budget

Consider a full audit to meet CAIS recommendation

Monitor Strategic Plan implementation



# THE ANNUAL FUND

Thank you to everyone who generously contributed to the 2000-2001 San Francisco School Annual Fund. Donors who made contributions to the Annual Fund between July 1, 2000 and June 30, 2001 are listed below. Donors for the current year's Annual Fund (2001-2002) will be acknowledged in the 2001-2002 Annual Report.

We have tried to provide complete and accurate information for this report. Our apologies to any persons inadvertently omitted. Please let the Development Office (415.239.5065) know if we need to correct our records.

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Liz Gerber	Miriam Phillips
Susan Ginsky	Monica Reynoso
Doug Goodkin	Amelia Rosenberg
Karen Goodkin	Steve Rubin
Rebecca Greco	Shannon Schneble
C.J. Grossman	Emily Strem
James Harding	Nameeta Tolia-Henbest
Kathy Ishibashi	Bobby Weinapple
Ann Jaquith	Maggie Weis
John Jehu	Lynne Woodford
Jennifer Karlen	

## VOLUNTEER LEADERSHIP

### Annual Fund Co-Chairs

Jim Quadra  
Sumi Hoshiko

### Auction Chair

Veronica Masterson

### Walkathon Chair

Mary Kay Lee-Harrison

### Strategic Plan Coordinator

Mary Corrigan

### Basketball and Soccer Coaches

Charles Allensworth  
Steve Berry  
Johnny Greene  
Kathy Ishibashi  
Pete Hemenway  
Jen Karlen  
Charlie Meade  
Michael Pastor  
Eddie Seiler  
Maggie Weis

### Publications 2000-2001

Gazette: Raul Mercado  
Auction Catalog & Invitations: Marshall Crossman & Cathleen O'Brien  
Parent Handbook: Susan Schwartz  
Website: Barbara Ockel and Kevin O'Connor

### Room Parents

Head Room Parent: Wilza Jury-Fogel  
North Class: Ashley Boren, Julie Haas, Susan Gujral  
South Class: Susan Powell, Drew Story, Elizabeth Kim  
Grade 1: Woodyry Wiesner-Quadra, Ann Hildula  
Grade 2: Emily Sirefman-Green, Anne Grady  
Grade 3: Patrick White, Maria Manaloto  
Grade 4: Kate Ditzler, Linda Mostovoy  
Grade 5: Jim Bowsher, Ruth Hagopian  
Grade 6: Cara Black-Ishimuro, Carla Bach, Kelly Smith  
Grade 7: Jean Makanna, Jan Rao  
Grade 8: Jan Epcar, Joanne Dake

### Student Council

Co-Presidents: Austin Pate & David Wright  
Vice-President: Matthew McCaffrey  
Treasurer: Mina Zargham  
8th Grade Rep: Ariana Allensworth  
7th Grade Rep: Nisha Anand  
6th Grade Rep: William Gaines, Claire Turner

# 2000 - 2001 FINANCIAL REPORT

## FUNDRAISING INCOME

### Operating Income

Annual Giving	\$124,390
Auction/Raffle (for scholarships)	\$82,664
Walkathon (for Special Equipment Fund)	\$26,796
Other	\$156
<b>Total Annual Operating Fundraising</b>	<b>\$234,006</b>

### Restricted Income

Annual Giving	\$41,280
Building and Equipment Fund (including Campaign 2000)	\$254,294
Other Special Purpose	\$921
Permanent Endowment Fund	\$44,895
<b>Total Restricted Income</b>	<b>\$341,390</b>
<b>Total All Fundraising</b>	<b>\$575,396</b>

