

Science Studies at Horace Mann School

A look at an educational experience
that evokes exploration for a lifetime:
students, faculty, and alumni reflect





SAVE THE DATE

SATURDAY, SEPTEMBER 20, 2008



HOMECOMING AND REUNION CELEBRATION 2008

HOMECOMING

- Alumni Association of Color Reception, Friday, September 19
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1978, 1983, 1988, 1993, 1998, 2003

For more information visit our website www.horacemannalumni.org or call 718.432.3450.



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6 Science studies at Horace Mann School, from the Nursery Division through the Upper, encourage exploration.

At Horace Mann School science is a vital part of the curriculum, as it has always been. Students in the youngest grades get their first sense of scientific exploration by investigating the world around them, learning to make hypotheses, and by performing basic experiments. As students travel through the Lower and Middle Divisions, scientific methods and procedures are added to their work, while projects and experiments in the Science Center and at the John Dorr Nature Laboratory enhance the learning experience. In the Upper Division students become proficient in lab work and scientific thinking, and scores undertake independent research and participate in research in labs at hospitals and universities throughout New York City. Alumni from the Classes of 1935 through 2007 recall their experiences studying science, and preparing through all of their HM courses to make significant contributions in medicine, space exploration, public health, teaching, and scientific thought.



Rudy Reiblein, veteran HM science teacher and Upper and Middle Division Laboratory Technician, observes the lab technique of Upper Division chemistry students.



The John Dorr Nature Laboratory provides students an outside-the-classroom opportunity for scientific exploration. (Photo John Dorr Nature Laboratory)

horace mann school journal

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Center for Community Values and Action (CCVA) takes action. HM's Upper Division wins Blackboard Award. Horace Mann School's sports teams and publications score wins.

horace mann alumni journal

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Alumni Council President Alli Baron '89 reviews events of the year, and invites alums to participate in HMA's sixth-annual spring benefit on June 4, 2008, and more. Kristen Worrell joins Alumni House and Development Office as Assistant Director of Development, Alumni Relations and Special Events.

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Class of 1988 alumni Joe Jacobson, Kendall Hines Mallette, Robert Odell and Jordan Turkewitz join in supporting HM's Annual Fund.

Many thanks for the copy of the latest *Horace Mann Magazine*, with the brief (but well-written!) book review of *Building the World*.

My co-author, Dr. Kathleen Lusk Brooke, is equally appreciative of the review.

Now in my 90th (!) year, I am pleased that the circumstance of helping launch a book has put me back in touch with a much-admired Alma Mater.

Did you happen to come across books by Horace Mann alumnus Peter L. Bernstein '36? His *Wedding of the Waters* and *Against the Gods* are true classics! An up-to-date list of books by HM alumni would be of very wide interest, and if it has already been compiled, I would like to be on the mailing list!

With grateful memories of my years at Horace Mann (in the Lower School too), and with best wishes for the impending Holiday season,

Sincerely,

Frank P. Davidson '33

Editor's note: Wedding of the Waters by Peter L. Bernstein '36 was noted in the Spring 2005 issue of Horace Mann Magazine. A listing of Horace Mann authors is updated periodically, and can be obtained from the Alumni House and Development Office at alumni@horacemann.org. Please notify the Alumni House if your book has not been noted.

I was pleased to read in *Horace Mann Magazine* that a Chair in Foreign Language was endowed in honor of Mr. Tom Reilly. I want my gift to Annual Fund this year to honor Mr. Reilly and the recent Chair dedicated in his name.

Though I never had Mr. Reilly as a teacher, he was always a friendly and encouraging presence to a student drawn to foreign languages as I was, beginning in First Form with the wonderful General Language course taught by John Oliver. That course was really an introduction to the whole world through the lens of language, and I was lucky to have Dr. Cuenca when I began Spanish the next year—one of many outstanding language teachers hired by Mr. Reilly. Today I can say I speak Spanish almost fluently, and feel like I live in two worlds here in bilingual NYC. I have even ordered sushi speaking Spanish!

As a resident of Riverdale after graduating in 1968, it was always a pleasure to run into Mr. Reilly in a restaurant, a reunion, or elsewhere. He always remembered me and my language studies. His dedication to Horace Mann has always impressed me, and while I admire all the “bricks and mortar” changes recently, I can't help but think Tom Reilly is one of the true “builders” of the preeminent institution HM has become.

I hope the Chair in Foreign Language will generate renewed interest and recognition of the essential role of not just studying, but mastering a foreign language in the 21st century.

Ken Browne '68

And the Beat Goes on... as *Horace Mann Magazine* discovers another alumnus in music

Joshua Stedman '94

If you asked the DJ at the bar to mix up a glass of Stevie Wonder, Sting, Seal and Jamiroquai you would be poured a sound-cocktail of Joshua Stedman. These four classic and influential artists are the recipe for the music-melting sustenance of Joshua's aura. His writing inspirations root from siren-laden Manhattan midnights and crisp, foggy San Fran mornings... a bi-coastal presence that enriches a set list of musical sculptings playing out the introspective realities of life, the opposite sex, and society's turbulent influences. A Martin acoustic guitar and classic soul nuances unleash an elusive, deep, open-ended funky feel that underscores catchy melodic overlays. Joshua pulls influences from the beat-beds of James Brown to Groove Collective, the soul-jazz riffs of Herbie Hancock to Jamiroquai and the vocal styles of Stevie Wonder to Sting. Joshua's sound is woven from these jazz/pop/soul roots, merged with modern aural synergies, and accented by an assembly of chord arrangements with percussive right-hand scratch guitar riffs and clav and Wurliitzer keys. Soul inspired climbing melodies fuel bright, husky, story-telling vocals that capture your ear from fade-in to fade-out. Stedman recently released “The Gift”. His music can be found at www.myspace.com/joshuastedman.



The beautiful black and white etching entitled “The Life of the Mind” that was featured on the Contents page of the last issue of Horace Mann Magazine was incorrectly described as the work of Eric Sinclair '07. The etching was done by Eric Salinger '07 as a gift to Horace Mann. It now hangs in the entranceway to the Head of School's office in Spence Cottage.

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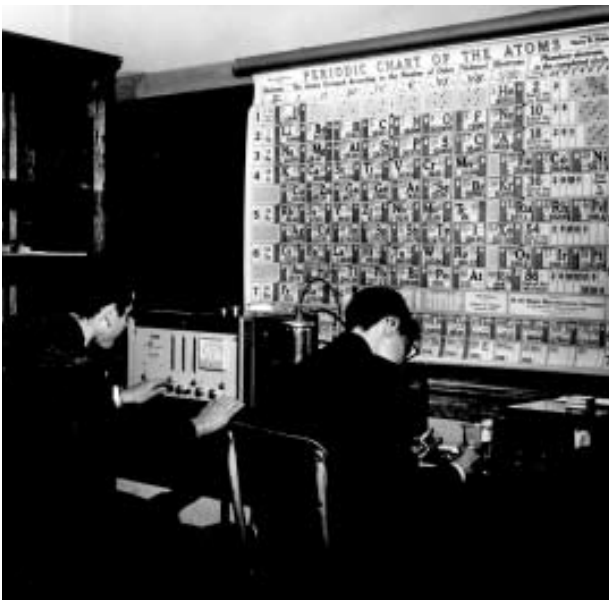


At Horace Mann School we often speak about “The Journey.” It’s a term we use to define the quest in which we, here, are all involved. For faculty, staff and administrators the journey represents our constant endeavor to serve our students, and build upon our robust program. For students, the journey is one they embark upon daily as they first encounter subjects that open their curiosity. It is a journey they continue to travel in encountering new knowledge or through advanced exploration. For the parents and families of students at this School the journey is undertaken alongside their children’s teachers and counselors, with the hope, expectation, and assurance its significance deserves.

Our alumni participate in this journey as well, for it is one they reflect upon and continue to pursue throughout their lives. Evidence is apparent in the current issue of *Horace Mann Magazine* in which we focus on the study of science at this School, from the Nursery Division through grade twelve. The subject is one that engages our attention deeply, for its study is a vital part of the education of our current students—students at a School where scientific exploration has inspired careers and fostered important contributions among legions of alums. Science study also provides the framework for so much of our discussion and thought in an age when advances in this realm inform the current and future dialogue of young people who come here as students, and graduate as citizens of the world.

Above all, the journey we pursue collectively at Horace Mann is a journey of promise, as our alumni attest. For cardiologist Dr. Christine Bussey '88 it was “the discipline and perseverance” she practiced in her science classes at Horace Mann School that carried her through subsequent years of medical education. “Though the journey was long, I am definitely doing what I designed all those years ago,” says Dr. Bussey. Pediatric epilepsy expert Dr. Steven M. Wolf '83 recalls that it was the science faculty at Horace Mann who “ignited a fire in me and showed me that my ideas could be possible.” For current fifth-grader Axel Feldman '15, who you will read about in this issue, his hope of helping solve the world’s environmental crisis has already been sparked by the class work he’s done at Horace Mann.

Among the joys of a journey are the travelers one meets along the way. Thus, it was with mutual respect that Dr. Christine Bussey '88 and Dr. Harvey Sherber '61, colleagues in their Northern Virginia Cardiology Associates practice, learned of their shared background as HM alums. For Dr. Sherber, the journey from Horace Mann was also one of possibility. You may recall his picture from a greeting we sent to the community last December and that we reproduce on this page. That’s Dr. Sherber and a friend at work on a research project—a machine they built way back when to detect the amount of radioactive pollution in the air.



There is joy in the journey when we connect in this way, or when students who meet at Horace Mann create lifelong friendships, or when alumni gather, reunite, or reconnect with an inspiring teacher. We invite you, always, to continue the journey by remaining connected with your School.

To anyone who is or ever was a part of Horace Mann, the journey is endless, and the journey is ours.

Dr. Thomas M. Kelly P '18
Head of School

Director of Development



At Horace Mann School our students are treasured and our alumni prized. When the two come together it's exciting for all at the School, and, this year, alumni and students are interacting in unprecedented ways.

This past fall the sparks of student-alumni interaction ignited the warmth of Homecoming and reunions when hundreds of alumni came to campus, watched HM varsity games, took student-led tours of the School, and displayed their work to the current community in an exhibit of alumni photography to celebrate the anniversary of *Insight*, the department's student photography journal.

This spring members of the Horace Mann Alumni Council (HMAC) and students in the School's Women's Issues Club got together to organize the Club's annual dinner. With this year's discussion topic focused on "Gender in the Media" alumnae Roberta Caploe '80, executive editor of *Ladies Home Journal*, and Tamar Gargle Krakowiak '88, news operations director at ABC-TV, were welcome panel participants. Appreciated, as well, were the organizing efforts by Alumni Council volunteers Suzanne Sloan '76 and Wesley Mittman LePatner '99, and the participation of alumni.

A highlight of the year for all at HM occurs on Saturday, April 26, 2008 when alumni will be part, along with Horace Mann's current students and faculty, of our all-School participation in Global Youth Service Day. Organized by HM's Center for Community Values and Action (CCVA, which, by the way, is headed by alumnus and faculty member Dr. Jeremy Leeds '72) Horace Manners from throughout the decades are joining up for a day of community service and service-learning, at HM and in neighboring Bronx communities. Horace Mann's participation in this international effort represents our School's traditional and ever-deepening commitment to serving the community at large. It is fitting that alumni are involved with current students in carrying on HM's goal of fostering learning toward great and giving lives.

Alumni are involved with our School in numerous other great and giving ways. Some have returned as faculty members. Many offer internships to recent graduates. Others invite Horace Mann science students to participate in research in their labs, as you will read in this science-focused issue of *Horace Mann Magazine*. We also gather several times a year—at Homecoming and reunions, to reconnect in the enjoyable atmosphere of the HMAC's winter celebration, or at special events such as visits to museums. We reunite to help our School, as did "Team 88"—Class Agents you will read about here—whose goal is to encourage their classmates' participation in Annual Fund.

Perhaps best of all, alumni get together for one truly fun evening each spring at the HMAC's annual benefit to raise funds for student assistance to help current students reap the most of HM's opportunities for a rewarding education and student life. We look forward to seeing all of you at this year's benefit on June 4, 2008.

We also share with you the exciting news that alumni participation in Horace Mann School is now being guided by The Alumni House and Development Office's newest member—Kristen Worrell, who joined us in January 2008 as Assistant Director of Development, Alumni Relations and Special Events. Kristen brings an extensive background in alumni relations to this post. To participate in the upcoming community service day, to offer an internship, to get involved with the Alumni Council Spring Benefit—or for any questions or needs you have about alumni affairs at HM—please feel free to get in touch with Kristen at 718.432.4106 or kristen_worrell@horacemann.org.

We cherish your connection to HM, for you, our alumni, are vital to making Horace Mann the School that it is. Horace Mann School, in turn, will always be yours.

Melissa Murphy Parento '90
Director of Development

44.956 21 Sc scandium	126.9045 53 I iodine	151.96 63 Eu europium	14.0067 7 N nitrogen	140.12 58 Ce cerium
32.06 16 S sulfur	47.9 22 Ti titanium	238.029 92 U uranium	162.5 66 Dy dysprosium	

at Horace Mann:

A Curriculum of Discovery within a tradition of inspiration



Axel Feldman '15 mixes chemicals during an experiment in his science class.

Axel Feldman '15 has a goal. Axel's goal? This inventive fifth grader hopes to help solve the world's environmental problems.

He also has an idea for achieving that goal. Alex plans to invent a microscope powerful enough to discover *very* small particles, or sub-particles of atoms. Such tiny particles may provide the key to uncovering a new "source of energy that doesn't have so many counterparts so the world won't turn into a wasteland," Axel commented recently. Then he explained, "There may be some property in smaller particles to replace fossil fuels, and that may be something that could make energy easier to create. Even solar energy, using a solar panel, is hard to create. A solar panel is big and costs a lot."

If Axel is able to apply his science studies at Horace Mann to issues as broad as solving the world's environmental crisis he's in good company among other Horace Mann School students and alumni. Throughout its 120-year-history HM has inspired generations of students, faculty members, and alumni to approach the world's big problems "head on." Frequently they've proposed workable solutions.

Consider Dr. Frank P. Davidson '35. Credited with developing the field of macro-engineering at the Massachusetts Institute of Technology, it was *his* persistence that helped realize a century-old vision of linking England and France by creating an undersea tunnel. Dr. Davidson launched his lobbying effort in support of an English Channel tunnel in 1957, and saw its fruition in 1994 with the opening of "The Chunnel" that made travel between the two countries an easy commute. Today, at age 90, Dr. Davidson regularly explains to audiences how this project, and others of history's greatest-ever engineering feats, came into being. His 2007 book *Building the World* tells the rest.

Think also of the mysteries within the human body—including deeply hidden traces of disease. It was the invention of the full-body CT scan by HM Distinguished Alumnus Dr. Robert Ledley '43 that lifted the veil off our lives within. Another HM grad of just a few years later, Dr. Margaret Kivelson '46, not only made her mark as one of the few women rocket scientists of her day but also made history as leader of the Galileo space exploration team whose work has netted such astounding discoveries as detecting "warm ice" or possibly water on one of Jupiter's moons.

Or, take the example of a more recent graduate, Alexi Nazem '2000, who traveled the U.S. visiting its hospitals and medical centers to help reduce the mortality rate that tragically and ironically may result from a hospital stay. That was Nazem's mission when he worked for The Institute for Healthcare Improvement (IHA) after graduating from Yale in 2005 and before entering the university's Medical School. In the year that Nazem addressed this public health issue as Field Operations Manager for the IHA's "100,000 Lives Campaign" the organization was able to document 122,000 fewer deaths. Include David Jakus '02 and Ezra Rapoport '02 who, along with two other friends from Harvard, won several awards for developing LONO Medical Associates, which has engineered a device to monitor a baby's heartbeat in the moments before birth, eliminating the need to tether a mother to any wires, or be monitored by an attendant.

Think, too, of a teacher whose intimacy with lab work and whose concern for the environment has resulted in his creation of the

"Grease Car"—a vegetable-oil-fueled vehicle that science teacher Rudy Reiblein drives to Horace Mann. Envision a teacher like David Morris who daily engages HM's younger students in the experience of "doing" science in the Lower Division's active Science Center. And, take pride in HM's Upper Division teachers whose innovative science courses incorporating new technology are imitated by educators nationwide.

Finally, imagine the excitement of HM's youngest as they discover that the butterflies they admire, their building blocks, and the soap bubbles they send aloft are not just objects of play, but part of a new adventure upon which they've embarked—the study of science at Horace Mann School.

At Horace Mann, the emphasis of the science curriculum is to make students comfortable in the classroom, in the lab, with a textbook or periodical, to inform their creative problem solving. It's

Dr. Frank Paul Davidson '35



It was as early as the Napoleonic Wars that the dream of linking continental Europe and England by means of a tunnel or bridge across the English Channel was given voice by some dreamers. Businessmen and engineers promoted various schemes throughout the nineteenth and early twentieth centuries, with enthusiasm for the subject mounting and waning depending on shifts in the political climate. But, when Dr. Frank P.

Davidson '35 just barely dodged a tragic end in a rough Channel crossing in 1956 the idea had a new champion. An attorney, Dr. Davidson, together with his brothers Alfred '29 and John Davidson mustered their research, resources, and conviction to create the Technical Studies, Inc. Corporation to study and lobby for the building of "The Chunnel" a word Dr. Davidson coined. TSI became part of the Channel Tunnel Study Group established in 1957. It was not until 1972 that all of Dr. Davidson's efforts paid off—with Great Britain and France signing a treaty allowing construction to begin. The Chunnel finally opened for use over 22 years later, in 1994.

Dr. Davidson, a professor at MIT who is credited with developing the field of macro-engineering, explains the arduous process of bringing together the parties, finances and political will to create The Chunnel in his 2007 book *Building the World*. Even more fascinating are the accounts he and co-author Dr. Kathleen Lusk-Brook wrote of how some of the world's greatest engineering feats came to be—beginning with the ancient history of Solomon's Temple and the Taj Mahal.

Today, at age 90, Dr. Davidson is bringing this history to the public in lectures and speeches he gives concerning the building projects described in the book. But, it was three-quarters of a century ago that his interest in these connections among history, political science, and the science involved in bringing these world wonders to fruition was piqued. Dr. Davidson's father had been New York City's commissioner for water supply during the LaGuardia administration, responsible for the construction of the world's longest bored tunnel, bringing drinking water from the Delaware Water Gap to Manhattan, thus the young HMer was aware of the process by which connections were made. He observed these on an international scale for the first time as a student at Horace Mann when he traveled to England, Scotland,

and Wales with his classmates, under the guidance of legendary HM English teacher Alfred Baruth. Did this travel inform Dr. Davidson's later passion for international cooperation? Said Davidson, it whetted his appetite for travel and making lasting connections. "It helped," he said. "I acquired a French wife."

Political science and literature were Dr. Davidson's passions when he was a student at Horace Mann—particularly literature courses taught by Baruth, and by Harold Clausen. He also remembered the subway ride from Manhattan to Horace Mann, the highlight of which was seeing "those advertisements for Dewars whiskey" and the long "walk from 246th Street up the hill."

The friendships the alumnus made as a student here remained significant. While still undergraduates at Harvard on the eve of America's entry into World War Two Dr. Davidson and childhood friend and classmate George Viereck '35 published the book *Before America Decides: Foresight in Foreign Affairs* (Harvard and Oxford University Press, 1938) Dr. Davidson also remained in close touch with his friend's older brother Pulitzer Prize-winning author and Conservative theoretician Peter Viereck '33, until Viereck's death in 2006.

Along the way Dr. Davidson became a member of the U.S. Government Informal Presidential Advisory Committee on the Civilian Conservation Corps (before other environmentalists' time) from 1940-41, and served in the Canadian Armed Forces from 1941-1946. He graduated from Harvard Law School in 1948, practiced law, became involved with TSI and the Channel Study Group, and, in 1968 wrote *Macro-engineering: a capability in search of a methodology*. In 1970 Davidson began teaching macro-engineering at MIT's Sloan School of Management, developing the subject into a discipline, and organizing international macro-engineering conferences and societies. In 1983 he published *Macro: A Clear Vision of How Science and Technology Will Shape Our Future*.

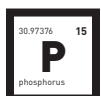
In 2000 Dr. Davidson was appointed a Chevalier of the French Legion of Honor by the President of the French Republic for his role as founder of the Channel Tunnel Study Group and for his WWII military service in Normandy. He hasn't stopped yet. In 2004 Dr. Davidson proposed a "New Land for Peace" option for solving the situation in the Middle East—by reclaiming land from the Mediterranean Sea, to satisfy Israeli and Palestinian needs for land and water. That same year Davidson also proposed the building of a vacuum tube train beneath the surface of the Atlantic Ocean that would connect New York to London, Paris or Brussels within an hour. "A transatlantic tunnel *will* be done," he has stated. "We just have to have to be as interested in this as we are in getting to the Moon."

a curriculum that builds upon itself, enabling students to learn as intensely as possible at each grade level, and then apply the skills they've acquired and the curiosity that's been sparked, toward deeper exploration.

As veteran HM physics teacher Dr. Jeff Weitz wrote in a "Special Science Edition" of Horace Mann's Alumni Magazine published in 1988, "In each course students develop the basic laboratory and analytical skills needed in later courses."

It's been 20 years since Dr. Weitz penned that description of the science curriculum at Horace Mann. Science study, from the Nursery through the Upper Division, incorporates excellence, growth, and continued development of a curriculum that inspires and challenges both the dedicated science student preparing for further studies in its various disciplines, as well as those who understand that science literacy is essential to participation in a world shaped increasingly by scientific advances. In the 20 years since science was the focus of the alumni magazine, Horace Mann has helped mint a generation of physicians, inventors, engineers, geologists, environmental experts, and science educators who serve in hospitals, schools, think tanks, and universities around the world.

As science teachers throughout the School examine how best to convey their lessons today, and prepare their students to engage the subject in a challenging future, it is appropriate to re-examine the teaching of science at Horace Mann. With pride we invite readers to revisit HM's labs and classrooms in this issue of *Horace Mann Magazine*.



Promoting cognitive skills as a key to scientific exploration

The study of science at Horace Mann is based on the idea that learning experienced in each grade has three aspects: Lessons are stimulating and rewarding in themselves; they provide the foundation upon which to build subsequent studies; and they nourish an overall academic experience in which the kind of thinking "skills" students develop in one discipline become tools to unlocking the possibilities of another. Thus, science is taught with cognizance of the broader curriculum of math, history, English, the arts and more. Each feeds the scientific imagination, as an intellectual grasp of the scientific process informs thinking in these disciplines, in turn.

It is fitting, indeed, for a School that educated the "Doctor/Poet" of American letters—William Carlos Williams, HM Class of 1903—to hear HMers of subsequent generations describe the value of their Horace Mann education in these terms.

"At Horace Mann, I developed a thirst for knowledge in general, as well as a curiosity that is just as powerful and demanding today. The very unusual quality of the educational experience I received at HM had at least as much to do with the humanities as with the natural sciences or mathematics."

— DR. BRUCE SCHNEIDER '60, SENIOR MEDICAL OFFICER, U.S. FOOD AND DRUG ADMINISTRATION



Members of the Upper Division science research class, Lena Bell '08, Katherine Cagen '08, Thomas Huang '08, Will Rifkin '08, and Elizabeth Goodman '08 discuss articles on the latest advances in science with their teacher Christine Dilley.

Dr. Bruce Schneider '60 is a Senior Medical Officer at the U.S. Food and Drug Administration, Center for Biologics Evaluation and Research (in the Office of Cellular, Tissue and Gene Therapies in Washington, D.C.). Dr. Schneider has worked toward regulating the development of cellular and gene therapies for multiple diseases, including breakthrough treatments for diabetes. Said Dr. Schneider, "At Horace Mann, I developed a thirst for knowledge in general, as well as a curiosity that is just as powerful and demanding today. The very unusual quality of the educational experience I received at HM had at least as much to do with the humanities as with the natural sciences or mathematics."

For Lakshman Sankar '07, a freshman at MIT, the richness of his overall education at Horace Mann helped refine his pursuit of science to focus on the philosophy of physics. His goal at MIT and beyond is "to do a lot of thinking, not about the history of philosophy, but about actual ideas." Sankar attributes his desire to work in this elevated realm to his experiences in classes at Horace Mann. "The Advanced Placement courses here are so intensive. They go way beyond AP requirements. They create a science intuition, instead of just teaching the facts."

Yet, it was in his English classes that Sankar discovered his physics calling. "I've always done a lot of reading, but I found I really enjoyed discussing texts," said the recent alum. "I love the way English is taught at HM, in the round-table classrooms, where we talked with each other about literature. From the minute you walked into class you were engaged. Those discussions made me think about physics in this way too."

Indeed, Sankar attributes to Horace Mann an entire perspective on the power of a rounded education. Noting that when his family moved to New York he considered enrolling in a magnet school to concentrate on science Sankar said his choice of Horace Mann actually enhanced his future science focus. Becoming an All Ivy and Varsity Club runner and a captain on HM's track team, he also played first violin in the orchestra, and served as its vice-president, was co-president of Fusion, HM's science club, and president of Model Congress. "By having the opportunity to participate in all

these activities I got to know other students I might never have met, and develop skills I know I will use in the future. For instance, I was interested in politics, so I got involved in Model Congress. I could not speak in public for my life in freshman year, but I found I was interested in debate," Sankar said. "That helped me in explaining my science research to other students in science club, and it helped me learn to ask about their work. Peer tutoring helped also, especially if I teach in the future. I learned to communicate at Horace Mann."

Dr. Melvin Hershkowitz '38



Dr. Melvin Hershkowitz's '38 long and varied career in medicine and teaching has scaled back some since he retired from his position as a Clinical Assistant Professor of Medicine, Emeritus at Brown Medical College in May 2004, at the age of 81. But Dr. Hershkowitz is hardly inactive. Always in tune with what's on the public's mind—particularly in relation to medicine—Dr. Hershkowitz captured the attention of the medical community when

jogging was becoming a part of everyday life in America with his report on a surprising ailment afflicting male runners—penile frostbite. The article appeared in *The New England Journal of Medicine* in 1977 and was anthologized by famous runner/author Jim Fixx. But the paper was only one among 25 others Dr. Hershkowitz has published on clinical, academic, and administrative medical topics.

