

The Kino Connection

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Book Review: The Kino Yearbook

If you like books that make you feel like you are part of a fully realized world, populated by people so realistically portrayed that you feel like you know them personally, then the **Kino Yearbook** is the book for you.

It has a cast of over 100 colorful characters engaged in adventures and hi-jinks. There are friendships, achievements, and moments of quiet beauty.

This is the third year that Ariel Varner has taken on responsibility for the yearbook. Every year they get bigger, more colorful, and more professional looking. In putting together this year's book, Ariel had the help of Stefani, Ashley, and Jordan. The yearbook includes the photographs that they took, plus many photographs that teachers have taken throughout the year.

This is the second year that Ariel's aunt, Rori Grosse, has very generously donated the entire cost of printing the yearbook! At her suggestion, the proceeds from the yearbook sales go into a special yearbook fund that will be used to help underwrite future yearbooks. Thank you so much!

The yearbook is all in color. You can buy a copy by talking to Ariel, Nancy or Lisa Watmore. The cost is \$35. Checks should be made out to Kino School.



At the Monterey Bay Aquarium

Friday: Graduation 7:00

Kino graduations are always a very special time for the whole community and we hope everyone who can will attend. For parents of younger students, it can be reassuring and moving to see the wonderful young adults who have grown up at Kino. It is clear from the speeches of the teachers and the students what a close and affectionate community we are.

Even if you do not feel like you know any of this year's graduates, your children have gone to school and been friends with them all year. Their attendance at the graduation will be meaningful to them and to the graduates, too.

Project Sharing Inspiration

We've been talking about senior projects all year, but the culmination was this Thursday's Senior Project Sharing. Seniors got up in front of a large audience twice yesterday -- their fellow students in the morning and parents in the evening -- and described what they have done and fielded questions from the audience. It can be an inspiring experience for younger students.

When she was asked why she writes poetry, Jamie explained that poetry is important to her because it is where she can write exactly what she thinks, without worrying about rules or what other people think.

Later that morning, Alex Vega, who is a primary student, made himself a book with a cover like Jamie's. He explained to Libby, "I can make a book and I can put whatever I want in it, because what I write in my book isn't good or bad. It's just what I want."

Do not follow where the path may lead. Go, instead, where there is no path and leave a trail.
-- Ralph Waldo Emerson



Learning about gastropods on the Pacific Northwest trip



Tyler sorts beans

Senior Profile: Tyler Weiszbrod

Tyler says he has memories that don't involve Kino, but he can't be sure that any of his memories date from before he was a three-year-old Kino kid.

Tyler's ability to be a behind the scenes influence on events at school is perhaps most noticeably exemplified by his experiments with psychokinetics. There was the day, for example, that he got at least a dozen people to lie on the floor of the library and attempt to rotate the earth around a center, recessed ceiling tile in order to correct the fact that its pattern was 90 degrees off. "We lay there for at least an hour with our arms raised, pointing at the ceiling tile," Klair remembers. It didn't work; the job remains to be done.

When Tyler encouraged everyone to start playing trench again this winter, my assumption was that it was in the nature of an act of cultural preservation, assuring that there would continue to be trench playng for a new generation of Kino

students (and coping with trench for a new generation of Kino teachers). But Tyler says no. "I just realized that I wouldn't have many opportunities to play trench myself once I graduated."

Teachers who have worked with Tyler are always impressed by his seemingly effortless ability to absorb knowledge and the off-hand sophistication of his thinking. "Tyler has an immensely capable intellect," says his homeroom teacher Chris. "He is willing to read at great length on any subject that interests him and then write extraordinarily clearly and thoughtfully about it. He is going to do very well in life." "In the Hamlet class one day," Ann remembers, "I was first wondering if Tyler was even reading the play, and then he came up a detailed explanation of the changes in Hamlet's attitude towards Claudius that indicated a really extraordinary perceptiveness in his reading. He also beat me in Word Trivia by knowing things like the word berserk coming from Bare Sark." (Look it up so you can impress people, too.)

For his senior project, Tyler has been working on a sustainable food project for the entire year. Last spring, he and Ethan and Erik started putting in gardens on the south and west sides of the school. Starting in September, they tried to eat only food they had produced, like corn, squash, beans, eggs, and eventually one chicken each. For the sake of their health, they expanded the project to eating locally produced food, which meant they could add things like grass fed beef from the U of A and Wilcox apples. Even so, Tyler says the tastiest thing he ate last year was spinach, which just goes to show. The project also involved learning more about industrialized agribusiness, nutrition, and cooking.

When I asked him what he thought he would miss most about Kino, he thought for a while and said, "I guess it will be hard to adjust to the the loss of what has been a large constant in my life."

Senior Profile: Frankie Arabia

In contrast to Tyler, Frankie has been at Kino the shortest amount of time of all the graduates; he started here midway through his freshman year.

One of the things he says he appreciates most about Kino is the people: "I've been able to get to know a greater variety of people here than I would have at another school, and I know people, like teachers, on a more personal level."

Some of Frankie's memories involve trips -- to San Diego and the Chiricahuas, and day trips and hikes.

For his senior project, Frankie monitored his exercise over the course of the past twelve months. He monitored several factors and created graphs to record his data. He says that he learned more about self-discipline through the year. He also learned about the importance of accuracy and consistency in his record keeping.

Frankie's long-term plan is to study aerospace engineering. He was accepted by the U of A, but is currently considering other possibilities.

Frankie's home room teacher, Vanessa, says "I know if he puts his mind to it, Frankie can accomplish anything." For his part, Frankie says he feels very ready for whatever comes next.



Is it Frankie or Popeye?