## OPERATING REVENUES AND EXPENSES

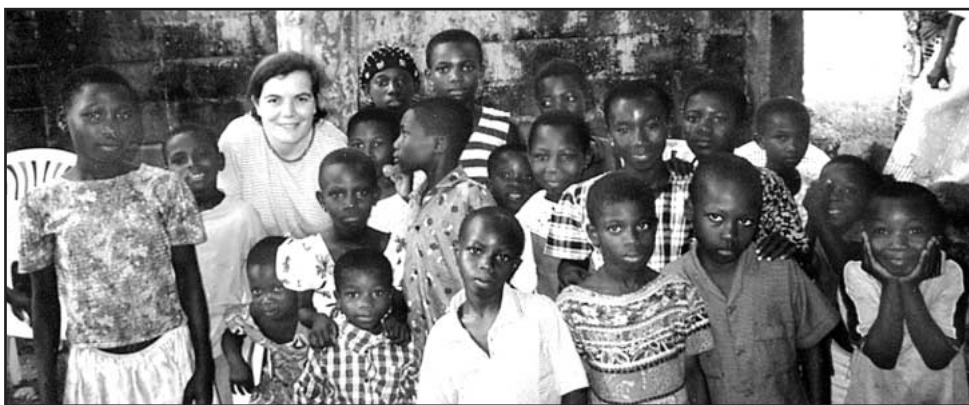
### Revenues

Tuition/Fees	.82%	\$2,283,036
Less Financial Aid		
Fundraising	.8%	\$234,006
Funds Released from Restriction	.10%	\$280,619
Investment Income	.0%	\$(8,224)
<b>Total Revenues</b>	<b>.100%</b>	<b>\$2,789,437</b>

### Expenses

Program Services	.76%	\$2,230,743
Administrative Support	.11%	\$329,930
Fundraising Support	.3%	\$97,934
Plant and Equipment	.9%	\$273,776
<b>Total Expenses</b>	<b>.100%</b>	<b>\$2,932,383</b>





*Sofía with local children.*

I grew up in Madrid and I was lucky to attend a school where music, poetry, dance, art and drama were part of the curriculum just as they are at The San Francisco School. I am immensely grateful to my teachers who taught me not only the songs and the steps to the dances but to love and care for the folklore and traditions of my own country. My first job as a teacher was in that same school and soon I felt the responsibility to keep teaching “jotas”, “villancicos” and “peteneras” to my students.

But I also need to teach music that doesn't come as natural to me as the Castilian “jota”. At The San Francisco School we make music from all around the world. To present and transmit a truthful model is sometimes very challenging and takes years of listening, study and compilation of materials. Both my colleagues, Doug Goodkin and James Harding, and myself try hard to be versatile musicians and to study musical styles from the North, South, East and Western regions of the world.



*A child learns to dance by following the movements of her family members.*

Last June I spent 3 weeks in the Volta Region in Ghana, participating in a great summer course organized by the West Virginia University, hoping to collect information and materials to teach at The School. During this time I was introduced to various topics, skills and techniques that enhanced my understanding of indigenous Ghanaian and West African music and dance. The areas of focus were the music of the Ewe, Ga, Dagbamba and Akan women and children, and we did several village study tours of the Volta, and Accra regions.

The course had a program schedule with lectures and practical lessons in drumming, dance and singing. In the classes we explored authentic Ghanaian rhythms and learned the movements to several dances. Every day a dance group performed for the participants and invited us to play

or dance with them. But music and dance weren't taught only in those lessons; it happened spontaneously all the time and for me, those were the most valuable and interesting moments to learn.

In the town of Ho I met a woman named Elisabeth Adonu who danced with me several evenings. We wouldn't talk while moving in a circle around the drummers. She only told me two sentences that helped me understand one of the keys of the style. The first was “bend down”. When I thought I was almost touching the ground and felt proud of myself, she smiled at me and said “bend more”. Dance is connected to the earth and

all my hours of training to stretch up for Renaissance dancing needed to be forgotten immediately. Another day we went to see a group of bamboo musicians and dancers in a village next to Koforidua and a big thunderstorm and heavy rain started to fall. At that moment I felt

deeply connected to the earth, not only because my bare feet were stuck in the mud, but also because the smell of the rain and the beauty of nature and the people around me made the moment especially magical.

Prior to my visit to Ghana “Ayele” was just the title of a clapping game that The Elementary Chorus loves. It is a song about a little girl who gets lost in a market. In Ho we were invited to visit the chief's house. We got there a little early, and as we were waiting on a patio next to the house a big crowd of children came to meet us. Ayele was the name of one of them. I started singing “her” song and asked the kids if they could sing any songs. Ten minutes later we couldn't stop them; passing games, counting rhymes, clapping games, circle games... One of my dreams came true; to learn

repertoire directly from the children! Later I met the family “Amable” in Dzode that helped me transcribe the words to the songs, the melodies and clapping patterns.