It's no wonder, then, that this ever-energetic physician was the doctor who posed the most direct question on Medicare to Democratic presidential hopefuls via video during their "Youtube" debate on CNN in July 2007. In so doing he became an instant champion, hitting hard with his question, and also showing mastery of a most modern mode of getting the message across.

Dr. Hershkowitz was among that "greatest generation" of doctors who began medical practice literally, in the field—the field of war during WWII. "WWII was on and we finished our studies in three hectic and difficult years instead of four, with most of us in the Army or Navy," Dr. Hershkowitz recalled recently. "After training at Fort Sam Houston in Texas I was sent overseas to occupied Japan as a Captain in the Army Medical Corps. I still spoke fluent German, thanks to Mr. (E.R.) Dodge and my studies at HM and Columbia, and had requested an assignment in Europe, but the Army in its perverse wisdom decided otherwise. I served as Commanding Officer of the Medical Detachment of the 27th Infantry Regiment in Gifu, Japan, until my discharge and return to the USA in December, 1947."

Dr. Hershkowitz was also one of seven classmates who, inspired by the "high expectations" of their science teachers, went on to practice medicine and do research in the field. The alumnus was generous in his praise of his classmate-colleagues. "Our Class of 1938 produced only seven doctors: John Friend, Charles Lowe, Robert M. Miller, Robert W. Miller, Manlio Terragni, Robert Wechsler and myself. Bob Wechsler died suddenly while in medical school at Physicians and Surgeons. Charles Lowe became a distinguished pediatrician, and Robert W. Miller had a brilliant career as an epidemiologist, geneticist and pediatrician at the National Cancer Institute. Bob Wechsler was one of my best friends at HM, a fine student and excellent basketball player. He went to Harvard before P & S, and his early death was a great blow to me. I was also friendly with the brilliant, diffident and modest Allan Sachs, who I think along with Robert W. Miller may have been

the most gifted scientist in our class. Allan went to Harvard, and became a revered Professor of Physics at Columbia."

After Horace Mann Dr. Hershkowitz went on to Columbia, and then to New York University School of Medicine from 1942-45. "At Horace Mann I enjoyed the classes of Arthur Latham in biology, Bobby (Robert) Payne in physics, and Harry Williams in chemistry," Dr. Hershkowitz recalled. "These gentlemen were excellent teachers, serious in their high expectations of us, and sterling exemplars of personal integrity. I must have done well in physics, because one of the farewell notations in my *Mannikin* is from classmate Dante Caputo, saying 'Farewell to the Thermodynamics Expert.' It was wonderful to see Dante again at the 65th Class of 1938 Reunion Luncheon on the Campus in 2003."

Still, Dr. Hershkowitz noted, it was not science that he excelled in at Horace Mann. "Ironically, at HM I discovered that most of my natural gifts were not in the sciences. I greatly enjoyed our classes in English with Mr. (Elbert) Bailey and Mr. (Alfred) Baruth, in German with Mr. Dodge, in French with Mr. (Charles) Cannon, in History with Mr. (H.W.) Martin, and in mathematics with Mr. (T. J.) Kalligan. I discovered that I had to work much harder in my science courses than in all the others, while my ease in learning languages enabled me to achieve a grade of 100 per cent in my three years of German study with the estimable Mr. Dodge (this was noted in *The Mannikin*). For many years after leaving HM, I kept Mr. Dodge's textbook, *Etwas Neues*, with my notations in it. At Columbia, I continued my German studies and was awarded the Deutscher Verein Prize for my essay on Gottfried Keller's *Der Gruene Heinrich*.

After the War Dr. Hershkowitz trained in pathology and internal medicine, and began a private practice in Manhattan in 1950 which he left in 1970 to teach and serve as an administrator at the New Jersey Medical School at the Jersey City Medical Center. Dr. Hershkowitz re-entered private practice in Washington D.C. in 1980, retiring in 1991. Moving to Providence, RI, he began serving on the voluntary clinical faculty at the Brown Medical School for 12 years, and was honored by students and faculty with a Teaching Recognition Award in 2002.

Today Dr. Hershkowitz stays in touch with friends from Horace Mann, particularly from among the eight of his classmates who went on to Columbia, including "Jack Arbolino, Bob Kaufman, Jimmy Sondheim, Phil Yampolsky and Rob Yampolsky. Bob Kaufman and Jimmy Sondheim joined me on June 2, 2007 at the 65th Reunion Luncheon of our Columbia Class of 1942. Bob and Jimmy have been loyal HM and Columbia alumni for many years," Dr. Hershkowitz said.

In tribute to the education he received at Horace Mann, in 2002 Dr. Hershkowitz established a Memorial Scholarship to honor his parents, Dr. Benjamin B. Hershkowitz and Esther Hershkowitz, who "were instrumental in guiding me to HM," said "Dr. Mel."

"When I graduated in 1938 at age 15½, my relative youth concerned our estimable Headmaster, Charles Tillinghast. However, I had no social or other problems at Columbia, in Medical School, or in the Army, and now that I am 84, I seem to be getting along as well as always with my 86, 87, and 88-year-old friends."



Fifth-grade science teacher Jim Gross instructs his students in microscope use.

Return to Axel Feldman. The Horace Mann fifth-grader recalls first thinking about the microscope he hopes to invent last year when his science class studied the elements with their teacher Rawlins Troop. “The idea really popped into my head in fourth grade, about two weeks before we started doing our element reports. I was looking through some books at home, and the idea came to me while I was reading about carbon and what carbon does to the environment,” said the young HMer.

Axel, who notes he’s always loved science, said his idea continued to take shape as he researched and wrote his paper, and deepened as he listened to his friends’ reports. “Some of the reports were short. That wasn’t my classmates’ fault. It just means there’s not that much known about the elements they were studying. This led me to think there must be more we can learn about the elements, if we had a way. Theoretically, and because of what I’ve read in my science books, I believe that everything was created for a purpose. We may not have discovered all the purposes of the elements yet. My goal is to find that out.”

For Axel, the road toward that pursuit means taking all the science courses he can at HM, and taking advantage of the research opportunities he knows are available in the upper grades. And, oh yes, there’s also his interest in math, history and music to focus on, while having fun with a grade full of friends whose company he enjoys.

Dr. Barbara L. Tischler, Horace Mann’s Director of Curriculum and Professional Development, commented recently on the importance of connections among the disciplines that are highlighted by the study of science. “Science,” Dr. Tischler noted, “can be related to everything else in the curriculum and to the larger world that our students will inherit. One of the most important benefits of providing *The New York Times* to students as we started to do a few years ago was the fact that students could read the ‘Science Times’ section every Tuesday and talk about it in history or English or math class. Science is everywhere, and we help our students to experience that, from the nurturing of butterflies in the kindergarten curriculum to the Upper School’s many Advanced Placement science opportunities.”

Independent research and thinking for this day and age

HM students enthusiastically endorse the platform their science classes provide to launch their own explorations. Along with fulfilling their responsibility to classroom and lab assignments dozens of Upper Division students engage in scientific research both at Horace Mann and in laboratories at medical schools and universities around the City—including in the labs of several alumni who provide internship opportunities.

There are also students who take their science studies a step further—as did William Rifkin ’08 who wrote an essay that earned him a trip to the December 2007 Nobel Prize ceremonies in Stockholm, Sweden as the winner, in the category of physiology/medicine, of The Laureates of Tomorrow Nobel Essay Contest. Katherine (Katie) Cagen ’08 and Rachel Siegel ’08 were finalists for the award—in chemistry and physics respectively. In January 2008 Cagen was also named an Intel Science Talent Award semi-finalist, along with Nicholas Makarov ’08. The two were among 300 students selected from 1,602 entrants nationwide.

Or, there’s Joshua Parker ’08, who is co-author, along with Dr. Weitz, of a paper presented in January 2008 at the national conference of the American Association of Physics Teachers. The paper resulted from a problem Dr. Weitz assigned during the first week of his AP physics class in September 2007. “Josh not only solved it, he went beyond what I asked and explained other aspects of the problem,” said Dr. Weitz.

Many, too, are the students who simply enjoy the intellectual engagement of studying science here, or feel it incumbent upon themselves to understand science in an almost visceral way, as they move on past their studies to become active participants in the science-driven dialogue of the day.

Dr. Eric Eilen reflected on the changes he’s seen since joining HM’s science department 28 years ago. These, he noted, resulted from changes in the discipline itself. “From the time I came to Horace Mann the department has had high-powered and committed teachers. In that sense it hasn’t changed. But as science moves forward so do our studies. Today, for example, our AP biology students are making genetically-engineered bacteria. They can make a gene from a jellyfish genome that causes the cells to fluoresce on a Petri plate,” remarked the chemistry and biology teacher who today also serves as Upper Division Dean of Faculty.

“The spectra of challenges in which sciences can play a role are always fascinating to students—whether they relate to global warming or to the cloning of animals. Thirty years ago these were only discussed in science journals. Today both pose tremendous legal, social and moral burdens as they come closer to being applied to our species and to affecting our world. The education we share with our students must provide knowledge and also the ability to access greater knowledge. It must also include the ability to apply that knowledge to issues we all face.”

Rachel Williams '08, Amanda Hill '08, and Sarah Schoenthal '08 endorsed Dr. Eilen's thoughts. As students in Dr. Kathleen Howard's biotechnology class during their junior year each gained lab experience performing DNA-related experiments. When their "Topics in Biology" curriculum of the current school year covered a subject that touched on one they had earlier studied, their teacher, Janet Kraus, asked these lab veterans to help set up a related experiment for fellow classmates. The three agreed that hands-on knowledge of the scientific process enhanced their understanding of such topics as genetic counseling, and HIV testing, whether they pursue careers in science or not. "While I do not plan on majoring in science (in college) I would like to continue taking courses in biology or biotechnology. Even a brief exposure to this area of study has allowed me to gain an appreciation and understanding for articles in the current media. When you read the papers, when you think of how everything you are learning relates to peoples' lives, and when

you see how quickly advances are happening so that something you learned about in theory appears in the news, you understand the issues better. There are also ethical issues that arise when such things as genetic modification and testing become more prevalent in our society. When debating such topics a variety of moral and ethical issues become involved. Understanding the science prepares you to seriously address the issues."

Added Hill, "In each science class I've taken at Horace Mann we've been able to build on everything we learned here before. Our seventh-grade biology class focused on earth science. It taught us basic information. Since then, I know I've been able to refer to what we learned in seventh grade and in freshman year in more depth, and apply it to what we're studying now. We know the basics. To go further we don't have to first begin to learn the material. And if we could help out in this classroom with some of the skills we learned, that's important."

Dr. Margaret Galland Kivelson '46



Prof. Margaret Kivelson '46 has—literally—reached a stellar position in her career in solar-terrestrial physics, planetary science, and planetary magnetism in particular. She has also distinguished herself as a teacher and mentor to generations of students as a Professor of Space Physics in the Department of Earth and Space Sciences and the Institute of Geophysics and Planetary Physics in the Space Science

Center at UCLA. Acknowledgements of her work are abundant, and include the awarding of the 2005 John Adam Fleming Medal of the American Geophysical Union, when Dr. Kivelson was cited for "triumphantly leading the Galileo (Orbiter) team to a series of astounding discoveries..."

A mentor and role model, especially, to young women scientists, particularly in the physical sciences. Dr. Kivelson was immortalized in the "Visualizing Women in Science, Mathematics and Engineering" poster series created with support from the National Science Foundation (<http://www.pdksciart.com/>) But, few people, herself included, expected her career to evolve as it did.

Recalled Dr. Kivelson in an address at Radcliffe College in 1997, "I had low expectations for my career, and so did others. While still in high school I had been advised to become a dietician by an uncle who was a professor. He was well aware of where women with a scientific bent fit readily into an academic institution, and it wasn't in the physical sciences!"

Nevertheless, a short story by the then HM senior, Margaret Galland, published in the *Mannikin* of The Horace Mann School for Girls may have pointed to the stratospheric direction of her current career. Her piece, entitled "Spelfi", began: "The night was cool and dark; the stars twinkled in the cloudless sky, and the radiant, lustrous moon shone at its full glory."

Dr. Kivelson's work ever since has brought "full glory" to her unexpected career. Buoyed by the education she received as a member of the HM Girls School's final class—a class that boasts a host of distinguished graduates—Dr. Kivelson went on to university studies at Radcliffe. As the biography that accompanies the Kivelson poster notes, "As an undergraduate at Radcliffe and later as a graduate

student at Harvard University, Dr. Kivelson had few female mentors, since women were 'virtually absent' from the sciences at the time, and especially physical sciences. "Considering a career in medicine she was advised against that direction by her father, a doctor, who thought that women who became doctors were very unfeminine, Dr. Kivelson told another audience. "I think that in his generation it took a very special drive on the part of a woman to go into medicine, and he probably met an awful lot of women who were very *unusual*." Margaret Galland Kivelson *did* receive significant support in a different area of science—one she truly loved when she pursued first her bachelor's and master's degrees in physics, and her Ph.D. in theoretical physics under the guidance of Nobel Prize-winner Julian Schwinger, an important early influence. Her father also took pride in his daughter becoming a scientist, though Dr. Kivelson has wondered "why *that* was so ladylike."

The physicist moved to California in 1955 when her husband, chemist Dr. Daniel Kivelson, accepted a faculty position at UCLA. In the early phase of her career she worked at the RAND Corp. for ten years, while raising her son and daughter, who are both professors. In 1967 she joined the faculty of UCLA's Department of Earth and Space Sciences.

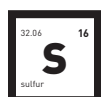
Dr. Kivelson went on to discover and measure the intrinsic magnetic field of Ganymede, the largest moon of Jupiter, (and the largest moon of the solar system); reporting a magnetic disturbance associated with Jupiter's moon, Europa, which compellingly suggests that there is a liquid ocean beneath its icy surface. Dr. Kivelson's honors are many. A member of the esteemed National Academy of Science, her honors also include two NASA Group Achievement Awards for her work as a member of the Project Galileo Team, and for the Galileo Ida Encounter/Dactyl Discovery Team, as well as Harvard University's 350th Anniversary Alumni Medal. She has also been elected to membership in the prestigious American Philosophical Society, an organization founded by Benjamin Franklin that has recognized scientific and other cultural advances for over 260 years. In her efforts to improve the status of women in academia throughout her career Dr. Kivelson served on UCLA's first Chancellor's Advisory Committee on the Status of Women, later becoming its Chair, was President of the Association of Academic Women at UCLA, and helped initiate UCLA's Women's Studies Program. A sought-after speaker, on the subject of her research, as well as on women in science, Dr. Kivelson's significant publications are too numerous to list here, but her work continues. Learn more about this remarkable alumna at www.igpp.ucla.edu/people/mkivelson.html.

The devotion of today's Horace Mann students to their science studies is reflected in the vibrancy of a program that sees students participating in science-related activities nearly 'round-the-clock—from sun up when Upper Division science associates come to campus to set up labs or make sure the biology department's fish are fed, to late into a school night when physics lovers share pizza and bounce problems off one another to prepare for a physics Olympiad, or on weekends when Lower Division students address themselves to environmental issues in their community service projects.

With their appetite for science studies whetted by increasingly intensive classes in the younger grades, Horace Mann is currently experiencing a burgeoning of interest in its traditional science curriculum, as well as in its cutting-edge elective offerings. With numerous Upper Division students enrolling in science classes beyond curricular requirements, the Upper Division's labs and science classrooms are alive with activity—and filled to capacity—almost 100 percent of the day.

It is this dedication that both students and teachers invest in the science program here that HM's curriculum, from Nursery through grade twelve, is designed to address. In the words of Russell Hatch, Chair of the Upper Division science department, where these years of study culminate, the science curriculum can be defined by "Four main goals; to instruct, to inspire, to build up skills, and to have the students catch the teachers' enthusiasm for the subject."

A tour through each Division shows that they have.



Starting small with big ideas: The Nursery Division builds a basis for science study

One sweeping glance around the busy Studio of Horace Mann's Nursery Division in Manhattan yields a trove of clues to the potential for learning offered to the school's 3, 4, and 5-year-olds. A five-foot-long water table, lights for shadow play, dramatic play props, and clay and art materials encourage a rich experience that extends to scientific exploration, self-expression and group "study"—all the basis of a lifetime of learning.

"The Nursery Division Studio is an extension of the classrooms and an environment that capitalizes on the children's natural curiosity and inclination toward scientific exploration, literacy, and numeracy," explained Nursery Division Head Patricia Zuroski. "It inspires a wide range of activities while providing easy access to materials and ideas that nurture the children to pursue meaningful work and projects, both independently and also facilitated by an adult. Classroom teachers work closely with Studio staff to plan activities that best match the interests of the children in their groups and support the studies each class undertakes."

A visit to the Studio reveals that space to be fulfilling its purpose, and then some. In one corner of the brightly-appointed room children launch bubbles into the air over a water table, while others steer small floats through its canals. In another area, boys and girls



Nursery Division teacher and Studio director Sara Hardin shares her enthusiasm for scientific exploration in this space designed to ignite the curiosity of HM's youngest students.

have constructed block towers and are experimenting with slides and levers, defining the laws of physical motion. With crayons and paper spread across one part of the room's soft gym flooring a group of friends draw pictures of the insects they've observed. Across the room another small group works on fitting plastic internal organs into a "Visible Man" puzzle. Three teachers circulate among the children, facilitating, observing, or participating in the learning that is taking place. They encourage exploration and experimentation and guide the children toward discoveries that spark and fuel their curiosity.

The water table, with its pumps and hoses, its water wheels and sand toys, is only one example of a space designed with children in mind. It's also equipped with measuring instruments and timers that open up additional possibilities for the children gathered here. "These are the kind of materials that attract and entice a child to explore the properties of water," explained their teacher, Sara Hardin.

Hardin is a veteran teacher at HM's Nursery Division. The Bellet Teaching Award winner served as a classroom teacher for over a decade before taking on the responsibility of leading the project to design the Studio space and develop its curriculum. The Studio opened in fall 2006 and has grown into a central location shared by all of the Nursery Division's students and teachers. This "community center" is the perfect location for projects, materials and tools that are used and shared across the age groups. Along with art and recycled materials, the Studio also houses goldfish and plants.



Turning natural curiosity into an opportunity to learn

"The opportunity for open-ended exploration that the Studio provides encourages the natural curiosity of all of the students—particularly the very youngest whose science studies stem from their experiences in a world that is just opening up to them," Hardin said. That world is itself a classroom, with walks in the park to look at blossoms or col-

lect leaves informing the children's understanding of the seasons, or a stroll around the neighborhood to study buildings providing inspiration for their own structural attempts during block play.

"The emphasis in the Threes is to help the children begin to function in school, by connecting their experiences to topics in the curriculum," said Hardin. "The Studio is a space that serves as a bridge in that process, by emphasizing that a child's environment can be one of learning, too. What's exciting is that the creativity the Studio allows has prompted the children to ask more and more questions."

While the Threes are easily attracted to the water table, the Fours are ready to explore and experiment. They're also now receptive to a more guided lesson. The flexibility of the Studio space allows for table work, active play and group experiences. On this particular visit science teacher Justine Schussler is reading *When the Woods Hum*, Joanne Ryder's beautifully-illustrated classic of insect lore. The story

is followed by a project that has the children constructing a "bug box" to take home for collecting insects. Earlier in the year the students had collected and learned to identify a variety of insects. With this unit ending Schussler hopes the collecting boxes will help sustain the children's interest in the subject, and in all they have learned.

A teacher whose bachelors degree is in plant science and masters degree is in museum education Schussler collaborates with the entire Nursery Division team in planning and implementing science units such as the Fours' study of animals. "The children produced a vertebrate book and wrote poetry about vertebrates and invertebrates. A culminating project was creating an animal museum," she said. "The parents came to see it, and other classes visited." As part of this unit, the children also studied the lifecycles of living things, both plants and animals, and examined the differences between animals that develop from larvae, not eggs, or animals that go through a complete metamorphosis.

Dr. Henry J. Binder '53



When the American Gastroenterological Association (AGA) honored Dr. Henry J. Binder '53 with its Distinguished Achievement Award in 2005 it was his application of scientific research to a real-world critical problem—along with the quality and significance of that research the AGA acknowledged. The award recognizes individuals who have made significant contributions in clinical or basic gastroenter-

ology research that have an exceptional impact in the field. Dr. Binder, Professor of Internal Medicine (Digestive Diseases) and Molecular and Cellular Physiology at Yale University, was honored for "contributions (that) demonstrate that an in-depth understanding of physiology can lead to rationale and effective therapy that saves many lives."

Indeed, legions around the world owe their lives to the work Dr. Binder has done in enhancing a treatment known as Oral Rehydration Therapy (ORT) by improving Oral Rehydration Solution (ORS)—the solution used in treating severely dehydrated people, and particularly children. International child-health agencies, including the United Nations Fund for Children (UNICEF), note that dehydration, often resulting from infectious gastroenteritis or diarrhea caused by bacteria-laden drinking water prevalent in impoverished areas, is responsible for nearly two-million child deaths a year.

Administering ORS—an inexpensive solution made of clean water, salts, glucose and other components—provides a simple cure. In 1978 the World Health Organisation (WHO) launched a worldwide campaign to reduce mortality related to diarrhea, with ORS as one of the principal elements of the program. Between 1980 and 2000 the death rate from diarrhea for children under the age of 5 dropped 60 percent—from 4.6 million to 1.8 million. Dr. Binder's work over the years has resulted in a more effective ORS. Effective as it is ORS is not used by mothers as much as one would anticipate without a marked reduction in diarrhea. As one researcher wrote, "One of the major constraints of the WHO oral rehydration solution is that it does not visibly reduce the severity of diarrhea (volume and duration) which is often perceived by patients and parents to represent a failure or lack of efficacy of ORS (sic)."

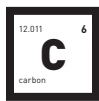
To Dr. Binder, absorption was the key. He began examining the mechanisms of diarrheal disease in the 1970s and established a role for cyclic AMP (cAMP) in mediating C secretion in the large intestine. Subsequent studies explored how short chain fatty acids (SCFA), the major anion in stool, stimulate Na and C absorption. An unexpected finding was that SCFA-stimulated Na absorption is not inhibited by cyclic AMP. Dr. Binder's studies of SCFA absorption led to the hypothesis that ORS could be improved by adding starch that is relatively resistant to amylase digestion (RS) and that would enhance SCFA production by colonic bacteria and decrease diarrhea, with RS-ORS more effective than standard ORS alone.

The work of this physician-scientist did not stop here. In recent years he has presented new research that identified the mechanism by which zinc is also effective in the treatment of diarrhea (when administered with ORS). Internationally acknowledged for his research Dr. Binder is a frequent featured speaker at international conferences, and lecturer at universities. He has also maintained a research collaboration with Christian Medical College in Vellore, India for the past 15 years.

A leader in what is known as "bench to bedside and back" research and treatment Dr. Binder is also an expert on celiac disease, diagnosing it decades before the disease was widely recognized. He has been the director of two National Institute of Health (NIH)-sponsored research-training programs at Yale, and established the Investigative Gastroenterology Training Program 35 years ago. He also served as Director of the Yale Clinical Research Center for 21 years, and was been honored for his role as a mentor to post-doctoral fellows. His publications are numerous.

Nearing his 55th anniversary of his commencement from Horace Mann School Dr. Binder reflected on his education at the School where he served as a *Record* and *Mannikin* editor, president of the Current Events Club, and manager of the varsity baseball team. Dr. Binder mentioned that Horace Mann must have influenced his career choice "to become a gastroenterologist as three of the 15 boys in Mr. Nagle's Latin Class in 1949 became gastroenterologists. Latin conjugation must have been very important in determining my career decisions and that of Marty Gelfand and Dick Grand, too," he said of Dr. Martin Gelfand '54 who has retired from his gastroenterology practice in Washington State, and of Dr. Richard Grand '54, Director, Inflammatory Bowel Disease Program and Professor of Pediatrics at Children's Hospital in Boston.

"Of the three schools that I attended Horace Mann is closest to my heart," said Dr. Binder, referring to his undergraduate studies at Dartmouth, and medical school at NYU. "Without a doubt Horace Mann provided the basis for thinking analytically and writing, which has been extremely useful throughout my career at Yale."



Combining disciplines toward expanding knowledge

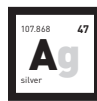
Having a centralized location like the Studio has made extended projects such as the Animal Museum more possible at the Nursery Division, Zuroski explained. The time and space for such projects is more open-ended, free of the pressures of the multiple demands placed on classroom space. In addition, working in a location where other kinds of learning takes place increases the opportunities for integrating learning across subjects. For instance, when the children studied the works of Monet, one project had them combine their exploration of art with their animal studies, and resulted in their painting a huge undersea mural in Monet-inspired water colors. The mural became part of their museum. In another effort teachers combined their students' look at the balloon artwork of sculptor Jeff Koons with water play and their "study" of the properties of soap bubbles.

Some items of Studio equipment point to the beginnings of science classrooms one might expect to see in upper grades: beakers, magnifying glasses, magnets, and prisms. At different times of the year the room boasts various collections such as leaves or shells that give the children the opportunity to explore, observe, classify and hypothesize.

Field trips organized by the classroom teachers also stimulate the children's interest in science and nature. During the school year children might visit such sites as the Central Park Zoo School, the Nursery garden on HM's Riverdale campus, the Hudson River bank, and the nearby Conservatory Garden and the Harlem Meer. Follow-up projects carried out in the classrooms and the Studio help the children make connections between their experiences in nature and their science studies in school. The teachers from Horace Mann's John Dorr Nature Laboratory in Connecticut also visit the Nursery Division, introducing the children to the stemming-from-nature science experiences they will enjoy later on in their HM education.

"Children from birth right up into the primary grades, in the early childhood years, learn best through concrete experiences. They acquire knowledge through experiences that require their active participation," said Nursery Division Head Zuroski. "Teachers at the Nursery Division provide many experiences that tap into the children's experience base so they can make meaningful connections between information and skills they've already acquired and new information and skills they are developing."

The Nursery Division has designed its curricular goals to derive from the children's interests and to be responsive to questions they pose. At the Fours age, for example, these interests often intersect with topics that would be covered in a science class, such as what happens in a family when a new baby arrives, or aspects of the children's growing awareness of the human body, nutrition and the five senses.



Wakening the skill of critical thinking

"When you work with the youngest children you realize that 99 percent of what we know, what adults consider to be knowledge, was discovered and reported by some person. We consider it knowledge because it's accepted by a huge proportion of the population," said Hardin. "Children are experts at coming up with their own theories. You hear them exchanging these fantastic ideas all the time. We don't encourage them to believe something that is incorrect, but we try to get them to use their thinking skills to figure out if it is true or not. In the Fours and Kindergarten, in particular, we focus on what you do if you want to *know* something, how you go about discovering information.

"As we grow older the flexibility of thinking is trained out of us, but, little children are not bound by constraints. We consider some things the children say particularly endearing, because they are misconstructions of facts, and usually very creative misconstructions. One person will propose an explanation for something, and then everyone else has little bits to add. The interchange that takes place, for instance, about where babies come from....," Hardin laughed recalling such classroom conversations.

"A skillful teacher is like a conductor in an orchestra who brings out the person who is on the right track, without negating another's interpretation. There are also times when a lesson might be presented with a specific content of information we are trying to help the children understand."

Hardin related an instance in a class that had begun a science unit on animals. "The kids were telling us the different things they knew about animals. One girl stated very convincingly, 'Bunnies are the softest animals.' She was sure this was true. One day the class went to the Central Park Zoo, and a zoo instructor brought out a chinchilla for the children to pet. The girl who was so sure about bunnies touched the chinchilla and conceded, 'Bunnies are *not* the softest animals.'

"Our point is to instill in the children an idea about how to begin to research by themselves, and also, to teach them that you can be wrong and it's not the end of the world," said Hardin.

The open-ended approach to learning represented by the early childhood curriculum at the Nursery Division is the basis of all scientific knowledge, no matter how nascent or advanced, in a discipline that requires hypothesis and proof. It's also an important basis for continuing the scientific pursuit upon which these young Horace Mann students have just embarked.

"A skillful teacher is like a conductor in an orchestra who brings out the person who is on the right track, without negating another's interpretation."

— NURSERY DIVISION TEACHER SARA HARDIN

The John Dorr Nature Laboratory adds a natural “lab” to HM’s science curriculum



photo by John Dorr Nature Laboratory staff

One of the goals of each Division at Horace Mann in teaching science is to instill in students an appreciation of the natural world around them—from a scientific standpoint. Another is to equip students with the skills for scientific exploration and observation, in the lab and in research work. While much of that exploration is accomplished in the classroom, Horace Mann is also endowed with a most exceptional resource—The John Dorr Nature Laboratory in Washington, Conn. A living

laboratory of the natural world, whose 265 acres of streams, woods and fields are stocked with frogs and crayfish to study, birds and animals to observe, students experience the study of science in its purest form. Whether gazing into its open night skies in their study of astronomy, or netting dragonflies along its stream banks, students learn in an atmosphere of adventure and excitement that makes each one a scientist if even for a day, but most often providing them an experience they remember for the rest of their lives.

The Dorr faculty, headed by Director Glenn Sherratt and Assistant Director Russ Glenn, make Dorr-style learning a part of students’ experience from the earliest grades on. Dorr teachers visit the Nursery Division in Manhattan conducting a

Dorr day of science study in nearby Central Park. First graders in the Lower Division are re-introduced to the Dorr experience when its teachers visit the campus in Riverdale to enhance the grade’s instruction on insects.

Second grade is when HMers make their first trip to Dorr, looking at its many natural habitats. The third grade Dorr adventure ties in with social studies and the grade’s study of Native Americans. In fourth grade students spend three days and sleep over in Dorr’s cabins for two nights to immerse themselves (literally as well as figuratively) in the study of stream ecology, gather and learn about aquatic invertebrates, and learn to test the water quality of the stream. Fifth graders culminate their Lower Division Dorr experience using the metaphor of a journey—the journey they have taken with one another and with their teachers in exploring the relationships they have built, within the context of journal writing, rock climbing, and astronomy.

The Middle Division’s use of Dorr is particularly pivotal. Each year sixth graders spend three days in August getting to know one another and teachers they will have in the coming year as they make this significant transition to HM’s upper grades. Science study is not a designated topic, for no classes have yet begun, but it is an intrinsic part of exploring human relationships—which these children do in a setting graced by birdsong and myriads of stars. Seventh-graders study nature throughout the year. Thus, their two-day stay at Dorr for stream work is an essential addition to the geology and stream ecology they learn. Finally, eighth grade brings the legendary Dorr overnight—or eight-day overnight, which culminates in a four-day backpacking trip on the Appalachian trail. Again, no formal science classes take place then, but, how can applied science not play a part when groups of students working as independently as possible plan and organize their trips, reading maps and using compasses, and cooking over fires they themselves have lit—all while interacting with nature in the most ecological way?

The Upper Division has an orientation of its own—particularly for students new to Horace Mann. And, for units or electives in astronomy, geology and natural science, the “classroom” of Dorr awaits, offering endless possibilities for advanced exploration.



Learning to “Do” Science in the Lower Division

Ask Horace Mann School alumni of the last quarter century for some stand-out memories of class times here and chances are their thoughts will skip way back to Grade One and the day those long-awaited baby chicks pecked their way out of those long-watched eggs. Or, they may remember fourth grade and their first extended stay at Dorr where they splashed through streams catching frogs and crayfish—likely as not getting soaked along the way.

Such experiences and countless others brought learning to life for so many alumni, just as they do for students today. Often that excitement centers on science studies in a curriculum that gives Lower Division students a chance to explore, produce and challenge themselves as they incorporate a capacity for “doing” science into skills that will serve the rest of their studies, and resonate throughout their lives.

You can hear that excitement in the laughter of the Kindergartners crowded around Science Center director David Morris as he digs roly-poly bugs from a terrarium and hands them to the children. The conversation is profound for students so young. “They’re also called isopods and they’ve been around since the time of dinosaurs,” Morris explains. “Then why aren’t they extinct?” the kindergartners ask, and learn from their teacher that not all things prehistoric are extinct.

You can see it in the Eureka!-faces of the fourth graders who watch common household ingredients they’ve mixed together in math and science coordinator Rawlins Troops’ “Making Polymers” unit turn into bright blue or green and bouncy “slime.” You can share the sense of fulfillment nourished among fifth-grade students by their combined science-social studies exploration of environmental issues, their understanding of the subject’s complexity, and the efforts they’ve undertaken with teachers Jim Gross and Maureen Kennedy toward re-greening their world.

To many students, stimulating as the class material may be, the way their teachers convey their learning makes it memorable, as is clear from the way the fifth-graders in Mr. Gross' class excitedly demonstrate their skills at using a microscope. The experience in a class such as this is one students never forget. Ezra Rapaport '02, designer of LONO Medical's acoustic baby heart monitor, credits teachers Troop and Gross with encouraging him to combine his

imagination with his acute skills, and to begin thinking of himself as an inventor at an early age. It's clear from listening as current student Josh Odrich '15 declares "this class is terrific," while he tosses and stretches the "slime" he had just created. "It's not just that we do fun things like this experiment. It's the way Mr. Troop teaches. He doesn't focus on quizzes to make sure we know the material, but we still learn so much. Mr. Troop is always there to support you.

Prof. Stephen M. Barr '70, physics and faith



Science and religion are usually kept at careful bay in today's labs and classrooms, while tension between the two often drives public debate. Whether or not one adheres to belief, it must be acknowledged that an intellectual's attempt to reconcile fact with faith is worthy of recognition. Prof. Stephen M. Barr '70 earned such recognition last year when he was awarded the Benemerenti (good merit) Medal, designated by none

other than Pope Benedict XVI.

Secular recognition for Dr. Barr's work abounds as well—both for his research in and teaching of particle physics, and for his role in scientific/theological debate, represented by his 2003 book *Modern Physics and Ancient Faith*. "Often invoked as justification for unbelief, modern science here provides the basis for an unusual and provocative affirmation of religious faith. . . . Neither religiously sectarian nor technically daunting, this is a book that invites the widest range of readers to ponder the deepest kind of questions," wrote one reviewer. "A *tour de force*... a scientific and philosophical breakthrough," wrote another.

Stephen Barr is a professor at the Bartol Research Institute and the Department of Physics and Astronomy of the University of Delaware. He received his undergraduate degree from Columbia University in 1974, and his Ph.D. from Princeton University in 1978. After post-doctoral work at the University of Pennsylvania, he became a research assistant professor at the University of Washington (1980-85) and associate physicist at Brookhaven National Laboratory (1985-87), before joining the University of Delaware faculty in 1987. Dr. Barr's research has spanned many areas of theoretical particle physics, with special emphasis on grand unified theories, theories of CP violation, the problem of the origin of quark and lepton masses, theories with extra space-time dimensions (such as Kaluza-Klein and superstring theories), and the interface between particle physics and cosmology—all areas to which he has made significant contributions. Among the most notable is the development of classes of models that solve the important "strong CP problem" (the problem of why the strong interactions unlike the weak are symmetric under CP), the development of the idea that the pattern of quark and lepton masses is due to effects at the unification scale, the co-discovery of the important "flipped SU(5)" grand unification scheme, work on theories of baryogenesis (the origin of matter at the time of the big bang), the discovery of large contributions to the electric and magnetic dipole moments of elementary particles in theories with an extended Higgs structure, contributions to the development of realistic SO(10) grand unified models, and a mechanism for explaining the large mixing observed in atmospheric data between *muon* and *tau* neutrinos.

Prof. Barr has written 130 related research papers as well as the article on "grand unified theories" for the *Encyclopedia of Physics*. His writing has appeared in such journals as *First Things* where he serves on the editorial board, *National*

Review, *The Weekly Standard*, *The Public Interest*, and *Academic Questions*. He is also author of *A Student's Guide to Natural Science*.

A frequent speaker on the relation of science and religion at colleges, universities, churches, and synagogues, he gave the 2002 "Erasmus Lecture" in NYC (previous lecturers included Cardinal Ratzinger—now Pope Benedict, Cardinal Lustiger of Paris, and Clarence Thomas), and the Merton Lecture at Columbia University in 2006.

The youngest of four brothers who attended Horace Mann (Christopher Barr '65, William Barr '67, the former U.S. Attorney General, and Hilary Barr '69) Prof. Barr noted that his interest in math and science preceded his coming to the School. However, his education here still influences his writing, thinking, and his devotion to teaching. "I was a 'math-science type' from earliest childhood, and was largely an autodidact in that area. My years at HM did help me learn to write well, however, and that has been of inestimable value."

Dr. Barr was reluctant to single out specific teachers from his days at Horace Mann, but noted, "There were some teachers I was particularly fond of—Mr. (Thomas) Reilly who I took Russian with. Mr. (Robert) McCardell was a very good English teacher. They were all good models. They all had a lot of style."

That "style" influenced Prof. Barr's dedication to continue teaching, while also writing, conducting his own research, and raising five children. "Subconsciously, having a memory of their teaching has helped me in becoming a good teacher. They were vivid personalities, people you remember after 40 years. For me that was important because I hated school, all the way through—college, and graduate school. I was just lazy. I would rather have stayed home. Globally, I know I benefited from the education at Horace Mann. I learned study habits, and there was the benefit of competing with a lot of really smart people..."

Alumni from Dr. Barr's era recall that the conservative bent of his family's ideology stood out in a largely liberal-minded school, particularly during The Sixties. "I didn't explain my religious views very often at the time, but there are some conversations I remember having. It makes a person thoughtful," the professor laughed. "I found myself surrounded at HM by people who did not see the world as I did, and that has given me the ability to see through others' eyes. Doubtless this has helped me in my writing, where I have attempted to explain science to the non-scientist and religion to the non-religious."

When it comes to friendships with fellow classmates, Dr. Barr keeps abreast of their news through the active e-mail correspondence the Class of '70 pursues. When it comes to physics he has also found several other physics lovers among his fellow alums. "There's George Wallerstein at the University of Washington," said Dr. Barr of the HM '47 emeritus professor of astronomy. "I've run into Larry O'Neill (Dr. Lawrence O'Neill '64 of Lucent Technologies) and Bobby Geller (Dr. Robert Geller '68) who teaches geo-physics in Japan. I went to a conference in Japan a few years ago. We had dinner together and he showed me around," said Barr.

"O'Neill and Geller lived in the building where I grew up in Manhattan. We all went to Horace Mann and we all became physicists. There must have been something in the air."

If you don't understand something you can come in during recess to ask." And you can hear it in the reflections of HM's older students telling Troop, the teacher they re-meet as an Upper Division coach, how much they enjoyed doing experiments in his class, and how much science they learned when they were younger.

In short—the science program of Horace Mann's Lower Division represents the realization of the Division's essential goal of presenting students of this curious, intellectually-open age group with a curriculum that is "enriched with endless possibilities, both structured and flexible, and nurtures the children's desire to make connections between the classroom and the larger world" while fostering the foundations of learning through interdisciplinary experiences and by developing skills.

"Young minds are curious by nature," said Wendy Steinthal, Head of the Lower Division. "Our students want to know about the world around them. Science is everywhere we look, taking our studies on a journey of exploration. The excitement that was generated about the role of science in our lives will stay with our students as they move from one Division to the next, and then forward for all the years to come."

In science, specifically, that goal is refined through a curriculum that enables students to experience the joy of discovery, and helps them become scientists by doing what scientists do. "Whether they are studying plants, animals, magnets, weather, electricity, or the environment, we encourage them to become observers and think beyond what they see," said Gross. "We hope to teach this in an active, hands-on way, by having the kids do experiments so they can better understand the concepts, and learn to use a microscope and record their observations as they get through the fifth-grade-level. Our number one job is to expose the kids to science education and give them the hands-on experience to do it."

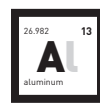
A look at the Lower Division science curriculum grade-by-grade demonstrates how its teachers accomplish their goals within the context of the Division's overall aims. Learning here is deepened through field trips, or by having children illustrate their understanding of concepts through art. In the early grades of Kindergarten through third, exploration in the Science Center is part of the core of science education, with activities designed to complement classroom learning. "Children come to the Science Center excited. They've already done a lot of hands-on work in Nursery. They come here anxious to learn more. The way we teach adds another dimension to that learning, because of their ability to understand even more," said Morris.

"Young minds are curious by nature. Our students want to know about the world around them. Science is everywhere we look, taking our studies on a journey of exploration. The excitement that was generated about the role of science in our lives will stay with our students as they move from one Division to the next, and then forward for all the years to come."

– WENDY STEINTHAL, LOWER DIVISION HEAD



Lower Division students are fascinated by science studies with science center director David Morris.



n introduction enriched by Science Center activities

Kindergarten is a time when children learn skills and concepts to foster problem-solving and independent thinking. At Horace Mann it's also an age when learning is driven by the children's interests, both individual and shared, that teachers respond to by being flexible and creative, while steering excitement along a lesson-plan. Children are encouraged to ask and answer questions by doing experiments and through observation and journal writing on the natural and physical sciences they explore.

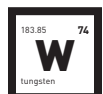
The Science Center is the perfect venue to continue this learning, as evidenced by the room's décor: At different times of the year large paper-maché whales or colorful kites hang from the ceiling, created by children guided to think through each step of the process.

In first grade science becomes an activity-based program that stimulates the students' understanding of nature, growth and development, health, and the weather. Topics include the ocean, air, teeth and dental health—and best of all the hatching of chicks. Awe-inspiring as this experience is, the educational component is valuable as children gain firsthand experience observing the evolution of life from the embryonic stage through the chicks' emergence, keeping records and making predictions in a foray into the scientific method that will inform all of their future science endeavors. In the Science Center the grade explores balancing, molecules, temperature, plant and animal cells, and living soil samples. "We

talk a lot about development in this grade, from insect development and particularly when the children study their chicks,” said Morris. “First we look at things that are very small, to introduce the concept of cells, and then have the children imagine the whole idea that development of the insects or chicks started out with just one cell.”

Second grade at Horace Mann is considered a time for students to develop an increasing awareness of the world. Thus, the grade’s science curriculum aims to foster natural curiosity through discovery, while reinforcing the scientific method of observation in lessons on fish, plant development, dinosaurs, wetlands, light and shadow. The students take their first daylong trip to Dorris to encounter nature firsthand. In weekly visits to the Science Center second graders focus on air-boats, wind power, simple chemistry and more. A project such as making wooden wind-powered vehicles takes every aspect into account, said Morris. “The children learn to use saws and simple cuts, and graph paper to execute their design. We discuss where the wood comes from, and experiment with different weights, shapes and methods of motion, from wheels and axles to sails. We also introduce lab safety when building with tools and in mixing, measuring and pouring.”

The scientific method is incorporated into the third-grade science curriculum in its study of geology, environmental problems, the solar system, and simple machines. As children in this grade-level become more attuned to one another, and to differences and similarities among peers, the science curriculum intersects with other aspects of the third-grade program by examining such topics as self-esteem and feelings, friendship, conflict and resolution, difference, diversity and stereotypes, nutrition, digestion, circulation, muscles and bones. Third graders who meet in the Science Center weekly pursue projects covering salt crystals to squids.



here the immersion begins

Students are first introduced to a more formal study of science in the fourth grade, when they turn the insights they have gathered in the earlier grades into a year of assignments that require specific science skills, safe lab procedures, and more sophisticated applications of the scientific method, including analyzing data and describing their findings in clear writing. Studies move into a science lab where the children perform dozens of experiments during the year, in units on weather, mystery powders as an introduction to chemistry, atoms and elements, electricity, and health.

Technology is an important component of the fourth-grade science program, as they combine its use into assignments. In one instance children work in groups to produce weather reports that are digitally filmed, downloaded, edited, and viewed on the computer. “The final report is an ‘i-movie’ presentation,” said Troop.

The fourth grade’s weather unit represents another way science studies enhance other parts of the curriculum, just as other subjects inform science, Troop explained. “In social studies, for example, Renee Ryzak teaches her students about weather in the different countries they study, and how something like a hurricane



Lower Division math and science coordinator Rawlins Troop helps his students mix the chemicals for “slime.”

can affect a society. We coordinate our weather unit with hers. Science, more than any other subject, relates to everything else the students learn.”

“Thinking like a scientist” and promoting conceptual understanding is the fifth grade’s emphasis, as children are introduced to concepts of evolution and natural selection, learn about Charles Darwin, and about how life struggles to adapt to the environment and changes over time. They also engage in a structured use of microscopes, investigating plant and animal cells as an introduction to microbiology and cell structure. Light, lasers, the eye, and optical illusions are introduced through activities and experiments that illustrate concepts of color, reflection, refraction, and perception.

The variety of topics the students study in their fifth-grade science class was one of the things that turned Molly Levine ’14 from someone who “didn’t like science very much before” to someone enthusiastic about the subject. Coming to Horace Mann as a fifth-grader Molly noted, “In my old school we worked on one thing all year. In fifth grade at Horace Mann we learned about light, and evolution. Within the first few months I learned more than I ever had before.”

For Zoe Chazen ’14 the fifth-grade science class brought together several topics she had learned in science in her younger years at Horace Mann. “In kindergarten we broke apart flowers and learned the names of all the parts. We did different experiments in first, second and third grade too. In fourth grade I really started liking science, and in fourth and fifth grade we learned a lot of the same things, but we went into them a lot more about them. We learned how things actually work,” she said. “I learned something about myself to—that I like to put things back together. Maybe I could be an engineer!”

Science in the fifth grade is enhanced by the grade’s trip to Washington D.C. and the students’ visit to the National Air and Space Museum, which Molly and Zoe said they gained from greatly. In some years fifth-graders also visit the Natural History Museum in New York. The grade’s curriculum also has a strong interdisciplinary component as well, one designed by Gross and English teacher Maureen

Kennedy in a unit on the environment that draws on both disciplines. The result is a multi-layered and critical understanding of environmental issues, and engagement in activities toward the cause.

The Lower Division considers fifth grade a critical time for its students to hone their writing skills, and writing about science offers another opportunity to do so. "At this point we are very serious about how the students learn science. Their use of microscopes has become more sophisticated, and many of them are interested in doing projects on their own," said Gross. "They are very much engaged in this subject, and are becoming well-prepared to go on to higher studies. Therefore, in fifth grade we emphasize note taking, and review how to annotate a text. The reports the students write are more detailed, and have to be clear. This is where they are first developing the ability to really communicate information they've researched and discovered, and also when they learn to transmit their ideas. These are the skills they will need for the rest of their careers as science students."

The article describing HM's science curriculum of 20 years past noted that, in the Lower Division, science study was designed to help students "grow intellectually... and socially." There continues to be a social aspect to the age group's mastery of science skills and thinking. Troop contends, and guiding students through the process is one of the aspects of teaching science he values most.

"In science students learn to work with a partner and with a group. That's something you have to do in this field. It's a skill that's valuable to learn in itself. Science is a subject, more than any other, I believe, that gives students a chance to be successful, to see a positive result in the realm of their education. They may not always get something on their own at first, but working together these kids always come through."

Molly Levine's experience echoed Jim Gross' thought. "I like how we get to do experiments ourselves at Horace Mann, and how we're not just told things. I liked working with the group, too. It helped me, and I think I paid better attention, and worked harder on my part of the assignment," said the current sixth grader. "One of the reasons I think I didn't like science before was I thought I wasn't going to be good at it. I was worried because I didn't understand the things my brother was learning. He's five years older. But by actually *doing* things I realized I could understand science. Now it's cool to be able to talk to my brother about things *I've* learned."

Jim Gross reflected his students' enthusiasm. "Once the children realize there is science all around them, once they truly learn to look at the world that way, they're ready to go on to accomplish anything."



Middle Division science department builds on skills, prepares for advanced study

The first place the students "go on to" is across HM's campus to the Middle Division's Rose Hall home where science classes take place in the laboratories of adjacent Pforzheimer Hall.

Dr. Steven M. Wolf '83 hosts HM students and graduates as interns, lectures at Horace Mann, in tribute to his education here



For Dr. Steven M. Wolf '83 the science studies he pursued at Horace Mann were the stepping stones to a lifetime of exploration of the human brain, as well as to significant contributions he's made to the field of pediatric neurology, and in the treatment of epilepsy, headaches, and ADHD in hundreds of children. Dr. Wolf is Director, Pediatric Epilepsy and

Co-Director, Epilepsy Monitoring Unit at Beth Israel Medical Center, as well as director, Pediatric Neurology at St. Luke's-Roosevelt, both in New York. He is also Associate Clinical professor of Pediatrics and Neurology at Albert Einstein College of Medicine, and Medical Director of the Developmental Disabilities Center, Roosevelt Hospital. His clinical experiences have been heard in lectures given throughout the country and two of his publications *Parents Guide to Child Epilepsy* and *Parents Guide to Learning Issues and Epilepsy* are in print with over 400,000 copies given away for free in doctors' offices all over the country.

With responsibilities as involving as these it is amazing that Dr. Wolf finds time for his high school alma mater—but he does. Over the years he has returned to Horace Mann to lecture students in Dr. Eric Eilen's AP biology class on the symptoms and treatment of epilepsy and other neurological diseases. He also provides internship opportunities for HM's students and recent graduates working with his team at the Pediatric Epilepsy Program at Beth Israel Medical Center.

"The science teachers at Horace Mann opened my mind to the wonders of medicine. They ignited a fire in me and showed me that my ideas, no matter how unusual, could be possible. This support and nurturing was so important to me and to the pursuit of my career," said Dr. Wolf. "Our classes were taught on a very in-depth level, and truly prepared us for advanced work in college. We were encouraged to think outside the box and there was nothing we were told we could not try to do."

"That's why I make it a point to try to come back to the School when I can, to speak with the students, and maybe even interest some of them in the work that I do. Having a student spend time with us at the hospital is a chance to open their minds to all the possibilities of medicine. We need to whet their appetite and capture their imaginations while they are young, so we can get the best brains to be doctors. I also try to reserve a space on my team for a Horace Mann student. That's something I feel I can do to return to the School some of what my education meant to me. And, I find the HM students always able to make a contribution to our work."



Middle Division Head and science teacher Robin Ingram notes that emphasis on lab work strengthens science students' skills.

Robin Ingram has taught science at Horace Mann since 1999, serving as the Department Chair until she became Head of the HM Middle Division in 2004. Jodi Hill chairs the MD science department today. As both a science teacher and Head of the Middle Division, Ingram is intimately aware of how teaching that takes place in each Middle Division class relates to learning throughout the Division. Regular meetings with the Lower and Upper Division faculty also help her keep abreast of the learning her students have experienced before they arrive in the Middle Division, as well as material they will need to cover during their MD years to seamlessly continue their studies in the Upper Division and beyond.

Still, it's the students' expectations and interests, in tangent with science requirements that drive Ingram, Hill and the department faculty in setting curricular goals.

"The Middle Division inherits kids who have already done a lot of science. They've participated in lab work. They've gotten to the point of putting data into a data table in classes with Mr. Gross and Mr. Troop, and even in the Science Center with Mr. Morris," Ingram said. The students also come to the Middle Division prepared through their regular classes. Programs that integrate science with other subjects—such as the environmental exploration Maureen Kennedy and Jim Gross have introduced in grade five's combined curriculum also expand the children's thinking.

"We cover a broad range of topics to interest the kids, but our emphasis is on teaching them how to gather and report the knowledge they acquire, and take what they have learned a step further as they perform labs and learn to write a lab report," said Ingram. "When there is information to analyze that's done by the class as a whole so the students can engage in the conversation in doing science."

Ingram noted that since the Middle Division, and particularly sixth grade, marks a point of entry for new students to Horace Mann teaching how to do a lab is vital to unifying the skill level for the entire grade. The 21 lab experiences assigned during grade six also provide an essential basis for all the students' future studies.

Understanding the learning styles of students of the adolescent age group is a driving force behind much of what the Middle Division does, based upon a Division-wide examination of the subject over recent years. Thus, in each MD grade science classes are built around the development of the student, as well as what they learn. The goal of sixth-grade science, for example, is to nurture "the student as explorer" in classes that combine examination "of things as large as the universe and as small as microscopic life and a molecule of water" in topics including astronomy and the chemistry of weather. "We also do some dissections. The children do a month of studies using the microscope, and make a booklet on microscope use. Students from Horace Mann have already learned to use the microscope and record their data in fifth grade. Now their use becomes more intense. The labs are important so the students can continue to learn proper procedures and to write observations and come to conclusions."

To hear Daniel Elkind '13 describe his experiences in his Middle Division science class, the approach is working. Daniel entered Horace Mann last year, in the sixth grade, and, as Ingram noted, his teachers worked with him to integrate into the curriculum. That wasn't hard, Daniel said, because he was already comfortable with the teachers and fellow students through the sixth grade's traditional "Dorrientation" before the start of the school year. While learning new skills, the student also turned a subject he was not fond of

Dr. Christine Bussey '88



Cardiology patients in the Northern Virginia area are fortunate to have a physician as deeply involved with her patients and in her profession as Dr. Christine Bussey '88. The Medical Director of Nuclear Cardiology for the Inova Heart and Vascular Institute at Inova Fairfax Hospital, Dr. Bussey is also a member of the Northern Virginia Cardiologists Associates (NVCA) group

of cardiologists.