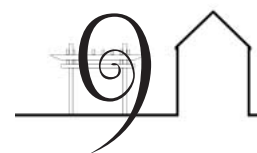
One day I went to a little store in the village to get some paper and pencils to bring as a gift to the local school. As I was waiting for my turn to pay a group of very young girls started chanting something to me. As I heard them I thought they were simply reciting a nursery rhyme, with a lovely rhythmic cadence and beautiful diction. It turned out there was no rhyme, they were simply asking me to come to the preschool and take a couple of pictures. But they really improvised a beautiful musical speech piece, where I could recognize the clear elements of call-response. I went to the empty room that serves as their classroom and the teacher and preschoolers sang several songs for me. The visit to the Elementary school was also incredible. The Principal and the teachers led songs and chants with their students, they danced and drummed, they showed us around and listened to my stories about The San Francisco School.

Traditional music in Ghana is taught with the process of socialization. In most languages in Ghana there are no words to represent music, dance, rhythm, or singing as separate activities; Music is part of the daily life. Babies inherit it as they are carried around on the backs of their mothers and sisters. Children learn how to play instruments through observation and participation in informal occasions. Another incredible source for learning songs was to sit next to the master drummer Johnson Krehmek, the field assistant Stephen Gbolonyo, and the young student Pascal, who drummed and sang during the long bus rides across the country!

Three weeks in Ghana wasn't enough for me and I am looking forward to one day return. But I am thrilled to have the opportunity to share some of my experiences and songs with the students at The San Francisco School.



*Men performing traditional drumming*



Sent: Monday, September 17, 2001 10:00 AM



Send

**To:** My Friends  
**From:** Yakira Teitel  
**Subject:** An Experience  
**Cc:** The San Francisco School Gazette

This email was written by SFS alumna Yakira Teitel '95, now a junior at Columbia University in New York, to friends in the wake of the September 11th attacks.



Hi,

I hope you are all doing well, and that everyone you know is safe and sound. I just wanted to share with who ever is interested a personal experience in the aftermath of September 11. I'm writing this for two reasons: to get it down on record for myself, and to share a perspective that I hope may help a few of you process the horrifying events of last week as it did for me.

This past Friday I had the chance to experience first-hand both the horror of the devastating attacks and the impressive legacy of support and giving that has emerged since. Late Thursday night (or early Friday morning), I came home from a friend's apartment and turned on the television in my floor's lounge. I had been feeling like I'm sure many of you have; almost paralyzed by how little I was able to directly help out. I didn't want to go downtown and volunteer if they were expending so much energy turning volunteers away. But late Thursday night a thunderstorm hit New York, so as I watched the news a ticker came on at the bottom of the screen urgently requesting hot food, coffee, rain gear, and tents for the rescue workers downtown.

I called my friend Katie, and together we decided that we should forgo sleep for the time being, collect as many supplies as we could, and head down to the Chelsea Piers donation center. We bought a few supplies and then visited West Side Market, a local grocery store, to ask if they could sell us coffee and lend us an urn. The manager, John, said he didn't have much coffee made, but he could give us free grounds to make coffee with downtown. He then (on a broken foot) walked all around the store and filled up three big bags with food and supplies to take with us. This noble act was the first in what turned out to be a day full of compassion and caring. Next door, Columbia Bagels gave us 3 dozen bagels, cream cheese, and muffins. In the middle of the night, these people showered us with gifts for the exhausted rescue workers.

We took the supplies down to Chelsea Piers. We stayed there to help organize clothing donations, load up police boats to ferry supplies down to the World Trade Center, and give food and support to rescue workers who were returning from up to 18 hour shifts. At about 6:30 am, they told us that the volunteers working down at Ground Zero needed to be relieved, so after loading the next shipment of supplies, about 8 or 10 of us climbed on to the boat and headed down to the site of the attack. Loaded up with ponchos, work gloves, goggles, and face masks, Katie and I were terrified of what we'd gotten ourselves into. As relatively close as Columbia was to the attacks, there was a definite distance between us and the devastation, which we were now about to break down.