Dr. Bussey went on from Horace Mann to the University of Pennsylvania, and then to its School of Medicine. She did her internship and residency in internal medicine at Johns Hopkins Hospital and completed a fellowship at Columbia University/New York Presbyterian Hospital in Advanced Echocardiography, Level III. Her specialties include nuclear cardiology, echocardiography, transesophageal echocardiography, stress testing, consultative cardiology, and women's heart health. With a busy practice and a new baby at home pursuing the demands of her work is no easy task, but Dr. Bussey combines these efforts with her active membership in the national Association of Black Cardiologists (ABC) for which she formerly served on the executive board, and membership in the Old Dominion Medical Society, the Medical Society of Northern Virginia, the American College of Cardiology, and the American Heart Association.

Dr. Bussey attributes her success at juggling this work, as well as her achievements as a medical student, intern, and practitioner to the education she experienced at Horace Mann. "I am what you term a 'survivor.' I started

before into a passion. “Before I came to Horace Mann science was one of my least favorite subjects. Now it’s one of my favorites,” he said. “I had learned some of the topics before, like when we studied the solar system. I had done a report on Mars, so I thought I knew all about it. But the way Ms. Hill taught, we learned so much more detail. It was really, really interesting.”

“They did a good job at my old school, because there were subjects I really enjoyed, like history and English, but with science—I didn’t really remember much. The way they teach here helps you remember. You start with a basic idea, and learn a little more about it each class. They give you a packet with all the notes you’ll need, and they put directions on the Smart Board. They use a lot of pictures. I don’t mean the teachers make things simple, but they make it simple in a way that helps you remember, and reinforces the learning. When you want to study for a test, you always have that packet with all the definitions right there.”

Daniel’s period of microscope study also taught him a great deal about the observation skills required of a scientist. “We got to look at live protists swimming around. We looked at them through the microscope, and we drew what we saw in a sketchbook. It was almost like seeing something totally different each time. When you look at something continually, and you look for something different each time, you learn that there is so much going on. It’s not just hearing

about the protists, or reading about them in a book, like, ‘this is the way they swim.’ We were making observations, and not just the same observation. We had to describe more than their movement.”

Elkind said he also learned to use a microscope with greater skill. “If you move the dial you can change the amount of light on the slide, and you see different things.” Doing lab work as part of a group was particularly satisfying to this enthusiastic student, not only because the experience simulated how scientific research is often done, but because it was another aspect of a teaching style that reinforced his learning. “That helped me a lot. We got to help each other, and we also had to be responsible to each other. You had to sit down and focus,” he said. “I know I learned more this way.”

“The Student as Naturalist” is the focus of seventh-grade science as students examine earth and life science. Plants, seeds, rain forests, genetics and evolution, integrated with units on weather, soil, erosion, water systems, land forms and maps are among the topics covered. While the subjects are fascinating in themselves, they provide the platform for teaching further scientific behavior. “In this grade we add the notion of teaching how to become ‘a scientist.’ We focus on having students come up with a hypothesis and ask them to become more responsible for writing about a procedure themselves. While they may do more filling in of answers in sixth grade, in seventh they are asked to graph more.”

at Horace Mann in my nursery years and completed 15 years of education there to graduation,” she said, noting that after so many years in the same school environment going on to college required a bit of an adjustment.

“After getting over the large class sizes—400 people in my freshman biology class—I found that I had already covered much of the work in high school, even after placing out of some classes with the AP courses I took at Horace Mann. Even with new material, I went back to previous rituals I had learned at Horace Mann,” said the cardiologist. “Throughout my years at Horace Mann, I picked up a variety of skills that helped to reinforce my career in medicine. I learned perseverance, commitment, how to deal with adversity, and best of all success, just to name a few.”

Adversity?

“I can’t say that Horace Mann was always easy,” said Dr. Bussey. “I often compared my homework load to that of friends in other schools and determined that I was working way too hard! But my parents encouraged me and reminded me that it would all pay off later in life. Horace Mann was most invaluable to me in that it helped me to establish a work ethic that was transferable throughout all my years of education. This enabled me to be strong and confident in pursuing my career choices. I truly believe that it has been the key to my success, for I am not a genius. I work hard and apply skills that I learned at Horace Mann to all my academic pursuits.”

Dr. Bussey said she has relied on those skills and mind set throughout her pursuit of the dream of becoming a cardiologist. “I had to adopt that same perseverance in college (particularly when taking Organic Chemistry), medical school and in residency. In science and medicine, you often must take the stance of a deferred reward. Though the journey was long, I am definitely doing what I designed all those years ago.”

But, there was another aspect of Dr. Bussey’s Horace Mann education she found challenging—one that appears to be symbolic of an earlier era at this School, before the science department faculty here became populated with numerous women teachers of diverse backgrounds. Dr. Bussey’s tenure at Horace Mann coincided

with the years during which the School was returning to co-education, after a hiatus of 30 years. Alumna who enrolled in Horace Mann’s upper grades at about the time Dr. Bussey was entering its nursery recall that the School and many of its longtime teachers had to adjust to the addition of women in their classes. Vestiges of that time no doubt reverberated during Dr. Bussey’s high school career.

“My teachers at Horace Mann were stimulating and encouraging, for the most part. Though some doubted my commitment to becoming a doctor, no one discouraged me outright. The challenges I faced in being a woman and a black woman at that at Horace Mann were mimicked at other institutions. However, because I had already faced them head on they were neither surprising nor discouraging,” she said. “This certainly helped when I chose to go into the predominantly white male specialty of cardiology. I am not intimidated by or treated differently than my male counterparts. I literally forget that I am the only woman in the room many times! Thankfully, my colleagues have not made this a factor and allow my skill set and education to speak for itself.”

One of those colleagues is Dr. Harvey Sherber ’61 with whom Dr. Bussey works at her NVCA practice. She also encountered Dr. LeRoy Rabbani ’76, Director of the Cardiac Intensive Care Unit and the Chest Pain Program at NY-Presbyterian Hospital/Columbia and a Columbia medical school associate professor when she did her fellowship at the school.

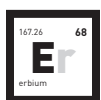
Dr. Bussey’s involvement with her responsibilities at Inova’s heart institute and with her NVCA patients, as well as her affiliation with a host of professional volunteer activities, speaks directly to what has always inspired her journey. “Throughout my training years, I dabbled in research projects, predominantly those with a cardiology focus,” she said. “However, my main interest was and continues to be clinical and patient care. I enjoy melding the evidence from clinical and basic science trials and applying it to ‘real world’ settings.”

No doubt, the patients she heals in her “real world” practice benefit greatly from the doctor’s commitment.

By eighth grade the focus is on “the student as investigator.” Chemistry and physics are studied through such major concepts as Newton’s Laws of Motion, conservation of energy and matter, and heat and temperature relationships. “By eighth grade there is less emphasis on lab reporting, but more on gathering and analyzing data, and a lot more math,” said Ingram. “By this time the students have had the math education they need to be able to apply it to more advanced scientific work. Their math curriculum links advantageously to their science studies.

“We constantly interact with the math department,” Ingram pointed out. “In sixth grade, when our students are working on scientific notation they’re also studying math subjects that apply—division, fractions and larger numbers. In the eighth grade there is a big overlap with the math the kids are studying—algebra and large numbers—and with what we do in science, covering unit analysis or unit conversions, for instance turning miles-per-second to kilometers per hour.”

The volume of experiential lab work in which sixth graders are involved complements this age group’s high energy levels. Correspondingly, by eighth grade students engage in more complex work as their teachers begin to guide them toward the higher studies of ninth grade and beyond. Some of the curricula criteria are based on the value of scientific inquiry itself, Ingram noted. “While we do a ton of labs in the classroom we realized the children weren’t learning to do fieldwork. So, in seventh grade, we include a field-study experience at Dorr. Nine different classes go to Dorr for an overnight at different times. They do stream analysis, collecting data on water. There’s nothing like being out on a stream to have a true fieldwork experience,” said Ingram.



lectives and activities spark ongoing interests

A selection of science electives became part of the Middle Division science department curriculum during the 2006-2007 school year. The choice of electives is based on subjects faculty members are anxious to teach, and which might also stimulate a student’s future interest. “We thought it would be wonderful to enable each teacher to teach to their curricular strength, or their particular interest. We knew the teachers would be especially engaged in their teaching, and the students would benefit from their expertise and their enthusiasm.”

The results have been exciting, with students selecting from electives in meteorology, oceanography, electricity and magnetism, energy, crime lab, and department chair Hill’s own favorite—extreme biology, in which students learn about organisms and animals that thrive in such conditions as ice-locked ocean depths. Come finals time, each student’s exam is customized to the elective they took. “The classes are much more lab than lecture based, and the kids love getting to pick something that reflects their own interests. It also helps make the eighth-grade year a little more fun before the rigors of the Upper Division,” said Ingram.

Fun is not the domain of the eighth grade alone. One day each year, for the past eight or so years, the entire Division indulges in a “Super Science Day” Ingram said. “The teachers propose something they would like to do, and students can select from among eight options. They’ve done the chemistry of fireworks, experiments on floating and sinking, races with air-blown balloons. It’s a day we schedule for sometime in March, before spring break, when everyone really needs some fun.”

Field trips and hands-on work are also part of the Division’s science experience. “The sixth-grade astronomy class goes to the planetarium at the Museum of Natural History. The seventh-grade does the Dorr trip, and also a trip to the zoo for their study of primates. The Middle Division has also related science study to its Book Day when possible. “Two years ago when we all read *Into Thin Air* (about an ill-fated Mt. Everest climb), we tied our classes in with the book, learning about how much oxygen one needs to survive, and the effect of altitude on the human body. When *Fahrenheit 451* (about a society that burns books) was the Book Day selection we learned the chemistry of burning paper,” Ingram recalled.

Alumni and current Upper Division students add the sixth-grade’s famous “Egg Drop” to their memories of a vibrant science education experience during their adolescent years. Scheduled annually for April students are challenged to create a container that can keep an egg inside safe from cracking when dropped from the top of the Rose Hall Atrium stairs. “This is an exercise in creative engineering,” said Ingram. “We challenge kids to think about what happens to the egg inside whatever container they make. We see a lot of bubble wrap. Each year about 30 out of 70 containers are successful. It’s a sixth-grade experience, but this has become an event for the entire Middle Division to watch.”



chnology enhances the curriculum

In 1988 Dr. Weitz sang the praises of a video microscope the School was able to procure. Describing the scope as “an example of high technology that works in the classroom,” Dr. Weitz wrote that, after a microscope/video camera/high-resolution color monitor was introduced at a National Science Teachers Convention “the department was able to purchase one for Horace Mann.”

Today Middle Division students regularly use technology in their classes—through an abundance of computer software available to correspond with each year’s curriculum. “We have fantastic software for the sixth grade’s astronomy study called *Starry Night*. You’re able to manipulate the solar system,” said Ingram.

In seventh grade earth science coursework is enhanced by the use of a computer-based rain forest simulation. Since grade seven’s curriculum emphasizes developing skills as a researcher a major part of the rain forest unit aims at teaching how to conduct a literary search using the Internet and library search facilities. By eighth grade, Ingram said, “in a certain number of labs the students are putting their data directly into the computer for analysis. We use Excel spread sheets for some of the calculations.”



Ben Van Buren '08 and Samantha (Sam) Zuckerman '11 are among HM's science associates who assist the Upper Division science department by helping set up labs for classes, and do other work that gives them credit toward community service, and also enables them to become skilled in the use of the department's equipment and resources. Ben, who is a certified wildlife rehabilitator for New York State, and who interned at the aquarium at Woods Hole Oceanographic Institute on Cape Cod last summer, specializes in taking care of the biology department's fish tanks. He's teaching Sam to take over when he graduates. A job that requires that their work be completed before beginning classes, the two arrive early each morning to clean the fish tanks, regulate the water temperature, and determine amounts to feed. Both say they have learned a lot from this "work" experience—Van Buren bringing some of the knowledge he gained at Woods Hole to the aquariums at HM, and Sam indulging in her love of marine biology she said was awakened by a teacher in the Middle Division. "We've had some ups and downs, when the fish are thriving, and when some of them die," both agreed, commenting that they have even gotten into "the psychology" of fish. "It's been a terrific learning experience."

Another change in the science department at HM over the years is one that Ingram sees as "undeniably important." It's the increased number of women who serve on the School's science faculty. The department has always had its share of women teachers in the Upper Division—including Dr. Kathleen Howard and Janet Kraus who Dr. Weitz wrote of 20 years ago, and the recently-retired former Upper Division Department Head, Dr. Francis Perlmutter, but the number of women teaching science in the Middle Division is particularly significant to the age group, Ingram believes. Trained as a chemist Ingram feels it's important for both boys and girls of this impressionable age "to experience women teaching science. It's *still* an awakening to many that there are women so involved in the science arena. Having women role models carries over to the high school level, and encourages more women to study science there, and go on in college. We know that's true from our experience here." That exposure continues into the Upper Division science department where a high percentage of teachers are women.



turning students on to science

Viewing the science curriculum as it relates to the teaching of science at Horace Mann on the whole Ingram noted, "We've heard from the Upper Division teachers that we are doing a really good job in the lab in preparing students for their future studies. In some years we've even done some labs in the Middle Division that are also done in ninth grade." In some cases, studies begun as far back as the sixth grade inform the "more complicated twelfth-grade version" Ingram noted.

"We have had some serious collaboration in teaching genetics, in which teachers from the Upper Division have told us 'here's what we wish you would teach in the Middle Division.' Of course, we also share equipment."

Dr. Miguelina Matthews '92



Today's world is one in which it is possible to alleviate suffering and death from vaccine-preventable disease—that is if populations in need are reached with the safest and most effective medical products. Dr. Miguelina Matthews '92 is on the forefront of helping to make that happen, through her work at sanofi pasteur, one of the oldest and

most-respected names in the field. In recent years the company has provided over a billion doses of vaccines to immunize more than 500 people around the world against over 20 diseases.

As a Manager in Validation at sanofi pasteur Dr. Matthews provides technical and laboratory services to the industrial operations division of the company, writing, reviewing, approving, and executing protocols to ensure that the vaccine manufacturing processes meet FDA and regulatory standards. Prior to this position Dr. Matthews worked as a senior staff scientist in scientific and laboratory services at the Pall Corporation, a company highly respected for its work in the filtration and separation of products for medical, bioscience, environmental, and aerospace industries.

The author of several peer-reviewed scientific journal articles Miguelina Matthews earned her Ph.D. in Microbial Pathogenesis from Yale University in January 2003, where she studied how the bacterium *Legionella pneumophila* causes disease. She also mentored upper level undergraduate students as a teaching fellow in four genetics, biology and molecular biology courses, and received funding for her research from the National Institutes of Health's National Institute of Allergy and Infectious Diseases.

However, the alumna said she didn't start her studies off in this direction. "After Horace Mann I went to Cornell where I intended to double major in biology and Spanish literature." Though she ended up with a minor in biological sciences Dr. Matthews said she was able to "go on to graduate school in micro-biology because I'd taken so many AP courses at Horace Mann. I voluntarily took chemistry the summer before it was required. Not many other schools at the time offered the opportunity to take challenging courses during the summer."

It was during her high school years that Dr. Matthews developed a passion for science. "I had Mr. (Paul) Wood as a chemistry teacher. He was definitely someone who influenced me. His passion for chemistry and for teaching made a challenging subject very enjoyable." The researcher recalls also being highly influenced by her study of Spanish literature at HM. "I developed the ability to be enthusiastic and open-minded about learning in general."

Among her peers in her science classes at Horace Mann, and particularly the women students, many went on to become physicians, Dr. Matthews said. She believes not many went on to pursue a research path. It's a direction she's glad to have gone into. The research and regulatory work she does today makes her work critical to "the making of vaccines," she explained. "These are products that eventually go into a human being. I am primarily in the lab making sure the manufacturing process results in an effective and sterile vaccine dose."

In some cases the two Divisions "share" faculty as well—to great advantage. "We've all benefited from having Rudy (Reiblein) as the person in charge of the labs. He's an outstanding problem solver. He's actually a lab genius! When the kids suggest something they would like to try, he can figure out how to do it. Janet Kraus always assists teachers in preparing labs, and we've done work with Dr. Howard. That's the unique thing about the science department. Teachers love to teach their subject, and they love to lean on each other to learn more, or learn about different materials to bring to their students," Ingram said.

As someone who has been "teaching science forever" Robin Ingram has had to adjust her lessons—not only to take advantage of the potential of new technology, but to weave in new information on the scientific front. "Astronomy changes every year. There was so much to discuss last year when Pluto was declassified as a planet. In terms of the microscope work we do—there has been a lot of change in the classification of species. Each year there is new information about evolution that changes what we cover."

Imparting knowledge in a field that is never stagnant poses pedagogical challenges, Ingram explained. "We try to help students understand that when a body of knowledge is changing, we need to discern the difference between theory and fact, and how you *get* that information. That's what we considered in our discussion of Pluto, for example. When those moments happen we encourage the students to explore further." Ingram recalled an instance when one of her students asked about the three-dimensionality of the solar system. "That was a sixth-grader thinking way beyond what we were teaching," she said.

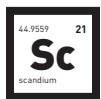
At the middle school age, students are mature enough for lessons to be ideological as well. "We discuss with students the issue of malaria not having a cure yet, or what should be the future of the space program. Should money go into space exploration, or for medical causes? We talk about the impact on our lives of emerging technologies. We give no answers, but we let the students speak and think about these questions. Our teachers have concentrated on making the subject matter relevant to the students' lives.

"We *don't* encourage too much independent study at this stage, however. We don't see that as productive when the students are at an age when they can learn more from classroom instruction," Ingram said.

The primary goal of the Middle Division's science curriculum, explained Ingram, "is to have kids who, in the end, will be competent lab-report writers, and who will be familiar enough with basic science to go on in their studies, and also have a real interest in the subject. We cover a wide variety of subjects while the kids are in this Division, so they can find something that seizes their imagination. Our goal is not to make future researchers, but to turn our students *on* to science."

"Teachers love to teach their subject, and they love to lean on each other to learn more."

— ROBIN INGRAM, SCIENCE TEACHER AND HEAD OF THE MIDDLE DIVISION



Science studies in the Upper Division Building on inspiration, and stepping beyond

When Horace Mann's former Middle Division students enter the Upper Division with their science interest piqued and their skills honed for new challenges, they are welcomed to a world of stimulation, heightened by almost endless possibility.

That possibility is fulfilled through a rigorous curriculum concerned with the experimental and theoretical processes by which scientists explore the natural world, and with how their results are applied to contemporary problems. Course offerings cover a broad range. In biology, students survey the discipline's major areas of inquiry including molecular biology, genetics, physiology, behavior, evolution, and ecology studied through laboratory exercises designed to illustrate and test hypotheses shown to support the understanding of biological phenomena. Advanced Placement (AP) chemistry delves more deeply into topics covered in introductory chemistry, including chemical bonding, stoichiometry, gas laws, solutions, atomic and nuclear chemistry, thermodynamics, reaction kinetics, acids and bases, oxidation-reduction, and organic chemistry.

In addition students are introduced to opportunities for independent research during the school year and summers through programs at such institutions as the American Museum of Natural History, Rockefeller University, NYU School of Medicine, and the Women's Technology Program at MIT or the Woods Hole Oceanographic Institute.



Inspiring enthusiasm as a department goal

Reiterating that "to inspire" is one of the UD science department's four main goals, and "having the students catch the teachers' enthusiasm" another, Department Chair Russell Hatch noted, "There is a *lot* of enthusiasm about our subject in this department. If we are successful as teachers we will have imparted our enthusiasm to the students, and stimulated their interest in science for the rest of their lives."

To hear William Rifkin '08 tell it, the Division is achieving that goal. The "Nobel Laureate of the Future" comes from a family immersed in science. His father is a molecular biologist, and his mother a researcher and physician. But, the HM senior said, he only had "a small interest in science" when he came to Horace Mann from The Town School in ninth grade.

"The first year I came to Horace Mann I had Dr. Howard as a teacher. She was so passionate about her subject, and about teaching, and about getting students to share her interests even outside of class, you couldn't help but get excited," Rifkin recalled. Rifkin continued to experience Dr. Howard's enthusiasm and encouragement



Upper Division science department chair Russel Hatch assists students in chemistry class.

as a student for two years in her bio-chemistry course. In fact, he pursued some of his learning further, working in a developmental genetics lab at Cornell University the summer after tenth grade, and during weekends through the rest of the year. "At first I was helping other people out. Eventually I was given a project of my own."

Rifkin became aware of the "Nobel" competition when an older HM student, Jedtsada Laucharoen '06, won the award and earned a trip to the ceremonies in Stockholm. Rifkin wrote his winning essay in the category of Physiology/Medicine on "Andrew Fire and the Discovery of RNA" during his junior year, when students are eligible to compete. "To a large part I wrote it because of the encouragement of my teachers. Ever since ninth grade my science teachers have been really encouraging," he said. Not sure, at this point, whether he will consider a future in science Rifkin nevertheless values all the science studies he has done at Horace Mann, from physics to AP Biology and HM's innovative biotechnology class. "Whatever I do in the future, I believe it's important that I have this knowledge," he said.



Valuing what students need to know

Refining the curriculum is an ongoing occupation of the department, Hatch explained, both for students like Rifkin enjoying science now, and for others committed to pursuing a science career. "It's both a labor of necessity and a labor of love. During the 2006-2007 school year all of the teachers in our department engaged in a detailed examination of the Upper Division science curriculum. At each of our meetings we spent a lot of time learning what each teacher does in each classroom. We discussed the content we cover and the labs that support the subjects being taught. We reviewed the requirements of the program, and what a student needs to know before leaving Horace Mann," said Hatch. Faculty members also explored how to teach ways of gaining knowledge that are specific to science, and asked one another how to balance

“The Upper Division science curriculum has four main goals: To instruct, to inspire, to build up skills, and to have the students catch the teachers’ enthusiasm for the subject.”

– RUSSELL HATCH, UPPER DIVISION SCIENCE DEPARTMENT CHAIR

self-discovery with content instruction, how to improve students’ learning from laboratory activities, and even how to maintain student enthusiasm throughout an entire school year.

“We constantly review the curriculum as a whole. Students are required to take two years of science here, and most take three years: biology, chemistry, and physics. In reviewing the curricula, we have tried to develop problem-solving skills appropriate to the age of the student as they move from biology to chemistry to physics. It is also important to connect the lab experience with the classroom experience. Each reinforces the learning in the other,” said the teacher who is in his tenth year at Horace Mann.

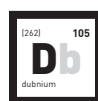
“One challenge we identified was the need to bridge the gap between the courses we teach and the world of today. In biology classes, for example, students take on an ‘issue of the month.’ They look at a news article that connects with whatever unit they are on, to bring the real world into the classroom.” In a “Topics in Biology” class, new to the 2007-2008 school year students delve even deeper into these issues. Described as a second course in biology for students who wish to explore certain topics in greater detail and with greater freedom than a traditional textbook-oriented course offers, the class focuses on current trends in biology and biology-related areas of public interest.

Janet Kraus, who developed and teaches the course, noted, “We look at such issues as bio-engineering, but we don’t just study the topic. We *do* the science.” Thus, along with reading relevant articles in the popular media and the scholarly press, or watching a documentary about a topic such as genetically-engineered crops, the students also grew corn in the department’s green house—planting seeds under different conditions, and within variously enriched soils. In the first trimester unit on “The Biology of Food” they baked bread and made pizza while learning about fermentation and yeast, and produced yogurt while learning about the digestive system. Encouraged in this class to debate and argue controversial topics the course also covers economics, politics, ecology, religion, art and literature.

The second trimester is devoted to examining disease—the history, medical breakthroughs in curing disease, and the politics surrounding which diseases receive research funding. With the course culminating in the study of human behavior, including such questions as whether ethical behavior exists, the course’s 11th and 12th-graders will be able to hold their own in the public dialogue for years to come.

A similar innovation in the Division’s science program is a “Topics in Physics” class in which units are built around issues of contemporary interest in physical science and in today’s culture. Thus, a trimester on “The Cosmos” examines both age-old mysteries such as the origins of the universe, and current disputes over what a planet is and how many are in the solar system. The unit includes an overnight trip to HM’s great resource of Dorr for celestial observation.

A second unit delves into information technology and its place in our world, illuminating the nature of computer circuitry, our ability to characterize and transfer information, and the prospects for computing in terms of human potential. The “hands on” part of the course has students building computer circuitry. Discussion involves applying ethical systems to decision-making about future research. A final unit in this course entitled “The Bomb” was created in response to the return of this significant player to the world stage. The issue is examined with study of nuclear technology through the physics lens, and addresses how fears about nuclear weapons shape peoples’ thoughts. Science teachers Dr. Steve Palfrey and Erin Mitchell are designing a “Topics in Chemistry” class for the coming school year, said Hatch.



Developing science “tools” to promote an atmosphere for creative inquiry

The science department’s ongoing evaluation of its program is focused on assuring that students gain knowledge to enable them to participate in evaluating cutting-edge questions, as well as skills necessary in traditional biology and chemistry foundation courses, all with an eye on how scientists explore the natural world. “In chemistry, for instance, we’ve identified graphing as a needed skill,” said Hatch. “This is something the students have learned before, in the Middle Division and some even in the Lower Division. At the beginning of the year chemistry students are reinstructed in this skill, and then develop it on a more advanced level.

“Problem solving is another tool. It’s a great way of teaching, because students are interested in getting the problem right. They’re not that comfortable with trying and erring. They want to try and succeed. But they also learn from mistakes. We want to build students’ confidence in the fact that it’s OK to try and to err sometimes. That’s a major part of scientific inquiry.”

Another goal, said the department chair, is to increase opportunities for such creative work, both in and out of the classroom, for all students in the department. “We have a talented student body. We will always be producing Intel finalists and semi-finalists, but we want all of our students to be able to understand science, to be able to grapple with the issues of the day—from global warming to stem-cell research. The department *clearly* sees that as a responsibility.”

Josh Parker ’08 learned just how seriously the science department and other HM faculty members take that responsibility when he began pursuing a line of questioning inspired by a problem Dr. Weitz assigned his AP physics students at the beginning of this school year. The question involved the projectile launch angle of an object, and initial velocity increases. “I had this thought that in math class we had done problems with projectile motion before, but on

level ground. Here we were no longer talking about level ground,” said Parker. “I started wondering whether there was a relationship when comparing an object that was launched from a height to one launched from the ground. I thought it was going to be straightforward. I did some math, and found out that was wrong.”

When Parker presented his findings to Dr. Weitz, the physics teacher became interested, and suggested a few more ideas for Parker to explore. “Dr. Weitz told me he had never thought of my question ‘that way’ before, and I should look further.”

In fact, Dr. Weitz became so interested in Josh’s pursuit that he began describing it to other teachers in his department and in the math department. Parker learned of the buzz when several teachers approached him. A student who says he “really enjoys

physics” and “definitely” wants to study the subject in college noted that he also loves “to see how math relates to the physical world. It’s pretty amazing to me that we have math that we can use to create models for things that happen in the real world,” said Parker.

“Dr. (Stephen) Berman was my math teacher in ninth grade. He heard about this, and wanted to know how I was doing on the problem. I had Mr. (Richard) Somma in tenth grade. He was also interested. Mr. (Charles) Worral was my teacher last year. He’s done work in this area. He gave me some suggestions and some more ideas to go after.”

Parker said he never imagined that the problem solving he and Dr. Weitz continued together, using spreadsheets and studying the

Alexi Nazem 2000



Throughout his undergraduate years at Yale University Alexi Nazem 2000 was immersed in the study of molecular biophysics and biochemistry, working in labs on campus and making significant contributions to several peer-reviewed papers. That is, in between his involvement in activities ranging from serving as an officer of Yale College Students for Democracy, a member of the Yale Entrepreneurial Society’s

executive board, launching club tennis at Yale, or sharing his cultural heritage by bringing a famous Persian singer to campus. When he graduated he was not sure whether he would continue on in research, or pursue a career in medicine, as have so many members of his family, from his grandfather to aunts, uncles, and cousins, all world-renowned physicians at the nation’s leading hospitals. Alexi’s sister, Taraneh Nazem ’03 graduated from Yale last year and is now enrolled at the Mount Sinai School of Medicine in New York.

Choosing to take some time off from his studies while he decided on his future direction Nazem took a job as special assistant to the CEO of the Institute for Healthcare Improvement (IHI) in Cambridge, Mass., a not-for-profit organization focused on improving health care throughout the world. “The job was not related at all to my undergraduate study, and I was only planning to spend a year there, but they asked me to stay on, because they were launching a new project—the 100,000 lives campaign,” Nazem said. The campaign, launched in December 2004, aimed to save the lives of 100,000 patients by improving in-hospital care. Nazem was tapped to become the National Field Manager for the initiative, traveling the country to publicize it and gain the participation of hospital administrators and staff, and to build a network to support the 3,100 hospitals that were part of the initiative. During Nazem’s tenure the IHI was able to document over 122,000 fewer deaths.

“The campaign was not about getting healthcare to people but about improving care in hospitals by standardizing six specific changes to prevent avoidable deaths. It was a huge message to market large-scale changes to the health-care system,” said Nazem. “I had the opportunity to run the field offices and travel around the country rallying the troops for health care. This related not at all to the hard-core science I was doing before, but I found it exciting.”

Alexi Nazem is back at Yale now pursuing a joint degree in medicine and business—a decision he said was inspired by his IHI work. “It was the best possible thing I could have done between college and medical school. I learned I want to be more involved in the broader picture, in the management side of medicine.” Despite what he described as his family’s “long medical tradition” Nazem said he did not feel “the urge to become a physician, probably because I was more involved in the scientific research thing. I thought I would go into biotechnology.” But, he found, “I really like interacting with people, and being on the front line. The business angle comes from my father. As a venture capitalist he always worked in healthcare and high technology, and health-care advocacy and assurance.”

For Nazem the wide range of studies he was able to experience at Horace Mann, in science, the humanities, foreign language, and athletics as a varsity tennis team star, also contributed to his interest in education on a more global level. “I took advantage of every science course I could get my hands on at Horace Mann. I didn’t have the K-eight experience, but, in tenth grade I had a fantastic chemistry teacher (former teacher Jeff Levy),” said the student who came to HM from Buckley. “Because of him I never had to relearn chemistry. In college chemistry I literally never had to crack open a book. Just this morning I was using this nifty way he taught us to do conversion factors. I remembered that from 12 years ago! When it clicks it just feels so good.”

Nazem also enjoyed taking AP physics with Dr. Jeff Weitz. “He was great. He was such a fun guy who related to us very well. He nudged you in the right way. I came to college with a deep love of physics. I still had to work hard when I got to Yale, but my Horace Mann education prepared me very well.”

Perhaps the most valuable aspect of his science education at Horace Mann was its “depth,” Nazem noted. “So many courses were offered. There was a programmatic nature to the curriculum you could follow if you liked one subject more than another, much like at college, because the science department really has an extensive college-course catalogue. Still, the teachers allowed you latitude to ask questions that were not in the curriculum. I loved the far-ranging discussion.

“I didn’t get an opportunity to take all of the courses, but just knowing these subjects existed, and that there were people who loved studying them, enabled students to imagine so many horizons.” For Nazem the horizon now includes working to save lives as a medical practitioner, and through working with others to improve medical care—as the alumnus has already done in his nascent career.

properties of the parabolas that describe projectile motion, would result in a paper he would co-author with his teacher. "I wasn't thinking about anything like doing a paper. It was just that, when I worked on the problem I had this question. At first I wasn't even going to ask my question. I thought Dr. Weitz might think it was childish, but I also thought he might have the answer. His excitement got me excited. When the other teachers were so enthusiastic that really helped. That's just how it is with all the teachers here. They're so enthusiastic about what they teach!" Thus, Parker fitted in time for the extra work into his already packed schedule—including his standout participation and leadership of the varsity wrestling team as captain, and a 100-match winner.

Fulfilling as it was for Dr. Weitz to discover new areas of inquiry within a standard assignment, he added that it was also rewarding to discover that "our work illustrates how a standard problem in introductory physics can open several lines of questioning for a creative and interested student. Josh... has looked at projectile motion in ways that we don't usually look at or ask about in an introductory course. Thus, he's learned a lot about it, and shown me some things I might do on this topic with future classes. Moreover, he has me thinking about all the problems I give to my students. That may spark new ideas in other physics teachers, as it has me." And what of Dr. Weitz' description of the AP physics class as introductory? "This would be an introductory physics course in college," Dr. Weitz explained.

Katherine Cagen '08 is another student whose scientific research has taken her out of the classroom for additional work. In her case it was her research in Columbia University's geology laboratories that culminated in a paper entitled "Evidence of a *Tsunami* Generated by an Impact Event in the New York Metropolitan Area Approximately 2,300 Years Ago," which earned her a semifinalist spot in the Intel Science Talent Search. "I determined the *tsunami* came from an impact," said the student matter-of-factly.

"The *tsunami* of 2004 definitely piqued my interest in this subject," she said. Describing the various stages of her research, she added, "I've done some reading outside of science about *tsunami*. I've read Bruce Masse, who analyzes myths and looks for descriptions of real-world ecological events, which might include this event. Right now I'm at the hard science stage. There are a lot of implications for this study—*tsunami* generated by impact are at once the worst understood and most potentially dangerous."

Working in the Columbia lab on weekends and one evening a week after school, Cagen first began assisting other researchers in the lab by "working up their samples, and looking at and analyzing SEM photomicrographs." A Saturday class Cagen took in microscopy in the Columbia Science Honors Program supplemented this work. She soon launched her own investigation, managing to fit her research into a schedule at HM that has included AP Physics, honors classes in physics and math, AP Economics, and three years of computer science courses including AP Computer

Ariel Bulua 2000



Ariel Bulua '00 is spending this year on the National Institutes of Health (NIH) campus in Bethesda, Md. as a fellow in its Clinical Research Training Program (CRTP). As one of 30 medical and dental students nationwide selected to participate in this prestigious fellowship Bulua is taking a year off from her medical studies at the Mount Sinai School of Medicine in New York, which she entered through the Humanities and Medicine

Program, after majoring in English at Yale University.

"During my three years of medical school, I enjoyed my experiences on the wards but became convinced that I wanted to incorporate research into my clinical career," said Bulua. For this reason she sought and was accepted to the NIH Clinical Research Training Program, where she is conducting research in the Autoimmunity Branch of the National Institute of Arthritis and Musculoskeletal and Skin Diseases (NIAMS). Bulua reports that she is "studying the mechanism of inflammation in the TNF Receptor-Associated Periodic Syndrome (TRAPS), a rare disease characterized by fevers, abdominal pain, rashes, and joint inflammation. My work is mainly concerned with the pathways involved in innate immunity, and we are looking at the way in which a structural mutation leads to uncontrolled inflammation in the absence of any trigger. My work involves both basic science laboratory research as well as a more clinical component, in which I am working on a clinical trial looking at the efficacy of a new treatment for the disease."

The experience of conducting research has given this medical student "new insight into the process by which diseases manifest. This has led me to the decision to pursue a physician-scientist track," said Bulua. "The manner in which one approaches unknowns in clinical practice, with a strong focus on evidence-based medicine, differs greatly from the research environment, where investigation leads to more new questions than answers. With the ultimate goal of conducting research in immunology while continuing to see patients as a Pediatric Rheumatologist, I hope to find a balance between basic scientific inquiry and patient care."

Bulua credits her education at Horace Mann with "laying the groundwork" for this career. "I found all of my science courses in high school to be incredibly stimulating, and I was exposed to great teachers and role models at Horace Mann. The school also fostered my interest in the Humanities, leading me to major in English at Yale, and I believe that Horace Mann's approach to the humanities taught me critical thinking and how to write persuasively," she said.

"As a woman, I think my experience at Horace Mann was especially empowering; I was taught by many strong, highly intelligent women in both the humanities and the sciences. As a senior, I recall writing a paper on women in medicine, and interviewing women in the field on how they were able to balance their clinical careers with motherhood and family life. Although I was encouraged to think about these difficult issues while at Horace Mann, I left with the strong impression that anything was possible.

"As a high school senior, I participated in an independent study project in which I worked in a laboratory in the Department of Microbiology at Mt. Sinai, and this was my first real exposure to laboratory work. This experience allowed me to become involved in research at a very young age, and helped me to appreciate the dedication and perseverance required to succeed in scientific research.

"Horace Mann's supportive teachers, rich academic environment and challenging curriculum laid the foundation for my current career path."

Science—along with participating in computer science and mathematics competitions and contributing artwork to HM's *Folio 51* magazine and *The Record*.

A student whose future interests focus on computer engineering, Cagen said she received enthusiastic support for her independent research from her HM teachers, and particularly those in whose courses she has been most involved. "Ms. (Janet) Smith, my computer science teacher, and Dr. Weitz were always willing to listen to my ideas. They were always excited and enthusiastic."

Cagen's research intersected with her Horace Mann studies as a member of the science department's Science Research class—a class that provides a context for much of the independent research in which HM students engage by bringing them together once a week to discuss and present to one another aspects of their projects. With Russ Hatch teaching the class the first half of the year Cagen said she was also encouraged by the department chair.

This year 25 students are pursuing independent study projects, working in research labs around the city, or preparing for various science fairs and competitions. Entry of a project in the New York City Science and Engineering Fair is a course requirement. Though only a half-credit course Hatch believes that, particularly for those who want to go on to advanced science study in college, the value of the Science Research class cannot be measured. "We devote time to having the students present their science fair poster, or to reviewing literature related to their research," he said. "That's a great experience for a student. Being engaged in a discussion in science is no different than grappling with a piece of literature or poem."



Meeting the challenge of change, the promise of the future

Hatch appreciates his department's cooperation with other divisions. "What's unique about science, among the academic departments at Horace Mann, is that we share an office with our Middle Division colleagues," said Hatch. "That helps us share best practices, and information about students. The kinds of conversations we've had within the Upper Division we plan to have with the Middle and Lower Divisions so we can map out course content throughout the discipline."

Reflecting on how the science curriculum at Horace Mann has changed over the years, Hatch noted that a 1999 New York State Association of Independent Schools (NYSAIS) evaluation of the School called for more computers in the classrooms. "We met the goal of getting them by 2001, when we had a full slate of computers that the biology and chemistry classes shared." However, Hatch believes that even with the many opportunities computers provide "like any other technology it's important to know when it's useful to use a computer and when it's not. It's a good tool for some experiments, and not for others." Assignments are thus designed for computer-based problem solving for part of the year, and then exchanged for traditional exercises.

Another challenge the department is addressing, Hatch said, is the need to stay abreast of new developments in biology. "Unlike chemistry and physics, which looks the same as it did 50 and 60 years ago, biology has really exploded. For the biology courses we have had to decide what to keep in and what is not needed. In the biotechnology class that Kathy Howard developed students are learning techniques such as isolating and manipulating DNA from living organisms. The techniques they use didn't even exist 15 years ago. What parents and grandparents recognize as biology is not taught anymore."

With so many students attracted to the variety and depth of courses in the Upper Division offerings, with students from the younger grades moving into the department with their appetite for science awakened and their skills in place, the labs and classrooms in the Pforzheimer science building are bursting with activity. Add to this the number of students taking science classes today who might not have in the past as they respond to a pressing need for scientific engagement in a world defined by the dialogue of climate change, genetic testing, nuclear technology and so much more.

Said Hatch, "We're doing all we can to keep Pforzheimer Hall, which was built in the 1970s, up to the task." But, he explained, educators consider 75 percent use of a classroom per day an optimum benchmark of whether a school building is over-extended. His department faces another challenge as interest in its course offerings keeps the building's classrooms filled nearly 100 percent of the hours of each day.



Modeling toward discovery

Russell Hatch has a word to describe what he believes is the Horace Mann Upper Division science department's greatest strength. "It's 'modeling.' That's a phrase that keeps coming up at all our department meetings. When we describe to students the gas laws, or what an atom looks like, we do it in terms of models, because clearly there are similarities between the model and the actual thing.

"It's the same with our teaching. When a student sees a teacher—the kind of teacher we have in this department— modeling excitement, modeling good practices, the student realizes science is not a bunch of facts, or something you read about in a book. It's something you *do*, problems you always think about, questions you always ask," said Hatch. "Our goal, in this department, is to always have students asking those questions. Hopefully, we will always be able to provide them with the resources to do so."

As Dr. Weitz wrote in Horace Mann's magazine 20 years ago, "Who knows, someday, what one of our students will discover?" ■

HM Upper Division Named Blackboard Award Winner

Horace Mann School's Upper Division was recognized as New York City's "outstanding private high school" in Manhattan Media's annual Blackboard Award ceremony on October 16, 2007.

The Blackboard Awards, now celebrating six years, was created by Manhattan Media to pay tribute to the many types of successful schools in New York City, and the people who make them work, explained Charlotte Eichna, executive editor of the popular Manhattan Media newspapers *Our Town*, *The West Side Spirit*, *The Westsider*, and *Chelsea Clinton News*.

"Our goal is to highlight notable achievements across all New York Schools. The Blackboard Awards are not a ranking or competition between schools. Our focus throughout has been on identifying those New York City institutions—public, religious, independent, and charter—where a vibrant, caring and challenging learning community has been created. By spotlighting these excellent schools, we hope to inspire greater dialogue and positive developments across New York City's educational community," Eichna said.

An article about Horace Mann in *The West Side Spirit* described the breadth and depth of the Division's curriculum, covering course offerings such as Mandarin Chinese, the School's host of APs, and economics. Quoting Head of School Dr. Tom Kelly, the article also referred to how the John Dorr Nature Laboratory is incorporated into the curriculum. Head of the Upper Division Dr. David Schiller noted that the Upper Division, and the School as a whole, "teaches leadership, initiative, and resolve." HM's long tradition and some of its illustrious alumni were mentioned as well, under the headline: "A History of Achievement; While students push themselves to excel, Horace Mann pushes them to explore."

The award was presented to Dr. Schiller at a gala evening launched by a keynote speech from Pulitzer Prize-winning author and longtime teacher Frank McCourt. Dr. Kelly attended the festivities as well. This is the second time Horace Mann has been honored with a Blackboard Award. In 2001, the first year the award was presented, HM's Middle Division was recognized as top among independent schools.



Photo © Manhattan Media.

Robert Friedman, CEO of GVA Williams, presents the Blackboard Award to HM Upper Division Head Dr. David Schiller.

Horace Mann publications honored

Review, *Voyager*, *Record* are standouts

The Horace Mann Review, HM's current events and issues journal, was honored with the American Scholastic Press Association's (ASPA) first place award with special merit classification and the ASPA's "Best Current Events and Politics Magazine in the Country" award for its 2006-2007 volume. The award honored issues edited by then editorial directors Charles Stam '09, Kunal Malkani '09, and Anoushka Vaswani '09. Kunal Malkani is editor of this year's *Review*.

The Review earned 995 points out of a possible 1,000 points from the judges. Design and production were the only areas to lose points. Now in its 17th year of publication *The Review* is a growing presence on campus, giving students a chance to study and debate issues of pressing current interest. In 2003 the journal was published once. It came out twice in the

2004-2005 school year, according to Stam. Last year it was published five times and delved into such issues as gun control, crime and punishment in the U.S., and election trends. The editorial board expects to publish six issues this year, said Malkani. Faculty advisors to *The Review* are Greg Donadio, Dr. Barbara Tischler, and Sharon Kunde. The publication also has a following among subscribers, including alumni. Malkani invited more to subscribe by contacting thereview@horacemann.org.

Horace Mann has a new magazine on campus, and it, too was singled out for special recognition. The *HM Voyager*, HM's first student magazine dedicated to travel, won the ASPA's "Best New Magazine Award" for 2007, an honor given to only one publication a year. *Voyager* also received first place with special

merit in a nationwide critique by the ASPA. Matthew Jacobs '09 and Ben Noble '09 are the editors and Dr. Adam Casdin the advisor.

The Horace Mann *Record* continued on its longtime streak of earning top honors from ASPA, when it was named "Most Outstanding Private School Newspaper for 2006-07" and awarded First Place with Special Merit. Dr. Glenn Wallach serves as advisor to the paper.

Finally, Horace Mann senior Jessica Schleider '09 was recognized by the National Foundation for Advancement in the Arts for her playwriting portfolio, which was judged among the top five percent in the nation's applicant pool. She was also recognized "as one of the most accomplished artists who participated in youngARTS2008 from New York City."

HM Lions Teams Capture Championships in many sports

SPRING BRINGS SPORTS OUTDOORS, AND ALUMNI ARE INVITED TO JOIN THE FANS

Horace Mann School's sports teams captured a host of titles in a variety of sports in the fall and winter, with only some of the final results in at this publication's press time. Last fall the boys' varsity soccer team was undefeated in the Ivy League taking the League title, with only one loss—and 19 wins in overall competition. The girls' varsity volleyball team captured its first Ivy League championship, capping a season of extremely hard work and practice. This winter the boys' varsity swim team won the Ivy title, as did HM's varsity wrestlers, who were also named champions at the NY State private School Tournament. That's a team especially worth coming to watch, boasting both men and women among its members. HM's gymnastics team captured the AAIS championship, and girls' indoor track were Ivy champions.




Photo by Ted Sumers '09 for The Record.

Arlinda Hasandjekaj '11 runs toward the finish line at the Manhattan Invitational in the fall.

The spring sports season officially begins March 25, 2008 when the girls' varsity softball team plays its first game and the boys' varsity lacrosse team takes the field. Both are home games, and offer a chance for Horace Mann alumni, family and friends to participate in their School in a special way—as fans cheering on dozens of dedicated student athletes.

A source of pride to Horace Mann the School's Lions teams at the varsity and junior varsity levels, as well as in the Middle Division, offer a different dimension to education here—one that encompasses so much of the commitment and skill students apply to all of their learning—whether in the classroom, on stage, or on the playing field. So far this year that commitment has yielded exciting results. The range of competitive sports in which HM is involved has grown astoundingly over the years to include skiing, fencing, crew, squash, and Ultimate Frisbee along with such traditional sports as soccer, football, tennis, cross-country, track, basketball, water polo, volleyball, and baseball from fall to spring.

The next issue of *Horace Mann Magazine* will take a look at athletics at Horace Mann today, and feature stories about alumni involved in sports from over the years. In the meantime, fans can find out more about HM's teams by going to "Athletics" on www.horacemann.org, or www.highschoolsports.net and typing in Horace Mann in New York. The schedules for the spring's games and meets are posted on both sites. We hope to see you in the stands!



Show Your Horace Mann School Spirit

by sporting Horace Mann lettered or logoed T-shirts, sweatpants, caps and more. You can order items from www.cloz.com. Type in Horace Mann in the "Shop for your school" box space, click, and make your order.

Each order benefits Horace Mann's bookstore.

Fall Sports Standings

BOYS CROSS COUNTRY	IVY LEAGUE: 2ND PLACE		
GIRLS CROSS COUNTRY	IVY LEAGUE: 3RD PLACE		
FIELD HOCKEY	IVY LEAGUE: 1-5	OVERALL: 4-9	IVY LEAGUE FINISH: 4TH PLACE
FOOTBALL		OVERALL: 3-6	
BOYS SOCCER	IVY LEAGUE: 13-0-1	OVERALL: 19-1-1	IVY LEAGUE FINISH: 1ST PLACE-UNDEFEATED
GIRLS SOCCER	IVY LEAGUE: 4-7-1	OVERALL: 8-7-2	IVY LEAGUE FINISH: 5TH PLACE
TENNIS	IVY LEAGUE: 5-6	OVERALL: 6-7	
VOLLEYBALL	IVY LEAGUE: 9-1	OVERALL: 19-2	IVY LEAGUE FINISH: 1ST PLACE; IVY LEAGUE TOURNAMENT CHAMPIONS
WATER POLO		OVERALL: 1-8	

HM's Center for Community Values and Action becomes active on many fronts

LEADS ALL-SCHOOL SERVICE-LEARNING DAY, SPONSORS SERVICE-LEARNING TEAM

The Horace Mann School community has a new team to cheer on—and alumni are invited to become part of its efforts.

It's Horace Mann's Service-Learning Team (SLT)—a team whose members serve the community around them, while learning the significance of incorporating service into their lives.

The team is only one of the initiatives of HM's Center for Community Values and Action (CCVA), but perhaps a most visible one, as its members are helping to organize the entire School's participation in another CCVA action—an All-School Service-Learning Day to coincide with Global Youth Service Day on April 26, 2008. With scheduled volunteer activities ranging from environmental restoration, to building and painting, the program is sure to ignite the imagination, and inspire everyone who takes part. The day has active leadership from all sectors of the HM community, including faculty, students and parents.

The CCVA, founded at Horace Mann in 2006 by its director Dr. Jeremy Leeds '72, is a school-based initiative that connects ethics, education and action by initiating programs, engaging in community action, providing resources, and teaching classes. One of CCVA's areas of focus is the educational concept of service-learning: connecting education with community service and action. "The Center

is a place to raise tough questions, to try out new ideas, and for the community to work together as we build ethical lives and ethical communities," according to a recently-published brochure. "Horace Mann's students, faculty and families have been engaged with community service and involved in discussion on ethical issues for a very long time. The CCVA offers the School a new focus and for these efforts and for dialogue on these issues," said Dr. Leeds

CCVA has been raising the kind of "tough questions" Dr. Leeds referred to throughout this school year in lectures by such distinguished guests as Prof. Ira Harkavy, Associate Vice President and Founding Director of the Netter Center for Community Partnerships at the University of Pennsylvania, and Dr. Nel Noddings, a leading figures in the field of educational philosophy and the Lee L. Jacks Professor of Child Education Emerita at Stanford University. Dr. Leeds has also spoke about ethics, education and the CCVA at several national conferences, and has shared his expertise on the issue at seminars such as one he led for teachers and administrators from the New York State Association of Independent Schools (NYSAIS) that HM hosted in February 2008 on the topic: Ethics in an unfair world: What should we teach about social responsibility and how? The CCVA has also launched

discussion groups and book clubs to explore such topics for parents and for faculty.

One of the most exciting activities in which the CCVA and the Service-Learning Team it sponsors is involved is a partnership with the Kingsbridge Heights Community Center, only a short distance from Horace Mann. On Tuesday afternoons SLT members travel to the community center to work with youngsters from the area who participate in after-school programs there. As SLT members have learned, a major aspect of service-learning is forming partnerships to tailor make volunteer efforts to be mutually beneficial. An example is that of a student who provides tutoring in math, and finds her effort to bolster her own skills as well.

Emily Schubert '10 described how her involvement with SLT has helped reinforce this lesson. "I have been involved with the Service Learning Team since it started up in September. It is amazing to me the progress we have made in just a couple of months as a team. SLT is different from 'traditional' community service because instead of taking part in a finite project on a particular Saturday we are able to commit to an evolving project every week. The difference is commitment. It is about donating your ears to children who may not get the attention otherwise. SLT has taught me that everyone has something to teach, and something to learn," she said.

To learn more about ethics and service-learning at Horace Mann, and to participate in HM's All School Service-Learning Day, please contact Dr. Jeremy Leeds at 718-432-4121 or Jeremy_Leeds@horacemann.org. ■



Emily Schubert '10 enjoys working with students at the Kingsbridge Heights Community Center.



University of Pennsylvania Prof. Ira Harkavy discusses service-learning with Horace Mann and Kingsbridge Heights students.



Greetings from the Alumni Council:

We are enjoying another successful year, highlighted by the annual Horace Mann Alumni Association Award for Distinguished Achievement dinner, and the Alumni Council's Winter Celebration.

This year's recipient of the Award for Distinguished Achievement, Alex Counts '84, was celebrated at Tavern on the Green on November 12, 2007. The Alumni Council bestows this award every year to a graduate who exemplifies distinguished achievement in his or her chosen profession or accomplishments. As founding director of the Grameen Foundation Alex Counts has helped millions of people around the world secure micro-finance loans for businesses, thus enabling them to emerge from dire poverty. His work supports that of the Grameen Bank, founded by Prof. Muhammad Yunus of Bangladesh who was recognized with the Nobel Peace Prize for these efforts.

In February the HMAc hosted a Winter Celebration at Moran's Chelsea in New York City. Around 70 alumni from a wide range of classes enjoyed seeing former classmates and meeting new friends.

The remainder of 2007-2008 promises to be equally fulfilling.