Ground Zero is almost impossible to describe. The few of you who I'm writing this to who have been in war zones should have an idea of the urgency, smoke, disorder, and horror that cloaked the site. The destruction was overwhelming and everywhere around us. Command Center was based in the American Express Building, right next to what remained of Tower One. We were led inside, and set to work organizing the clothing donations and handing them out to firemen and other rescue workers. The lasting images I will always carry with me of massive buildings collapsed into smoldering rubble will always be tied to my memories of these amazing rescue workers.

The people working down at ground zero are heroes in every sense. Despite physical and mental exhaustion, the biting cold, and unrelenting rain, everybody was unbelievably nice. I have never met a group of people that were more polite, appreciative, and considerate. They thanked us over and over for the work we were doing, even though all we did was give them clothes while they were doing exhausting physical labor in the cold and wet trenches, seeing things people should never have to see. I saw depths of strength in those rescue workers that I've rarely seen before. Their task overwhelming, and their work completely draining, they managed to reach down into their deepest reserves of strength to treat everyone around them with care, compassion, and humor.

For 14 hours, Katie and I got to be a part of a massive display of human strength in the face of disaster. Our sadness and shock was not diminished, but they were met with stunning examples of people pouring their lives into hard, positive, healing work. As I sit once again in the relative safety of my room uptown, the negative responses I have been dreading - US military action, anti-Arab, -Muslim, and Middle Eastern racism, and anger transformed into hatred preoccupy me once again. We must take action to prevent blind hatred from creating a terrifying reality, and I hope we can all draw strength to do so from positive displays of the human spirit like the ones I was lucky enough to witness on Friday.

Thanks for listening. I hope the new year brings healing, peace, and health to everyone. Take care of yourselves and be in touch.

Love,

Yakira



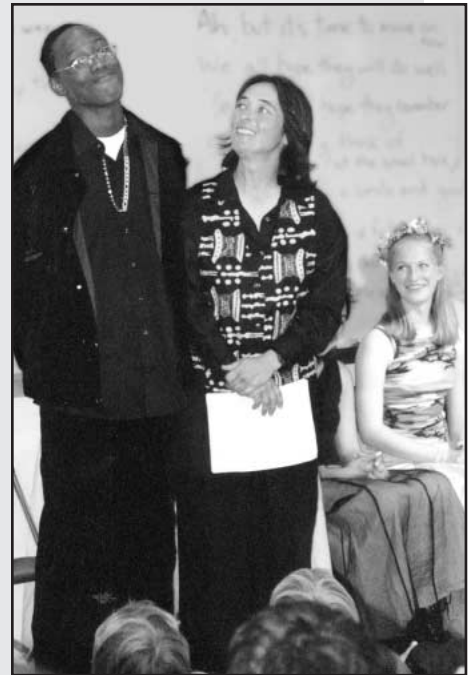
# GRADUATION 2001



*Anna Gonick and Gideon Chase*



*JayJay Robinson and Austin Pate*



*P.E. teacher Maggie Weis appreciates Quinci Greene at Graduation*

Students from the  
SFS Class of  
1997  
now attend  
these Colleges

College of Marin  
Harvard University  
Laney College  
Rochester Institute of Technology  
Scripps College  
Sarah Lawrence College  
Tufts University  
UC Davis  
UC Santa Cruz  
Villanova University



*Kelli Mercado and Jenna French*

Students from the  
SFS Class of  
2001  
now attend  
these High Schools

Archbishop Riordan  
Drew College Prep  
Gateway High School  
International High School  
Lick-Wilmerding  
Lowell High School  
Mercy High School  
Sacred Heart Cathedral  
The Urban School



*Theresa Schwanke and Danise Olague*



Traditional Last Day of School "Hug Line"

# calendar

## January 2002

- 7 . . . Monday . . . . . School Resumes
- 18 . . Friday . . . . . Martin Luther King Jr. Ceremony
- 22 . . Tuesday . . . . Teacher Workshop Day . . No School

## February 2002

- 12 . . Tuesday . . . . . Middle School Science Fair
- 18-19 Monday-Tuesday . . Presidents' Day . . No School



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*Address Service Requested*