On April 2, 2008 the Alumni Council partnered with Horace Mann School's Women's Issues Club in organizing a panel on "Gender in the Media." The evening included a buffet dinner in the School's Cohen Dining Commons, followed by a panel of speakers and discussion. HMAc members Wesley Mittman LePatner '99 and Suzanne Sloan '77, worked with the Women's Issues Club (WIC) on the event. Alumnae on the panel were Roberta Caploe '80, executive editor of *Ladies Home Journal*, and Tamar Gargle Krakowiak '88, news-operations director at ABC-TV. The topic and guests fit well with the Women's Issues Club's celebration of the tenth anniversary of the publication of its *Folio 51* magazine.

We will complete this year's activities with our sixth-annual benefit. Building on the momentum of last year's benefit, the Council has decided to host another Casino Night, complete with authentic gaming tables and dealers, wonderful *hors d'oeuvres*, a silent auction and great prizes. Last year HMAc raised a record-breaking \$8,000 for the Lynn and Lizzie Koch '05 Student Assistance Fund. Many alums and their friends or companies have already become involved as sponsors. At publication time they included: Suzanne Sloan '77, Justin Lerer '95 and Rachel Hannaford, Andrew Schoenthal '91, Vicki Wiener, Eric Felder '89, Daniel Turkewitz '91, Alli Baron '89, Dan Rosenberg '92, Chris Greene '92, Anil Ranawat '92, Noah Leichtling '92, Dr. Paul Jarrod Frank '87, Stephen Smigel '89, Bob Sloan '81, Kirk Roberts '91, Wendy '90 and Edward Sassower, Randy Fields '94, Anthony Brown '74, Joelle Tisch '95, The Kleier Family, and Corporate Suites Business Centers (Hayim Grant '87). To participate in this event as a sponsor please contact Kristen _ Worrell@horacemann. org. Please watch your mail and WWW.HORACEMANNALUMNI.ORG for more information about the benefit.

If in the future if you would like to be a part of planning events such as those discussed here, or if you would like to become more involved in alumni activities of the School, all sorts of volunteer opportunities exist in which you can become a part. Some include:

CLASS AGENT

Horace Mann relies on a strong network of graduate volunteers or Class Agents to act as liaisons between their classmates and the School. In this capacity Class Agents act as both "friendraisers" and fundraisers. As friendraisers, Class Agents encourage their classmates to stay involved with Horace Mann, attend reunions, Homecoming, or other campus activities that reflect the vitality of the School.

Class Agents are also responsible for fundraising within their class. This includes participating in the yearly Annual Fund campaign and in capital campaigns when they are in effect. Alumni support of the Annual Fund is critical to the strength and growth of Horace Mann. It has been shown that classes with active Class Agents have the best reunions, raise the most money for the School and are, as a class, the best connected to their *alma mater*. Class Agents are supported by the Alumni House and Development Office of the School.

CLASS CORRESPONDENT

Class Correspondents are also "friendraisers" and as such act as a conduit for information about their classmates to HM, keeping the School abreast of interesting news for *Horace Mann Magazine*, or of alum marriages, births, career changes, and more. The Class Correspondent may also help to reconnect classmates who may have fallen out of touch, or help the School to find a "lost" alum. Several Class Correspondents make use of the Internet to report class news to their classmates as well as to the "Class Notes" section of this magazine. The Class Correspondent position is extremely beneficial to each class, as well as to Horace Mann.

SUMMER JOB/INTERNSHIP PROVIDER

The Horace Mann School Alumni House Summer Job/Internship Program depends on the interest and willingness of Horace Mann alumni and parents to offer our graduating seniors and college-age alumni opportunities to intern or work in their places of employment or businesses during the summer months. Students are increasingly interested in finding opportunities that will contribute to their education and further their understanding of possible careers or professions. In turn, you will benefit from the talents of a Horace Mann alum, capable of making real contributions to your place of work.

For more information on any of these opportunities, please contact Kristen Worrell, Assistant Director of Development for Alumni Relations and Special Events at (718) 432-4106 or kristen_worrell@horacemann.org.

Remember to watch your mail, and keep informed of alumni activities by visiting our Web site at WWW.HORACEMANNALUMNI.ORG.

I look forward to seeing you soon!

Alli Baron '89

Kristen Worrell Joins Alumni Office as Alumni Relations and Events Specialist



Horace Mann School alumni have a new address to turn to when connecting with their *alma mater*. It's the office of Kristen Worrell—or rather the position she now fills within the Alumni House and Development Office, where she serves as Assistant Director of Development, Alumni Relations and Special Events.

"I can't think of anyone better for this position than Kristen.

She has a great deal of experience in this field, and is dedicated to the work we do," said Director of Development Melissa Parento '90, who appointed Worrell to the post. "As a graduate of an independent school herself, she has a deep understanding of the culture of a school like Horace Mann. As a graduate of Wesleyan who earned her masters degree at Columbia University Kristen already knows many Horace Mann alums.

"Among the most exciting and important activities of the Alumni and Development Office is connecting with alums, and providing them opportunities to connect with their School, through reunions, both at Horace Mann and around the country, and through special events throughout the year. We are always working to increase these opportunities, and with Kristen at the helm we certainly can."

Worrell was equally enthusiastic about the work ahead. Coming to Horace Mann on January 14, 2008, the first event with which she was involved was the Horace Mann Alumni Council's annual winter celebration, held on February 6, at Moran's in Chelsea. "That was a great way to start my time here off. Everyone was so welcoming, and I was impressed with the diverse group of alumni who attended the event. They ranged from classes of the '40s through as recent as '03 graduates. I look forward to getting to know many more alums, and to really help in building their connection to Horace Mann."

A graduate of Wesleyan University, Worrell completed her Masters of Public Administration in the School of International and Public Affairs at Columbia University in May 2007. She is a veteran of alumni and development work, having served as Director of Alumni Relations for A Better Chance, the preeminent resource for identifying, recruiting and developing leaders among young people of color in the United States. Before that she served as Assistant Director of Alumni Relations at Columbia Law School, a position to which she was appointed after posts as an alumni relations officer, and as Assistant to the Executive Director of Development at Columbia Law.

Winter Celebration



The Horace Mann Alumni Council's annual Winter Celebration brought alumni from throughout the years into the warmth of a cocktail party at Moran's in Chelsea February 6, 2008.

Horace Mann Homecoming Draws Hundreds to Games, Fall Festivities, and Alumni Reunions



photo © James Levine

The warm sunshine and bright smiles of a perfect fall day greeted the hundreds of members of the Horace Mann community of alumni, students and their families, faculty and staff who gathered in festive force at HM's Riverdale campus Friday and Saturday, October 19 and 20, 2007 for the School's annual Homecoming celebrations, while additional alumni joined their classmates for dinners and cocktails at restaurants and clubs in New York City over the weekend.

Over 450 alumni from classes as far back as 1937 to as recently as 2002 shared memories of their days at Horace Mann, and updates of their lives since with friends from forever, and with newly-reunited peers.

The Homecoming spirit began percolating on campus earlier in the week, with the appearance of signs and posters inviting all to join in the fun. Upper Division students and their teachers participated in a Division-wide "color war" and dressed in "Maroon Monsoon" T-shirts—the symbol of HM's pep club. On Friday morning captains of Upper Division athletic teams visited Horace Mann's Lower Division to teach and lead the kindergarteners-through-fifth-graders in cheers, and to encourage them to come to Homecoming and bring their families to enjoy the games.

ALUMNI OF COLOR HEAR JASON CALDWELL '97 AND DR. SAMONA JOE TAIT '86

Events officially kicked off on campus with Horace Mann's sixth-annual Alumni of Color cocktail gathering in Fisher Hall Friday evening. The event was hosted by Special Assistant to the Head of School for Diversity Rodney Burford and Assistant Director of Admissions and Assistant to the Office of Diversity Ian Rios '02. Alums heard from Jason Caldwell '97, who served as Director of Diversity at Horace Mann from 2005 through 2007 and is now admissions director at The Packard Collegiate Institute in Brooklyn. Caldwell urged the alums to get involved with their School and its current students. Drew Michelle Foster '08, a senior at HM, told the gathering about her experiences on a summer program in Cape Town, South Africa in which she participated as the recipient of a fellowship through HM's Diversity office. Alumna Dr. Samona Joe Tait '86 described the powerful positive impact of her Horace Mann education on her life ever since. Today Dr. Tait is Head of School at the Bronx Preparatory Charter School and an adjunct professor in the education department at Fordham University.

Meanwhile, members of the Class of 1952 marked their 55th year since graduating from Horace Mann with cocktails and dinner at Pete's Tavern in Manhattan.

ALUMNI PHOTOGRAPHY AND FAMILY FUN

As the first of the day's athletic competitions got underway on Four Acres field and in the gym and swimming pool, alumni arrived at the Fisher Hall art gallery for the opening of an exhibit of photographs taken by those who had studied photography and published their work in *Insight*—HM's photography journal—over the past 20 years. The impressive work remained on display in the gallery through October 26, 2007. The occasion also marked the launching of a new Upper Division arts website, <http://www.hmvisualarts.org>. Photography teacher Karen Johnson invited alumni to submit their work for display on the site.

As the day warmed up, hundreds of children and parents made their way to the fall festival tent where volunteers from HM's Parents Association had set up tables for such seasonal activities as decorating pumpkins and dunking for apples. HM's youngest students, and the children of alumni, navigated their way through a maze made of hay bales and played potato bowling and miniature golf on a Halloween-character course. A clown on stilts fashioned balloon animals to the delight of the youngsters. Cupcakes and donuts, candies and HM "spirit wear" were abundant as HM's various clubs and community-service organizations used the opportunity to raise money for their causes.

"I have been coming to HM Homecomings for almost 15 years and this was the



photo © James Levine



photo © James Levine

HM Students and children of alumni enjoyed the Fall Festival.

most festive, upbeat, cohesive, celebratory, all-inclusive event by far I have ever attended," said one HM parent and faculty member. "There really was something for everyone and everyone I spoke to commented on what a wonderful time they had—from Lower Division parents, to faculty, to the Class of '87 alumni to new UD parents and their children. Everyone was thrilled!"

Families who had come to cheer on their student athletes, and teachers and alums lined up for a barbecue on the plaza outside Fisher Hall. The Classes of 1952 and 1957 enjoyed a formal luncheon in the Rose Hall Atrium. They were joined by George Avakian '37 who represented his class in observance of its 70th HM anniversary year. The Cohen Dining Commons in Fisher Hall provided the venue for informal buffet luncheons for the Classes of 1982 and 1987.

HM LIONS TEAMS AND HM ALUMS TAKE TO THE FIELD

HM teams gained some key victories throughout the day—with the undefeated boys' varsity soccer team continuing its streak with a 3 to 1 win over Poly Prep. Girls' varsity soccer defeated Poly Prep as well, by a score of 1 to 0. The water polo team dipped to Trinity 4 to 7, while HM's Lady Lions beat Trinity in volleyball 2 to 0 and St. Lukes in field hockey, 1 to 0.

Football ended the day with HM dropping the match to Riverdale 13 to 28.

Alumni athletes had their moment as well, playing in the tenth-annual Dan Alexander Alumni Soccer Game. Alexander '49, a former teacher, dean, coach and parent at HM, gave participants T-shirts marking the occasion, and awarded trophies to those who had participated over the years.

PARTY TIME

As a brilliant sunset spread an orange glow across Clark Field alumni from the classes of 1962, 1967, 1972 and 1977 strode past the Tillinghast Hall they all remembered to the more recently-built Fisher Hall for cocktails with their former classmates—greeting one another with hugs and warm handshakes before sitting down to an elegant meal and a night of story-swapping.

A building away, the Rose Hall Atrium rocked to the tunes of recent music while a strobe light picked out faces from among the lively groups of grads from 1992 and 2002 who came back to campus in number. A year out of college the grads talked of new jobs and graduate school, and their experiences over the last five years. The partying continued downtown for the classes of 1957 and 1982—as alumni celebrated milestone 50 and 25-year anniversaries at the Rainbow Room, while ten-year reunion grads of the Class of 1997 partied into the night at Thom Bar.

This "day to remember" ended for many with pockets filled with business cards and Blackberries loaded with new phone numbers and e-mail addresses, and promises to stay in touch with one another, and with Horace Mann.

The next HM Homecoming is planned for September 20, 2008. Please join the fun.

Save the Date
for the Best Benefit Ever
as the Horace Mann Alumni Council
hosts its

6th Annual Benefit—Casino Night
on June 4, 2008
at 26 + Helen Mills Theater in Chelsea
137-139 West 26th Street, NY, NY
6:30PM–9:00PM

To donate prizes or become a sponsor, or to get involved in planning this lively highlight of the year please contact Kristen Worrell, Assistant Director of Development, Alumni Relations and Special Events at (718) 432-4106 or kristen_worrell@horacemann.org.



Alex Counts '84 is Honored for Distinguished Achievement by Horace Mann Alumni Council

**2007 AWARDEE DIRECTS GRAMEEN FOUNDATION
LIFTING WORLD POVERTY IS ITS GOAL**

Ask students the loftiest goal they would achieve in their lifetime. Chances are “end world hunger” or “bring world peace” will be high on the list of answers. Not many people, however, can say they’ve dedicated their lives toward accomplishing this elusive goal.

Not so for Horace Mann School alumnus Alex Counts '84. Since graduating from Cornell University in 1988 Counts has done exactly that—working tirelessly as founder and CEO of Grameen Foundation, which he launched on behalf of Grameen Bank—one of the world’s most innovative and effective initiatives to assist the world’s poor. For over 30 years Grameen Bank has enabled recipients of tiny business loans to feed their families with money the loans have helped them earn, and translate additional income into covering such basic needs as shelter, health care, and education—while paying back all debts.

The Bank’s work has been so pivotal in turning around the lives of millions of people worldwide from desperate poverty to productivity that the organization and its founder, Professor Muhammad Yunus, received the Nobel Peace Prize in 2006. As the esteemed Nobel council noted in bestowing the award,

“lasting peace cannot be achieved unless large population groups find ways in which to break out of poverty.”

Alex Counts has played a significant role in that effort as founder, president and CEO of Grameen Foundation, a Washington D.C.-based non-governmental organization that supports microfinance programs to help the poor receive collateral-free loans and other financial services to support businesses that generate income. The Foundation is also working to bring technology and communication resources to places where technological access will substantially improve income-production. It also assists participants with capital management through advisory services.

Since Counts formed the Foundation in 1997 with a mere \$6,000 in seed money provided by Grameen Bank, Grameen Foundation was able, in less than a decade, to garner the resources to allocate over \$34.3 million, touching the lives of over 18 million people through micro-finance partners worldwide. Counts also wrote the book *Give Us Credit: How Muhammad Yunus’ Microlending Revolution is Empowering Women from Bangladesh to Chicago*. Published by Random House in

1996 a revised and updated version of the book is due out this year.

HONORING ALTRUISM... AND INSPIRATION

For all of this work the Horace Mann Alumni Association recognized Counts with its 2007 Award for Distinguished Achievement. The recipient of the 69th distinguished achievement honor given by the Association since the award’s inception in 1939, Counts was feted at a dinner at Tavern on the Green in Central Park. Participating in the lively event were Counts’ colleagues, friends and family members, Head of School Dr. Tom Kelly and other HM administrators, members of the Alumni Council, the honoree’s HM Class of '84 peers, and members of the HM Board of Trustees and its Maroon and White and Junior Maroon and White Circles. Alumni Council President Alli Baron '89 and Chairs of the Alumni Council’s Distinguished Alumnus Committee Suzanne Sloan '77 and William Nightingale '49 presented Counts with the award.

One guest particularly special to Alex Counts was HM English teacher and Dean Randal Castleman who the alumnus lauded both for teaching his subject, while also teaching lasting life lessons. Counts said he was overwhelmed to be named among the “distinguished” of the distinguished Horace Mann community. “I would feel proud if the Council determined that I had in some way distinguished myself among those in my Class with last names starting with letters A through D. To be chosen among all living alumni is remarkable.”

But to Horace Mann School Head Dr. Thomas Kelly the inspiration that Counts’ work brings to others is a hallmark of the education students experience at Horace Mann today. In a School ever rigorous in the name of intellectual pursuit, Dr. Kelly told the dinner audience that community involvement is also essential to a Horace Mann education.

“We recently hosted several Middle and Upper Division open houses for prospective students and their parents. At each gathering we spoke of what we consider to be a critical result of a Horace Mann education—compassionate and articulate leadership. That is, individuals who garner the fruits of their learning and go forth to lead socially significant lives,” Dr. Kelly said.



HM Board of Trustees Chair Steve Friedman '72, HMA President Alli Baron '89, Alex Counts '84, and HM Head of School Dr. Tom Kelly celebrated Counts' award.



Alex Counts '84 reunited with Randal Castleman, a teacher who inspired him.

"The true mettle and success of a school sits with the members of the Alumni Association—throughout time. They are a school's past and future; its benchmark and critic, its inspiration and result. No doubt, Alex Counts has set the bar dauntingly high for all current and prospective Horace Mann students.

"Alex has garnered his Horace Mann education, his 'time' at Cornell, his fascination for Economics, his intellectual prowess, his sorrow and outrage at the inequities in life, his initiative, and the courage of his convictions, and gone forth to cut a huge swath of genuine difference in people's lives—across and around our globe. In short, Alex has made possible previously unimaginable opportunities to many individuals and communities in our world. Microfinance and heart. Quite a team."

SEARCHING FOR A CAUSE TO BE "FOR"

Counts founded Grameen Foundation to support Grameen Bank—Muhammad Yunus' brainchild. Born in the village of Jobra, Bangladesh in 1976, at a time when the country's very name was synonymous with poverty and starvation the Grameen Bank Project proved that giving the poorest of the poor access to even a minimum of funding could turn their lives around. Loans of sometimes less than \$50 were awarded to small groups of women, to invest in farming, food production, or a craft, and enable them to launch a

business. The women would return the loan as soon as they were able. With its success recognized by the Bangladeshi Government, and such international agencies as the United Nations Development Programme, the project was formalized into Grameen Bank in 1983. Owned by its handful of borrowers at the time, the Bank has grown to include 2,462 branches around the world, and has loaned over \$6.5 billion dollars in its quarter-century of existence. Nearly all has been repaid to a bank that now turns a profit.

Alex Counts learned of the work of Prof. Yunus, and of Grameen Bank while he was a student at Cornell. Studying economics, Counts described the atmosphere characteristic of a college campus in his days as an undergraduate. "People were always discussing issues. They were always talking about what they were against, such as apartheid. I wanted to find something to be *for*," the alumnus told the gathering.

What Counts discovered through his studies and his reading was microfinance. "I learned about what I came to call the global poverty crisis, one that we didn't read much about in the papers, but that contributed to many of the crises we read about every day," said Counts.

Upon graduating from Cornell, Counts applied for a Fulbright Fellowship to work in Ban-

gladesh. He also wrote to Prof. Yunus asking if he could possibly assist the work of Grameen Bank. "About six weeks later I got a letter back. This was before e-mail. Prof. Yunus said I could come, and if it didn't work out, he would send me home," Counts laughed. "He also said it would help if I learned a little Bengali."

Counts received the Fulbright, learned "a little Bengali," and at the age of 21 set off for Bangladesh. He lived there for six of the next nine years, becoming completely fluent in Bengali, traveling throughout the region, and, most important, learning at the side of Prof. Yunus. He also learned through his interactions with hundreds of impoverished people. Their determination, joined with scant financial funding, enabled them to flourish. Counts' time in poor Bangladeshi villages showed him how resourceful and resilient the poor are. "Microfinance proved that the poor are not passive," Counts said, adding that with microfinance opportunities a person has the choice to either work for themselves, "or starve. Given that choice people work very hard under difficult circumstances in thousands of tiny, under-capitalized, self-employment ventures."

Eventually, it was time for Counts to end his apprenticeship and return to the U.S.—charged by his mentor with the mission of taking his work to another level. Counts published his influential book *Give Us Credit* in 1996, and in 1997, at the behest of Prof. Yunus, and with \$6,000 in start-up funds, the alumnus established Grameen Foundation. The Foundation remains supportive of the Grameen Bank but does not depend on it for financing, though Prof. Yunus remains on the Board of Directors. It encompasses work with numerous other organizations and microfinance partners, several of which Counts advises, serving on their boards. Earning what he joked was the "MBA's worth of experience" along the way, Counts described such Foundation landmarks as negotiating a low-interest loan of \$10.6 million from an affiliate of the Soros Foundation in just one meeting, and earning the nod from a group of prominent U.S. funders to capitalize a \$30-million loan guarantee fund.

"The true mettle and success of a school sits with the members of the Alumni Association—throughout time. They are a school's past and future; its benchmark and critic, its inspiration and result."

—DR. TOM KELLY, HORACE MANN HEAD OF SCHOOL

ROOTS PLANTED AT HORACE MANN

If the “seeds” for planting Grameen Foundation came from Prof. Yunus, Alex Counts told the gathering that the roots of all that his work has reaped were first cultivated at Horace Mann. Much of his initial efforts involved writing, Counts explained—first letters convincing potential donors of the importance of Grameen Foundation’s work, as well as his book and articles in such publications as *The Washington Post*, *The International Herald Tribune* and the *Christian Science Monitor*. Counts said he first learned of his abilities as a writer in his HM English class with Randal Castleman.

“I found my writing voice at Horace Mann,” Counts said, relating how a description he wrote of Grameen Bank to producers at CBS became the basis for a pivotal piece “Sixty Minutes” did on microfinance and the Bank.

“I went to a public school before going to Horace Mann. I found I had some catching up to do,” Counts recalled. While he noted that the honors physics class he took at Horace Mann was the hardest course he has taken to this day, Counts felt he had the most “catching up” to do in English, and particularly in learning to write a proper essay. With Randal Castleman as both teacher and inspiration, Counts persevered.

“I once had an essay to do. I was struggling with it, and I had other work to do. I wrote something, and then put the essay aside while I went on to the other work. I was just going to leave it, but, then I thought about how hard Mr. Castleman worked for our class, so I decided I should do the essay for him. I got the paper back, and I remember to this day what the handwriting looked like, and where the grade was on the paper. I got an A minus, and I thought, ‘maybe I can write,’” Counts said. “At the time Mr. Castleman was the librarian at Horace Mann and he also taught English. He taught it better than any class I’ve taken before or since.”

Horace Mann also planted in this philanthropy-directed CEO “the seeds of concern for social justice”—through the intellectual exploration in which he engaged with his teachers and fellow students and through such student-founded initiatives as the tutoring project in which Counts remembered being involved. “Horace Mann allowed us to hatch ideas, and to make them real,” Counts concluded.

Adam Levine '04 is named Rhodes Scholar



Adam Levine '04 was named one of 32 Rhodes Scholars for 2008. Upon graduation from Dartmouth in June Levine will head to England to begin studies toward a Ph.D. in Classics at Oxford University. The prestigious award includes full tuition and living expenses for two years of study, with an option for a third year.

Levine, 21, is completing a triple major in anthropology, art history, and mathematics and social sciences. His undergraduate thesis in art history examines canonical images of Christ. He plans to continue investigating the subject at Oxford where the interdisciplinary nature of the University’s Classics department will inform his pursuit.

Levine traces his passion for art history, as well as his ability to write about the subject with acumen and grace to his education at Horace Mann. “The most obvious influence was Don Yates, my art history teacher. I took all three years of his classes. He’s great with the subject matter, and, as far as teaching a comprehensive survey, he’s as knowledgeable as any teacher I’ve had,” said the Riverdale native.

“Geraldine Woods was another great influence. I took an independent study with her on the Salem witch trials. I’d had her as an

English teacher, and since she had written on this subject she agreed to become my advisor. I learned to write a true research paper from her, and I learned to read as an academic. Ms. Woods also introduced me to an anthropological framework for my research.”

Levine said that while he will not pursue mathematics at the graduate level, majoring in math and its use in the social sciences “really informed my approach to my studies. Part of my senior thesis invokes statistics, concerning the different variants of the image of Christ. I am writing about why a particular variant was used in a particular place. The geographic explanation is more robust than the iconographic,” Levine explained. He added that his math education at HM helped prepare him for his advanced studies in college. “I had Mr. Jones (math department chair Chris Jones) for math in 11th grade. He is a brilliant guy.”

The annual announcement of the Rhodes Scholar-selections draws international attention, but, some of the most welcome accolades came from Adam’s friends. “I started at Horace Mann in first grade. My best friends in the world are still my Horace Mann friends. They were all excited for me. Of course, they plan to come and visit,” said the alumnus.

Levine’s long-term goal is a career in museum management and curating, a field in which he is already experienced, having worked at Dartmouth’s Hood Museum of Art, at the American Museum of Natural History in New York, and at Sothebys, and as a research assistant in the Dartmouth Anthropology department as a Dartmouth Presidential Scholar. He also edited and co-authored several scholarly publications.

An avid boxer Levine is a member of the Dartmouth Boxing Club/Team and competed in the Vermont State Golden Gloves Championship, heavyweight division. The scholar plans to continue training after that. “I’d like to box for Oxford,” he said.

Horace Mann graduates who were named Rhodes Scholars include Sabeel Rahman '01 and Kim Grose '86.

A friend's reflections on Jack Kerouac '40 offer insights as the world celebrates the writer



Eddie Gilbert '40

The New Year began at Horace Mann with beat and with Bop, with the sounds of poetry and a smoking sax. The day was January 8, 2008—the students' first day back on campus after winter break.

The occasion: The Upper Division assembly and its celebration of the Beat writing of 50 years back as students experienced together the rhythm and reason that stirred the genre's icon, Jack Kerouac '40 and his friends.

Led by Upper Division teacher Dr. Adam Casdin and students interested in performing "Jazz Poetry" as well as members of English teacher Sharon Kunde's class on Beat writers, the assembly audience heard music and readings of student work, as well as works by Kerouac and Allen Ginsberg. A Beat rendition of Horace Mann's alma mater sent those gathered off to their winter weeks of studies with their intellects piqued.

Introducing the assembly topic Dr. Casdin traced the roots of the Beats to Horace Mann. Ginsburg, who grew up in Patterson, New Jersey, was mentored by Patterson doctor and poet William Carlos Williams HM 1903. Though Kerouac only spent one year at Horace Mann, his experience affected him profoundly, as Dr. Casdin demonstrated, reading the writer's description of the "wits of Horace Mann."

The description appears in Kerouac's *roman à clef* *Vanity of Duluz*. It continues: "Among the fantastic wits of the Horace Mann School for Boys in 1939-40 Jimmy Winchel ranked practically number one."

"Jimmy Winchel" was, in fact, one Eddie Gilbert '40, Kerouac's friend at Horace Mann.

"The guy was brilliant. He wrote like a genius I used to like to read his writing better than any other books," said Gilbert, returning



photo by Grace Meriman '10 for The Record

English teacher Dr. Adam Casdin led a "Jazz Poetry" rendition of the HM alma mater at an assembly in January 2008 to celebrate "Beat" writing. Band director Jason Berckley played in accompaniment.

the compliment in an interview with *Horace Mann Magazine* 67 years after he and his friend left the School. Gilbert recalled the friendship during a season of literary excitement over the 2007 reissue of *On the Road* to commemorate the 50th anniversary of the publication of Kerouac's landmark novel.

Eddie Gilbert and Jack Kerouac became close friends when the two lived in the dorm HM maintained for students from outlying suburbs, or for those, who, like the future writer, were recruited to play football. In Kerouac's case the star football player from Lowell, Mass was offered an athletic scholarship to Columbia University—on the condition that he bolster his academic record with a year of study at Horace Mann—while also playing football for the School. But the young writer participated in more than sports. It was at Horace Mann that he published one of his first short stories—a mystery entitled "The Brothers" in the *Horace Mann Quarterly*. Kerouac also worked on the magazine's editorial board,

and as a reporter for *The Record* at "the academy of Wits"—he dubbed the School.

Mention of Kerouac evokes powerful emotions among the reading public. Mention of Gilbert will cause classmates and others of his era to recall a math whiz and a young man who seemed always on fire, and who *did* indeed self-combust in a spectacular saga of rise and falls that took him from Wall Street to Rio and back again. For *that* story Gilbert refers readers to Richard Whittingham's captivating biography *Boy Wonder of Wall Street, the Life and Times of Financier Eddie Gilbert*, preferring to focus his comments on Kerouac for now. But a portion of that story informs this one, for in it one can see the interplay between friends possessed of elegant intellect and complementary competitive drive in a class that included Pulitzer Prize-winning poet Anthony Hecht, philanthropist/developer Fred Rose, HM Dean and former teacher Harry Allison, teacher and coach Bill Quinn, and teacher Martin Sokolow.

These were formative friendships for Kerouac—a small-town-boy newly arrived to the cosmopolitan New York he would soon challenge in envisioning “The Beats.” Classmates and acquaintances made through Horace Mann would figure in Kerouac’s writing—in “Duluoz” where jazz producer George Avakian ’37 appears as the character Chuck Derounian, and in which Gilbert is depicted as Winchel. Remy Boncoeur of *On the Road* fame was Henri Cru ’41.

Kerouac offered further evidence of Horace Mann’s influence in a non-fiction profile of his friend that *Life* magazine asked him to write in 1962, when Gilbert lived in Brazil in self-imposed exile following financial failings, Long story short: It’s all OK now. Gilbert heads Santa Fe’s \$3 billion BGK Group real estate company, and recently celebrated his 85th birthday, with Horace Mann friend Philippe Grelsamer ’40 taking part in the four-day Cabo San Lucas festivities.

AT THE “ACADEMY OF WIZARDS”

Wrote Kerouac in *Life*: “I was just an innocent New England athlete boy suddenly thrown into what amounted to an Academy of incunabular Milton Berles hundreds of them wisecracking and ad libbing on all sides... but when mention of Eddie Gilbert was made there fell a kind of stricken convulsion just at the thought of him—he was insanely witty...” Kerouac continued, “When Wall Street’s Walter Gutman ’21 told me about two years ago that Eddie had become a ‘financial wizard’ I wasn’t surprised—We’d both decided to become wizards at something or other as we giggled in the halls of Horace Mann among all the other wizards of that class...”

Back then, in that brink-of-war school year of 1939-40, on the oasis of HM’s acres, the two friends manifested their wizardry as star athletes and killer chess players, bringing competing school teams to their knees. “We played on the chess team together. He was also a pretty good bridge player. We played bridge in the dorm. We had a very interesting group of people in that Class. Some of us are still in pretty good shape,” said Gilbert, noting that he remains in touch with Jack Sonnenblick ’40 as well as Grelsamer.

Gilbert and Kerouac complemented one another on the academic side as well—or at least they tried to unite their intellectual strengths

to form a formidable whole. Gilbert would help the writer with math, he recalled, “and I thought Kerouac could help me raise my grade in writing. We had different teachers, and mine would never give me a grade higher than in the seventies. I could copy Shakespeare and still get a 70. One day I said ‘Jack, I’ll give you \$2 and you write my theme.’ I *still* got a 70. That really got Jack mad.” The exchange didn’t last long as Horace Mann suspected the collaboration, and brought it to a halt.

Nevertheless, Gilbert amassed a considerable collection of Kerouac’s writing, keeping his essays and short stories long after high school and college. “Today I wish I had those papers. They were written in his hand, and they were brilliant. My first wife threw them all out.” Also tossed in a domestic purge were signed copies of *Vanity of Duluoz* and *On the Road*. “I paid 10 cents for them and had Jack sign them. I had to buy them back at auction. I paid \$5,000 for one, \$7,500 for another. One was inscribed, ‘I love you Eddie.’ One said—‘F _ _ _ you, Eddie,’” Gilbert laughed.

Kerouac biographers have noted that the other football recruits chided the writer for becoming involved with School activities and chumming with the other students, even suggesting he did so for economic advantage, while at the same time scorning some of his classmate’s privileged lives. Gilbert sees the story differently. When Kerouac moved from Lowell to New York his aunt supplied a base and weekend home in Queens. But Jack soon

found himself invited to the homes of his friends, becoming a fixture, particularly, at the Gilbert family’s Long Island spread.

“He would come to my house on the weekends. I wasn’t the only one who invited him. The guys liked him and respected him. He was a good athlete and a brilliant writer. We all invited him, but he loved coming to our house. He was very quiet, very shy and respectful to my parents. He was fascinated with the clean sheets—after living in the dorm all week,” Gilbert recalled.

Indeed, Kerouac’s prose sounded more like that of F. Scott Fitzgerald than a Beat writer in his *Life* magazine description of Gilbert’s “little-boy bedroom,” the breeze flowing through its curtains, “the swell dresser full of clean socks and shirts... The smell of bacon and eggs downstairs when we woke up on Saturday mornings—the fresh rain on the front lawn—Eddie bouncing around joking with the maid—the screened porch.” In fact, Kerouac did channel Fitzgerald in summing up his friend, writing of Gilbert, “For all his kidding around a kind of pale green clarity in the sincerity of his gaze—Nobody’ll ever know America completely because nobody ever knew Gatsby, I guess.”

Of Kerouac Gilbert recounted, “He would come over and then on Saturday night I would go on a date, and he would come along. The two of us would laugh a lot, and tell jokes all the time. But then, he’d go out with me and my date and he would just sit there, not saying



Jack Kerouac ’40 (bottom row second from left) was recruited to Horace Mann to play football but he also starred on the Lion’s baseball team as a right fielder “with speed,” according to The Mannikin.



Jack Kerouac and Eddie Gilbert shared a love of sports. Eddie (bottom row end) was a tennis-team star.

anything. I found that strange. We spent many, many weekends together for that one year. He was a gentle man and had good instincts. He was always a good sport and never a bully. If he was ever caustic that was part of our humor."

Succeeding years separated the two friends, as Kerouac went to Columbia and discovered a literary circle that would become The Beats. Eddie Gilbert would go off to Cornell, leave school to join the Army Air Corps during WWII at age 20, and earn military honors for his bravery in Italy and Greece. Kerouac joined the US Merchant Marines, and then the Navy, but was honorably discharged on psychological grounds. After the War, and whenever he was in New York, Kerouac would become a denizen of The West End near Columbia and of hangouts and apartments in Greenwich Village, while Gilbert could be seen arriving in a limousine at New York's El Morocco, or a night club in Monte Carlo where he maintained a palatial villa. While Kerouac famously crisscrossed the country going "On the Road" Gilbert was converting his father's healthy business into an empire, investing in Broadway plays, and trying ventures that caused him to risk and lose it all, before eventually climbing back.

Kerouac began to spiral too, from deserved fame to alcoholic depths, but for the writer there was sadly no reprieve. "We were kids when we met, 16 or 17. After high school we'd see each other once every two years. We spoke on the phone. Jack came to New York a few years before I went to Brazil. I had just bought this house on 70th Street and he used to come to my house when he was in

New York. He appreciated the wealth and the comfort of our home. He was never mean about it," Gilbert said of the "Dharma Bum" who was just starting life as a struggling writer. "He would just say, 'this is nice.' And he never asked me for a dime. Between 1947 and 1960, I think I saw him three or four times."

One of those occasions was a 1947 gathering of HM classmates Gilbert held at his parents' estate. Describing the "big class reunion" in *Life* magazine Kerouac waxed elegiac: "About thirty of us drank, swam, played a game of softball, and then at toasting time at the long table funny Eddie stood up and proposed a toast... and for the last time we were all rolling under the table in stitches—because after that, the young businessmen went their separate ways..."

And then came the Sixties, and Gilbert's sojourn in Brazil. Again, Gilbert refers to the "Boy Wonder" biography to explain this dramatic slice of his life. While in Brazil Gilbert was in touch with only a few select people from his past. One of them was Jack. "I was down there, and I thought this was it. I thought I'd never amount to anything. I'd never make it. I thought I'd die a bum. I wrote to Jack. I wrote, 'Do me a favor. Come down here and write a book about my life.' He wrote me back, 'You old b _ _ _ _ _ . I can't write a book about your life. You write it.'" Eddie Gilbert recalled.

WRITING ADVICE FROM A WRITING GREAT

The letter, which Gilbert still has, was filled with advice from the newly-famous writer on how to prepare such a book. "Now listen to me," Kerouac wrote. "Get yourself a good tape



Eddie Gilbert '40 celebrated his 85th birthday with Philippe Grelsamer '40 among his guests.

recorder... and tell your story into it—Then have a stenographer type it up double space for the publishers—If after he's typed it there are some things you don't like, cross them out, fill in things with your pencil, and have him type it all up again neatly—I happen to know that everybody in the world can tell his story better than anyone else... Down to the tiniest detail is what makes a story interesting."

These writing tips remain useful to any writer—but the steps Kerouac suggested are curious in light of the sensation still caused by his own manuscript for *On the Road*. Written in three feverish weeks, in adherence with his own "first draft only" adage, Kerouac submitted it to a publisher, typed on a 120-foot-long scroll of papers taped together.

Kerouac concluded the letter to his friend in the ever-polite way Gilbert said was characteristic of one of the nation's most celebrated iconoclasts: "And when I say 'Eddy (sic) you old b...' I only mean that's what we used to call each other, remember?" Signing off he added, "Eddy, all the luck in the world... I bet any dough I'll see you again someday and we'll have a good time like we always did."

That "good time" was not to be. Jack Kerouac died in 1969 at the age of 47, from an internal hemorrhage caused by cirrhosis of the liver, the result of a lifetime of heavy drinking.

Remembered Gilbert, "We were not in touch around the time he died. Anyway, that was not the guy I knew anymore. Jack Kerouac, the guy I knew, he was brilliant. He was a nice guy, and he was my friend." ■

Horace Mann School celebrates our many alumni authors in this column, and by showcasing alumni-written books in The Olshan Lobby, at the footsteps of The Katz Library in the School's Mullady Hall. Please share news of a new book you or another alum has written. If we missed writing about any recent book by an alum please contact the Alumni House and Development Office at 718-432-3453 or alumni@horacemann.org. If you would like to purchase any of these books, a portion of the sales will benefit Horace Mann School when you shop through The General Store on www.horacemann.org.

6 Tricks to Student NARRATIVE Writing Success



6 Tricks to Student PERSUASIVE Writing Success



6 Tricks to Student INFORMATIONAL Writing Success



(Easy Guides for Students, Teachers & Parents)

by Mark Diamond '69

Anyone Can Write Books, 2006 and 2007

Mark Diamond '69 is generally considered the Southeast's foremost children's writing specialist. A certified Creative Writing and Gifted Ed specialist with Georgia's DeKalb County for more than eight years, Diamond left classroom teaching in 1999 to start his own educational consulting business, Writing to Command Attention! Workshops. In these three books Diamond synthesizes his writing "secrets" into step-by-step guides for children and teachers to follow—whether as students or as instructors. For parents, these books are invaluable, too, for helping with homework, and even as a quick and powerful refresher course in what really matters in getting a point across in writing, or livening up an essay or presentation.

The books are slim volumes that can slip into a backpack. They're illustrated with clever and simple cartoons by Jim Gilbert. Each book begins with Diamond's "Three A's" of writing: Attitude, in which he tells students it's OK to make mistakes; Atmosphere, in which he encourages students to set up an environment where they feel comfortable about writing, and Activities, in which he helps students think of topics to write about. These are great guides to the novice writer, and great reminders to those who understand that much of what we need to know we learned in elementary school.

Known as "Mr. D" to his students, the former teacher presents over 300 elementary and middle-grade student and faculty workshops each year, and is credited with raising third, fifth, and eighth-grade writing assessment scores at numerous public schools.

American Ruins

By Arthur Drooker '72

Merrell, October 30, 2007



American Ruins by Arthur Drooker '72 is the first photography book to document historic ruins throughout the United States. Drooker, a photographer whose work has been exhibited and published since 1980, is also an Emmy Award-winning writer and director of television documentaries. In this book Drooker brings his accomplished visual eye to the creation of a record of ruins ranging from ancient Native American dwellings in the Southwest, to the remains of Gilded Age mansions on the East Coast, to a king's summer home in Hawaii. Luminous infrared photographs expose crumbled walls, weathered facades and overgrown flora, and are accompanied by brief essays detailing the historical, geographical and architectural significance of each site. This landmark

publication raises awareness of and appreciation for overlooked ruins that remain unknown to most Americans. It captures the visual poetry of each place and offers a new way of seeing the landscape, the past and the collective identity of America. This work is a unique, awe-inspiring photographic record of American history, and will fascinate anyone interested in architecture, photography, history, archaeology and Americana. You can catch up with the photographer/author on his book tour and exhibits that continue through 2008 by going to www.americanruinsbook.com.

The New York Mets

Ethnography, Myth, and Subtext

Richard Grossinger '62 (and Terry Leach)

North Atlantic Books, 2007



No baseball team has captured America's imagination like the Mets. Alternately the "Lovable Losers" and the "Miracle Mets," New York's *other* team offers fascinating fodder for writer Richard Grossinger in this thoughtful

collection. *The New York Mets, Ethnography, Myth, and Subject* is a series of probing essays on the best and most interesting years of the team, particularly 1969, 1973, 1986, and the abbreviated run of 2006. A pivotal essay chronicles the lives of a professional athlete and a die-hard fan to create a well-argued, deeply-felt meditation on the ways in which franchise baseball has come to fail not only the fans but the players.

A poignant narrative of Mets pitcher Terry Leach and Grossinger's own experiences playing and tracking the sport in these powerful essays alternately take the poet's, the alchemist's, and the player's perspective to show how the stunning highs and dispiriting lows have changed America's favorite pastime. Grossinger reflects on the salad days when teams were happily homegrown, and laments the current money-ball scenario of baseball today. The forward to this book is written by Mike Vaccaro, the lead sports columnist at the *New York Post* since 1992, and an accomplished writer on baseball history. Among the more than 20 books anthropologist and

publisher Richard Grossinger has authored or edited are five anthologies of baseball literature, including *Baseball I Gave You the Best Years of My Life*, the first anthology of its kind.

The Writer Within You

By Charles Jacobs '48

Caros Books, October 2007



The Writer Within You by Charles Jacobs '48 responds to requests by retirees, both seniors and Baby Boomers, who wish to become published authors and have sought a comprehensive single-volume guidebook to the

confusing publishing process. This book teaches readers the basics of crafting a book or articles, and simplifies the challenge of selecting the best method of publishing, marketing and promoting their work. The first section of the book is entitled "Writing Your Book" and includes instruction in crafting a novel, memoir, or how-to book. A section devoted to freelancing articles covers researching ideas, writing and placement in periodicals. The "Marketing and Promotion" section leads readers from advance review copies through branding, press contacts and the use of the Internet for book promotion through Web pages, blogging and podcasts. An extensive appendix provides tested resources for authors. Boxes labeled "Words of Wisdom" sprinkled throughout the book offer advice from recognized authors, literary agents and publishers.

Charles Jacobs is eminently qualified to guide fellow retirees through writing, publishing and promoting articles and books. An award-winning writer he is a graduate of Columbia University School of Journalism who began working as a reporter on the *New York Journal American*, and became president and publisher of the Alameda Newspaper Group in the San Francisco area. With more than 750 freelance articles to his credit, he has taught writing, published the novel *Blood Bond*, and has ghost-written several books. He is a frequent guest speaker at writers' conferences.

Electronic and Algorithmic Trading Technology: The Complete Guide

Kendall Kim '91

Academic Press, June 20, 2007



Electronic and algorithmic trading has become part of a mainstream response to buy-side traders who need to move large blocks of shares with minimum market impact in today's complex institutional trading environment. In

Electronic and Algorithmic Trading Technology: The Complete Guide Kendall Kim '91 presents an overview of key providers in the marketplace. This revolutionary book is a first-ever guide covering everything from the technologies to how to evaluate tools to best practices for IT management.

With electronic trading platforms becoming increasingly sophisticated, more cost-effective measures handling larger order flow is becoming a reality. The higher reliance on electronic trading has had profound implications for vendors and users of information and trading products. Broker dealers providing solutions through their products are facing changes in their business models such as: relationships with sell-side customers, relationships with buy-side customers, the importance of broker neutrality, the role of direct market access, and the relationship with prime brokers. This book is the ultimate guide to managers, institutional investors, broker dealers, and software vendors to better understand innovative technologies that can cut transaction costs, eliminate human error, boost trading efficiency and supplement productivity. As economic and regulatory pressures drive financial institutions to seek efficiency gains by improving the quality of software systems, firms are devoting increasing amounts of financial and human capital to maintaining their competitive edge. This book is written to aid the management and development of IT systems for financial institutions. Although the book focuses on the securities industry, its solution framework can be applied to satisfy complex automation requirements within very different sectors of financial services from payments and cash management, to insurance and securities.

Microtrends, The Small Forces Behind Today's Big Changes

Mark J. Penn '72 with Kinney Zalesne

Twelve, September 2007



In *Microtrends: The Small Forces Changing the World*, veteran pollster Mark Penn '72 shows that 75 of the most important trends in the world today are the smallest ones. Exploring everything from politics to religion,

food to entertainment, Penn follows the numbers to uncover what's *really* popular, not what we *think* is popular. contends Penn, while these trends are shaping the world, they're relatively unseen, under-the-radar forces that can involve as little as one percent of the population.

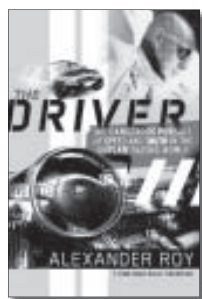
The man who introduced the "Soccer Mom" concept has identified a wide range of new trends based on new influences in society at a time when people have never been more sophisticated, more individualistic, or more knowledgeable about the choices they make in their daily lives. Still, some of these trends may not be apparent to the untrained analyst. The hard evidence supporting the trends Penn has spotted demonstrates that it takes intensive, scientific study to find the logical patterns that underlie those choices. Each trend also has significance beyond the number of people identified in its pursuit. In a chapter on the "Niching of Sports" Penn points out that, much to the consternation of Major League Baseball, "we don't like sports less, we just like little sports more." Penn draws similar lessons in business, culture, technology, diet, politics and education (among other areas), reporting on 70 groups ("Impressionable Elites," "Caffeine Crazies," "Neglected Dads," "Unisexuals," "America's Home-Schooled"). His writing remains energetic and entertaining throughout. Culture buffs, retailers and especially businesspeople for whom "small is the new big" will value this exercise in nano-sociology. Readers will not only find the trends that Penn spots of great interest—they will be introduced to a new way of thinking, learning that the minutia of everyday life are what count—literally and figuratively.

Mark Penn began his life as a pollster while still a student at Horace Mann, publishing his campus polls in *The Record*. He started polling professionally after graduating Harvard and attending Columbia Law School. For over 30 years as an adviser and polling analyst to major corporations and heads of state he has spotted trends among diverse demographics, and helped politicians and big companies put these to use. The CEO of Burson Marsteller and Penn, Schoen & Berland Associates Penn has been called "The Master of the Message" by *Time* magazine and "The Guru of Small Things" by *The New York Times*.

The Driver

Alexander Roy '89

Harper Entertainment; October, 2007



Shortly before Alex Roy's '89 father died he dropped tantalizing hints about the notorious Cannonball Run of the 1970s, the illegal high-speed nonstop race from New York to L.A. He said it was nothing at all like the one portrayed in

the Burt Reynolds movie of the same name.

Inspired by his father's dying words, Roy enters the mysterious world of road rallies and underground races—trying both to find himself and to locate "The Driver", the anonymous organizer of the world's ultimate secret race—who may not exist. In order to get noticed by "The Driver" Roy must become a force to be reckoned with.

In this memoir, Alex Roy straps the reader into his highly-modified BMW M5 for a terrifying 120 mph lap of Manhattan, then tackles the Gumball 3000 and the Bullrun—the two most infamous road rallies in the world. He creates a character for himself and his car, Polizei Autobahn Interceptor; they stick out among the Lamborghinis and Ferraris driven by millionaire playboys, software moguls, princes, movie stars, supermodels, gear-heads, and tech whizzes. Out of the hundred-plus rally drivers, a select few—Alex Roy among them—compete as if these are full-on road races, traveling from London to Morocco,

from Budapest to Rome, from San Francisco to Miami, at speeds approaching 200 mph.

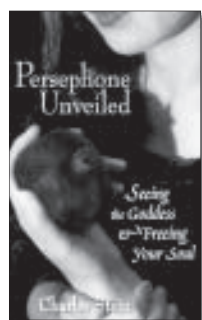
But Roy's rise to the top of the rally-driving world ultimately proves hollow, until he meets a young film producer documenting the obscure post-Cannonball Run races and the holy grail of cross-country racing—the N.Y.-to-L.A. speed record of thirty-two hours and seven minutes set in 1983. Can that time even be approached today, much less beaten? Should Roy try? Can he do it? *The Driver* is the tale of one man's insatiable drive beyond life in the fast lane.

Alexander Roy has been driving in international road rallies since 2003. He finished first in the 2006 Gumball 3000. Known as the Dr. Evil of the road rally scene Roy is co-producing and will also be featured in the upcoming movie *32 Hours, 7 Minutes*.

Persephone Unveiled: Seeing the Goddess and Freeing Your Soul

By Charles Stein '62

North Atlantic Books, 2006



In *Persephone Unveiled* poet and scholar Charles Stein '62 delves into the myth of this goddess in all her guises—as the daughter of Demeter; the Queen of the Underworld; the archetypal female healer; and as a central figure in the Eleusinian

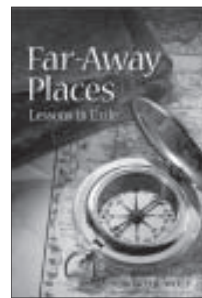
Mysteries, where celebrants experienced sacred visions through secret rituals fueled by an LSD-like substance. The author examines the known details about the psychoactive agent and explores the Mysteries' influence on, and relationship to, early Christianity. Guided meditations, using active imagination techniques, help readers summon an experience with the goddess. Wrote Peter Manchester, associate professor of philosophy at Stony Brook University "Stein has created the most powerful and authoritative book I have ever read on the nature and consequence of divine revelation."

Stein is the author of 11 books of poetry including *The Hat Rack Tree* (Station Hill Press) and the forthcoming *From Mimir's Head*.

Far Away Places, Lessons in Exile

by Howard Wolf '54

Artzy, 2007



The essays in *Far Away Places, Lessons in Exile* might be considered a cultural autobiography: At once personal and cultural they constitute an autobiographical journey around much of the world. These essays are the result of


25 years that author Howard Wolf '54 spent teaching and living overseas. They represent a deep involvement with the countries the author has lived in and written about: Turkey, Malaysia, India, Hong Kong, South Africa, Finland, and others. When Wolf wrote the first of the essays in this collection America was still looking primarily at the U.S.S.R. as the world power which might set the world ablaze. Then, after the collapse of the Soviet Union, the rising suns of the South China coasts and the Pacific Rim cast their light across the world, and the many faces of Islam were often the images we saw on CNN. As the author travels through the beginning of the 21st century, he discovers that things never change as much as they stay the same.

Each essay is followed by a section in which Wolf reassesses his past experiences in the light of recent history. Each is also followed by a short bibliography, and a well-written "Re-Vision" as the author looks back on his journeys and puts them into a current perspective. Though he finds some changes, the fundamental themes remain. Wolf's impressive descriptive powers make the places he visits in Turkey, India, or even New York come to life. The power of words to tell a story brings a new level of joy and wonder that will send the reader on an exciting journey.

Dr. Wolf has spent a lifetime writing and teaching others to write and read critically as a professor of English at the University of Buffalo. He retired in 2007. ■

Alumni news is important to the entire Horace Mann School community. Please keep us up-to-date by sending your news and pictures to the Alumni House and Development Office, Horace Mann School, 231 West 246th Street, Riverdale, New York 10471, by faxing news to 718-432-3010 or by e-mailing your notes and pictures to alumni@horacemann.org. Alumni may also use the Class Notes function on the Graduate Resources section of www.horacemannalumni.org. We update the information on the website weekly. Class Notes are published twice a year in *Horace Mann Magazine*, and are archived online.

1938

 **The Class of '38 celebrates its 70th reunion at Homecoming, September 20, 2008.**

Yes, that was **Dr. Melvin Hershkowitz** on the CNN Youtube debate with the Democratic presidential candidates in summer 2007. His son videotaped "Dr. Mel" asking candidates a question on extending Medicare to the entire population of the nation.


1940

David Oppenheimer reports: "I had the pleasure of communicating with **Ira Gabrielson** and Arthur Aufses '42. I'm still playing tennis, sculpting, painting, playing the cello, learning from my children and encouraging my grandchildren." **Eddie Gilbert** celebrated his 85th birthday in December 2007 when family, friends from throughout his lifetime, and colleagues at BGK Group, his Santa Fe, New Mexico real estate company, threw him a four-day bash at a small resort in Cabo San Lucas. Fabulous meals, entertainment every night, and even a fireworks display on the beach were part of the festivities. Equally exciting for Eddie was sharing the event with guest and HM classmate **Philippe Grelsamer**. **Jack Sonnenblick** had hoped to come, but was not able to make it. His wishes were appreciated.

1941

Richard Rothschild writes a local newspaper column in Duxbury, MA on energy sustainability called "Thinking Green." He serves on Duxbury's Open Space Committee, Sidewalk & Bike Committee, and Sustainable Duxbury.

1943

 **The Class of '43 celebrates its 65th reunion at Homecoming, September 20, 2008.**

Mark Probst's short story, "Daytrip" appeared in the October 2007 issue of *The Yale Review*, the oldest literary journal in the U.S.


1944

Dolores Quinton is an independent producer, an acting coach and a literary advisor of The Directors Company, an organization that shares in the charge to ensure the prosperity of America's performing arts.

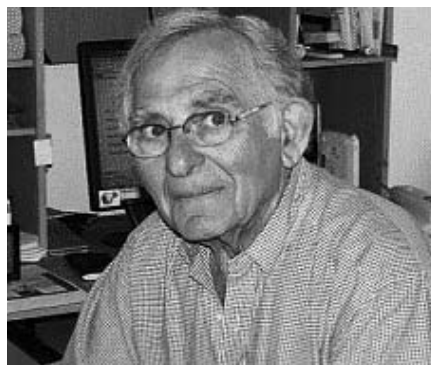
1946

Samuel Messiter informs classmates that he achieved a world record at the fifth-annual International Implements Challenge at Dartmouth College in August 2007. The Challenge is a throwers' meet featuring Olympic-standard weights for shot, discus, javelin and hammer. Writes Sam, "Academic and intellectual prowess is much more 'Horace Mann' than physical prowess. That is a fact. However, I thought it might be of interest for HM to note that I achieved a world record in Senior Olympics at Dartmouth College. Advice to all my classmates and friends? Stay verticle!" Messiter, now 79, a private pilot and sales executive who lives in Pawlet, VT., began competing at Masters meets at the age of 70. He heaves all the implements and is ranked among the USA Masters top 10 in javelin, hammer, shot and weight. He set an unofficial world mark for the men's 78-year age group with a 26.55-meter toss.

1948

 **The Class of '48 celebrates its 60th reunion at Homecoming, September 20, 2008.**

Within days of its October 1, 2007 publication date **Charles Jacobs'** new book *The Writer Within You, A Step-by-Step Guide to Writing and Publishing in Your Retirement Years* sold out half of its first printing. Rating five stars on both Amazon.com and Barnes and Noble.com it was also selected for the catalogue of the prestigious Writer's Digest Book Club. The reason may be in the fact that Jacobs' book taps into the wishes of many a retiree, and newly-retired baby boomers to follow their active lives with an active retirement that includes writing a book. Jacobs' book suggests how to pursue that goal. (Please see "Bookshelf" p. 44)



1949

Class Correspondent **Irwin Spiegel** gathered the following information from his classmates last fall. With gratitude to Irwin, we share his reporting here:

"With autumn comes cool weather and memories of climbing a very steep hill at Broadway and 246th Street. (How many of us could do that today?) But enough nostalgia... lets get to the news! As usual, **Irwin Block** has won another photo blue ribbon; last August he was awarded first place in photography in an art exhibit at the Rowayton, CT Arts Center titled "Self Indulgence Self Portrait." He also said he recently saw **Bud Friedman**, and was planning to see **Arnie Starr** during Arnie's trip East... **Bob Worth** says he's coming along following knee surgery. And while he's semi-retired, he

still serves as administrative law judge and judge pro tem for the city of Scottsdale, AZ... Retired for 11 years, **Arthur Irwin** manages to sneak in some golf between occasional assignments as a sub teacher in the Great Neck school district. He also told me that **Marv Rubin** recently had a hip operation... When I spoke with Marv, he said that his hospital stay was considerably prolonged by a staph infection. Now fortunately he's recovering at home... **Ted Jacobs** still maintains a full psychoanalytical practice in Manhattan, when not teaching or lecturing here and abroad. His last speaking engagement was in Berlin; his next will be in Great Britain... Did you know that **Steve Joseph** retired from the U.S. Naval Reserve as Lt. Commander? Did you also know that he and his immediate family collectively earned seven degrees from the U of Penn? Now, in retirement, his days are filled with golf, reading and the enjoyment of fine wine... These days, **Arnie Weinberg's** retirement consists of swimming three times a week, walking, movies, and the enjoyment of three grandchildren. He also never misses a performance by his lovely bride, Marcia, who is active in Scottsdale musical theatre... **Al Zuckerman's** daughter, Kate, was recently written up in *AM NY*, a daily newspaper here in the Big Apple. A mother of three, she's also pastry chef at Chanterelle and author of *The Sweet Life: Desserts from Chanterelle*. As for the very proud father, he's recovering from repair of a heart valve and spends the winter months in both NYC and a home in the Florida Keys... A healthy **Neil Littmann** says he's spending more time these days on vacation, and less time at Smith Barney's Scarsdale office. His last trip, with lovely wife Elaine, was to India. He also stays in touch with neighbor **Irwin Robinson**, who manages to squeeze in some golf between visits with his six grandchildren. Irwin also pointed out that to the best of his knowledge, we are the only HM class ever to have three "Irwins" (Block, Robinson & Spiegel... no, not a law firm)... At this writing, **Don Mayer** and lovely spouse Ylain were preparing for their annual open house for friends and neighboring children to view the Macy's Thanksgiving Day parade; their NYC apartment offers a view of Central Park West... What better way to stay young than to keep working? That's **Mark Kaufmann's** philosophy, and he practices what he preaches. When not traveling, he's active in real estate futures, a

new activity in the world of finance... as for the Floridians among us, **Bob Leder** is happy to say he's coming along following shoulder surgery... **Andy Taub** still keeps in shape through tennis and swimming... **Dick Kleid**, as President of the Palm Beach Town Council, had been negotiating with Donald Trump on a variety of matters... Congratulations to Eileen and **Steve Finestone** on their 50th wedding anniversary last November. There are other Floridians I've yet to contact; their news will be in my next report. Stay tuned!




Irwin Block and **Paul Silverstone** enjoyed a visit to Horace Mann and a tour of the campus in November 2007. The two looked at archival pictures from their days at HM, and observed the School in "action" today. Block, who lives in Norwalk, CT, retired from Purdue Pharma LP as Senior Executive Director of Creative Services. He recently held solo photography exhibits at Greenwich Bank of New York and Norwalk Art and Framing, and appeared in *The New York Times* and on News Channel 12. Paul Silverstone continues to write on U.S. Naval history, with nine books published thus far. He recently donated copies of his *oeuvre* to the Katz Library at Horace Mann.

season. We have approximately 30 hard core members. This is our 15th year."

1957


Impressive news from **Carl Green**: "I recently received the Japanese Foreign Minister's Commendation Award for contributions to strengthening the friendly relationship between the United States and Japan. I received the award from (then) Foreign Minister Taro Aso in Tokyo on July 12, 2007. In the award ceremony, he referred to the work I had done as Ford Foundation Representative in Japan in the 1970s, contributions to resolving trade disputes as a lawyer in the 1980s, academic activities at Georgetown and elsewhere in the '80s and '90s, and the activities I have engaged in with the Council on Foreign Relations and other organizations to promote understanding and communications between the two countries. My classmates may recall that it all started with "Teahouse of the August Moon." (Green starred as Captain Fisby in the HM performance of "Teahouse" in 1957).

1958

 **The Class of '58 celebrates its 50th reunion at Homecoming, September 20, 2008.**

James Lawrence reports: "**Mike Hess** and **John Jacobs** continue to treat me royally when I visit NYC. **Ron Ceisler** is merely accommodated as a permanent New Yorker by his classmates."

1953

 **The Class of '53 celebrates its 55th reunion at Homecoming, September 20, 2008.**

1955

Gerald Friedman writes "Our very active HM Alumni Club of Southern California meets annually in November to kick off the holiday

1959

Thomas Gutheil is still doing expert work on cases nationally, teaching internationally and writing unsold screenplays in his free time. A sculpture by **David Unger**, titled "The Storyteller" was purchased by the city of Park Ridge, Illinois, and placed in front of the Park Ridge Public Library. The monument piece was dedicated at this Chicago suburb in October and now stands in the city's Common in front of the library.



"The Storyteller"
by David Unger '59

puts us in very good company. Might this have anything to do with our degrees in Art History from Columbia College?"

From **Doug Anderson**: "Dale and I have been art collectors for the 30 years we've been married and were recently named amongst the 100 collectors who are changing the art world. Jerry Speyer '58 was too, which

1960

An essay by **Carl L. Heimowitz** entitled *Lessons Learned at Princeton: Reflections of a failed mathematician* ran on Princeton's newswire PawPlus on Nov. 7, 2007. In the essay Heimowitz writes that he pursued math studies at Princeton on the advice of his HM teacher Robert McCardell, but has since become a writer and editor. The delightful essay can be found on www.princeton.edu. **Dr. Jack Lowe** closed his private practice a couple of years ago and is now working part-time teaching pediatric residents at D.C. Children's Hospital out-patient clinic. **Dr. Jeffrey Sanders**, Associate Professor of Native American Studies at Montana State University in Billings, visited an American history class taught by HM History Department Chair Barry Bienstock in fall 2007 and discussed aspects of Native American culture with the students. His daughter, Sarah Sanders '11, is in ninth-grade at Horace Mann.

1961

From **Leonard Barkan**: "Happily taking advantage of New Jersey's enlightened political wisdom, I recently celebrated my civil union with Nicholas Barberio (after eight years together in unofficial union) in our Princeton home. Among those present were **Jeffrey Lowin** and **Peter Waldman**."

1962

Richard Grossinger shared the exciting news that his daughter, acclaimed filmmaker Miranda July, recently won one of the world's most prestigious literary prizes, the 2007 Frank O'Connor Award, for her first collection of short stories, *No One Belongs Here More Than You*. Grossinger also noted that Random House is now distributing books by his publishing company, North Atlantic Books. Among recent titles the company has published is classmate **Charles Stein's** *Persephone Unveiled, Seeing the Goddess & Freeing Your Soul*. (Please see "Bookshelf" p. 45) **William Cooper** writes: "This spring my wife Terry and I relocated from Southern Florida to Southern California. We gave up our spacious golf course house in West Palm Beach (still on the market, if anyone's interested) for a cramped townhouse in downtown Pasadena. Goodbye to flat, boring landscapes and people who think I'm interested in hearing about their golf rounds; hello to the San Gabriel Mountains and **George Chodeker**. I hope to get a job teaching college writing while Terry will continue to pursue her sculpting."

1963



The Class of '63 celebrates its 45th reunion at Homecoming, September 20, 2008.

1964

Roger Berkley tells classmates, "Still trying to play golf, now I've added **Bill Mutterperl** to my list of occasional partners. **Andy Tobias** has me mainlined into the DNC, for which I thank him. **Alan Rogowsky** is a source of great jokes and info."

1965

Steve Taube and his wife Mary are running a private college placement company in northern Virginia. **Christopher Barr** lives in Washington County, PA. He runs his own insurance company which he recently rolled into a larger firm. **Robert Brookshire's** daughter Devon's

basketball team finished third in a national basketball tournament. (That will come as no surprise to those who remember "Little Brooks") Recent work by sculptor **Jeffrey Brosk** was featured in a group show entitled "The Fall Collection: Recent Work" at Broadfoot & Broadfoot Gallery, 62 Greene Street. New York, N.Y. The show ran from October through December 2007. **Michael Schonbrun** writes: "Our oldest son, Ethan, is getting married this summer in San Francisco. Ethan is doing his post-doctoral work at Harvard in electrical engineering and physics and his fiancé is finishing her Ph.D. in clinical psychology at Brown. Our twin sons, ages 3½, are learning to swim and play lacrosse. The senior housing business is thriving and life on the ranch (outside of Boulder) is good. Come see us!" **Neil Baldwin's** seminal biography of William Carlos Williams HM 1903 *To All Gentleness, William Carlos Williams, The Doctor/Poet* is being reissued in April 2008 in a new trade paperback edition in celebration of Williams' 125th birthday, and just in time for National Poetry Month. The book includes a new preface by Neil Baldwin. Susan Stamberg, writing in *The New York Times Book Review*, described the book as "...a deftly-written portrait. Neil Baldwin shows us a man who found joy in the noises of daily life, and who put poetry together with as much painstaking care as he took in the delivery of a new baby."

1966

Dr. George Lowe's daughters both graduated from the University of Maryland; Hannah is working for M & T Bank in Baltimore and Mariel is in NYC in advertising at Kaplow. **Michael Passow** is "retired" after 22 years at White Plains Middle School and is now teaching science at Dwight Morrow High School in Englewood, N.J., a four-block walk from his home.

1967

William Barr is vice president for legal affairs with Verizon. He is the former Attorney General of the United States. He has three children. **Prof. Roy Rosenstein** contributed a chapter on "The End of Insect Imagery: From Dostoyevsky to Kobo Abé via Kafka" in *Insect Poetics* (Min-

neapolis and London: University of Minnesota Press, 2006). Reviews of the book have appeared in *The Chronicle of Higher Education* (Nov. 24, 2006) and elsewhere. Dr. Rosen-stein is a professor of Comparative Literature and English at The American University of Paris. He works principally in the Romance languages, with special attention to the Middle Ages and Renaissance. His publications span French, Occitan, Spanish, Portuguese, and Italian literatures, in addition to English and American literatures within a comparatist context. His latest research projects concern Ronsard, Shakespeare, and Cervantes.

1968



The Class of '68 celebrates its 40th reunion at Homecoming, September 20, 2008.

Ken Browne announced the release of his latest film, *League of Our Own: New Hampshire and the American Craft Movement* (www.kbprods.com/league.) Said Brown: "New Hampshire continues to capture my interests in documentary filmmaking and I wanted to share this great news with the HM community! I was telling my 9-year-old son about how my history teacher, Dan Alexander '49, figured out from my silence in First Form that I had never done a "report" before and spent lots of time showing me how to get started. That memory triggered a lot of admiration for Dan Alexander and how he taught history and got us involved in the pleasures of historical research and storytelling—and now it's becoming my passion as a filmmaker!"

1970

Class Correspondent **Dr. Frank Lowe** continues to keep his classmates up-to-date on their activities, as well as those of other HMs. We appreciate his efforts. From Frank comes the following news:

Katherine Weisberg wrote: "I want to tell you that **David (Weisberg)** would be very proud of his 24-year-old daughter Chloe (Berkeley 2005) who is working for Vista Research, a division of S&P 500. After a year in NYC, she was relocated to the New London office. Vic-

tor, 19, is a very committed UCLA sophomore majoring in Environmental Sciences. We were all in NYC on October 14th celebrating David's father's 80th birthday."

Bruce Schimmel is the founding publisher of the alternative weekly, the *Philadelphia City Paper*. As editor emeritus of the weekly he founded in 1981, he currently writes the column, "Loose Canon," which in 2006 won second place statewide in the Keystone Press Awards, and placed third in the Society of Professional Journalists, Keystone State Professional Chapter. *City Paper* is now the region's most widely-read weekly, with an audited readership of 450,000. In 1995, Bruce launched City Paper Interactive, Philadelphia's first on-line newspaper and Internet community bulletin board. He has also produced regular cultural and enterprise radio pieces for WSCL-FM (NPR affiliate, Salisbury, MD). As Project Director of "Life on Delmarva," he produced a 75-part series of audio portraits, underwritten by the National Endowment for the Humanities through the Delaware Humanities Council. "Life on Delmarva" received a 2003 Golden Reel award from the National Federation of Community Broadcasters. In 2003, Schimmel started Sonic Squad, a radio reporting project for children in rapidly developing rural Delaware. Bruce is currently producing an audio history project called "Show and Tell" for the Milton (DE) Historical Society. He recently honored his University of Rochester alma mater with a gift to the school's Fellowship in Innovative Journalism.

Update from **Scott Camazine**: "I am a biologist and physician who has been fascinated with the natural world since I was a child. I have written two nature books (*The Naturalist's Year* and *Velvet Mites and Silken Webs*) and co-authored a more technical book, *Self-Organization in Biological Systems*. In 1974, I graduated from Harvard College and in 1978 I received an MD degree from Harvard Medical School. Later, in 1993, I completed a Ph.D. in Animal Behavior from Cornell University. I am fascinated by the beauty and complexity of our living world, and devoted a portion of my career to studying honey bee behavior. Currently, my work is divided among the care of emergency room patients, photography, lecturing and writing. The rest of my time is devoted to my children, woodturning and enjoying the natural world. In addition, I travel with my

brother (Brian Camazine '74), a surgeon, to places such as Nigeria, Guatemala and Bolivia where we provide volunteer surgical care as a part of the Earth Wide Surgical Foundation."

The Summer on the Hill (SOH) first-annual gala honored **Bruce Brickman**, who was the founding benefactor and Chairman of the Board for the program. SOH was founded in 1994 as an enrichment experiment for 21 public elementary school students. All 33 of SOH's 2007 high school graduates are attending four-year colleges. **Danny Baldwin** has now been Senior Development Counsel at the Battery Park City Authority for the last two years; he loves his current position. He has been studying piano in his personal time. His son Matt graduated Yale '03 and is running a college prep tutoring practice; his other son Josh graduated University of Chicago in 2006 and is working as an editorial assistant at Harper Collins. **Jonathan Oberman** is still teaching at Cardozo Law School. His daughter Hannah is working for Councilman David Yassky; daughter Naomi is at Brown, playing rugby; and Sarah Rose is at Fieldston playing soccer for the Manhattan Soccer Club.

Robert Nussbaum shared the news of long-time family friendships forged through Horace Mann: His daughter, Alexandra Nussbaum, got together with Samantha Fink, daughter of **Steve Fink**, and with HMer Evan Charles '03, son of **Barry Charles** to celebrate their 22nd birthdays. The younger generations' grandmothers, moms of these three alums—Dorothy Nussbaum, Teresa Fink, and Harriet Charles, recently got together for lunch, as they do every few months. And the alumni? They're "in touch all the time," writes Nussbaum, "although it is tough to get Barry away from his routine to join Steve and me on the golf course. (Steve and I play together most Saturdays). Three generations of friends, all due to HM."

Robert Adler's son Jake graduated Earlham College in May 2007. "Our daughter, Rachel, is a high-school junior, so the college road trips have begun. Life is very good—although I expect to be able to retire at about the age of 120, given the likelihood Rachel will start college at the same time as Jake hopes to start rabbinic studies at Hebrew Union College. Anne-Marie and I are 54, working hard, enjoying each other and wondering what our 'empty nester' phase of life might bring our way."



Wrote **Frank Lowe** of his own activities: I attended the book signing for **Doug Schoen's** latest book *The Power of the Vote* (published in April 2007). The event took place at Mayor Mike Bloomberg's townhouse, which is like a museum. Mayor Bloomberg said some nice words about Doug. Mayor (Ed) Koch was also in attendance. The Class of 1970 was well represented: **Mike Faust, Miles Stuchin, Gene Lipman, Marty Bienenstock** and of course **Doug** and myself. The book offers an interesting review of Doug's political activities over the years with Koch, Corzine, Clinton, Bloomberg etc. At the HM Trustee Faculty dinner in May 2007 I saw Dan Alexander '49, Tom Reilly and Lyall Dean. Mr. Reilly was honored by the announcement of the Thomas Reilly Chair in Foreign Languages. Mr. Dean had a Chair named for him last year.

1971

Barrett Brick informs us: "My photo portrait now hangs in an exhibition of gay community pioneers, sponsored by the Rainbow History Project. I'm still commuting between D.C. and South Africa for another couple of years, until I retire and move over there." (Brick has been a leading activist for gay and lesbian civil rights and community action nationally and internationally). A reading of **Stephen Fife's** latest play "Scattered Blossoms" was held November 19th, 2007 at 38th Street Studios in New York City. The play focuses on a brief period of time in the lives of Vincent van Gogh and Paul Gauguin when the two painters shared a studio and living space in the south of France during a six-week period in 1888, pursuing their separate dreams of paradise. During those same six weeks, just a few hundred miles away, Jack the Ripper went on his killing spree. The play explores Van Gogh's painting "Japanese Dream" in search of answers to

the metaphysical questions Fife probes: What did one event have to do with the other? Was it just metaphysical coincidence or are their times when the culture goes crazy? Over the years Fife has had numerous productions of his works performed, including at Primary Stages, Jewish Rep, Playhouse 91, Circle Rep Lab, Samuel Beckett, Hypothetical Theatre, La Mama, Alice's Fourth Floor, Theatre for the New City. His adaptation of the Yiddish play "God of Vengeance" was recently produced in Tel Aviv after having been done several times in the U.S. His "This Is Not What I Ordered", an evening of comedies, is published by Samuel French. Fife's theatre memoir *Best Revenge* was published in 2004. "Break of Day", his play about Van Gogh's family, was produced in Hollywood in 1999. Fife is currently reworking that play while also writing the third play of his "Van Gogh Cycle." He lives in the Los Angeles area, where he is a member of the Actors Studio West playwrights/directors lab.



Andrew Yarosh wrote in fall 2007: "I'm happy to report that I have just finished my first Moab Music Festival and that I feel privileged to serve as Executive Director of such a remarkable organization. More remarkable was that I was delighted to discover that one of the Festival's distinguished artists, pianist and violist Paul Hersh '58, is a fellow Horace Mann alum. Paul's performance on his September 12 (2007) Piano Talk program of Brahms' transcription for piano left hand alone, of the Chaconne from Bach's Partita # 2 in D-Minor for solo violin was a Festival high point and will remain one of my personal musical highlights. In addition, Paul performed a little Schubert (the Grand Duo Sonata in C-Major for Piano four Hands) and then switched to the viola for the Festival's finale, which included Shostakovich's string octet, Prelude & Scherzo Op. 11. I'm looking forward to a little R&R and then to working on the 2008 Festival, which will kick

off with a four-day Colorado River trip with music June 15 - 19, 2008 and three weeks of "music in concert with the landscape" in Moab, UT August 28 - September 13, 2008. I'd love to touch base with any alums traveling through the Canyon Country (Arches & Canyonlands NP) of SE Utah. Office mail is andrew@moab-musicfest.org. Andrew's submission of his Class Note enabled *Horace Mann Magazine* to catch up with this music performer and administrator, and to share the following information about his career in music: Andrew Yarosh joined the Moab Music Festival as Executive Director in April 2007, after a long career as a director in development for such music associations as the Madison (Wisconsin) Symphony Orchestra, the Berkshire Opera Co., and the Colorado Symphony. He joined the world of music as an opera performer and enjoyed his first taste of development and music-related administrative work in the Rehearsal Department of the Metropolitan Opera., later becoming administrative director of The Juilliard Opera Center. Yarosh served as a producer for revivals of Mozart's "Cosi fan tutte," Verdi's "Falstaff," Mascagni's "L'Amico Fritz," Barber's "Vanessa," Schuman's "The Mighty Casey," and more. Those productions helped develop the careers of many important American singers. Yarosh has served as an on-site evaluator for the National Endowment for the Arts Opera-Music Theater Program, has sung professionally in the choruses of the Metropolitan and San Francisco Operas, the finals of the Rocky Mountain Regional Metropolitan Opera National Council Auditions as well as District Auditions in Utah, Connecticut and Pennsylvania. He has also served on juries for the Birgit Nilsson Prize and Contemporary Opera Competition in New York City.

1972

Anthony Elias tells us he "recently saw Henry Bloch, my HM orchestra conductor, a number of times in Denver prior to his death. A wonderful man, particularly when I was no longer a snob-nosed brat." **David Jacoby** spoke at a training course sponsored by the Public and Professional Interest Division of the International Bar Association (IBA) on October 13, 2007 in Singapore. He served as a panelist and was one of two speakers on the topics of arbitration and litigation. The training course was held in conjunction with the Law Society

of Singapore at the IBA annual conference. David, who is a partner at Schiff Hardin's Intellectual Property Group, also serves as the IBA's Litigation Committee. *American Ruins*, a new book of photography by **Arthur Drooker**, was released in October 2007 by Merrell publishers. To view samples of some of the gorgeous photographs by this Emmy-winning writer and director of television documentaries go to www.americanruinsbook.com where you can also learn where to see the photographs on exhibit. CBS' "Sunday Morning" featured the work in a November 2007 broadcast and exhibits are scheduled at the Wichita Art Museum in Kansas from March 15 through May 20, 2008, and at the Leigh Yawkey Woodson Art Museum from June 1 through July 30, 2008. (Please see "Bookshelf," p. 43 and www.americanruinsbook.com) **Dr. Jeremy Leeds** presented a paper at the National Society for Experiential Education conference in Seattle, WA in a workshop entitled "Combining Ethics and Service-Learning: A project to 'Create your own helping institution.'" On Nov. 17, 2007 he presented "Teaching for Mature Interdependence" at the Association for Moral Education conference in NYC based on his paper, "Teaching for Mature Interdependence."

1973



The Class of '73 celebrates its 35th reunion at Homecoming, September 20, 2008.

For the past seven years, **Charles Herman** has lived in Jerusalem, from where he directs The Nesiya Institute, a U.S. incorporated non-profit devoted to inspiring young people from diverse backgrounds to enrich Jewish life—for themselves and others. *Nesiya* means "journey" in Hebrew. The organization conducts creative leadership programs for American and Israeli young people in both Israel and the U.S. (www.nesiya.org). Charles writes: "Though I've been back to HM only once (our tenth reunion), I'm very grateful to the special friends, experiences on sports teams, and the Saturday morning tutoring project, and even a few extraordinary educators. I look back now and see many blessings in disguise. I'm married for 21 years to Donna Stone-Herman, who deserves all of the credit in raising our four boys, the oldest of whom is 19, and is now in a pluralistic "preparatory" program

that combines community service, learning, and leadership development, in advance of his enlistment in the Israeli army next year. I'd love to be in touch with anyone who's interested in reconnecting. Cherman@nesiya.org

1975

Nicholas Chen visited the Horace Mann School campus in Riverdale on August 1, 2007 with his wife, Michelle and his son, Max, and penned the following reflections:

"I saw the Baruth Room, which we called the Elizabethan Room in its pre-renovation existence. What an appropriate new name and what an amazing mind. I saw the busts of Mr. Oliver and Ion Theodore in the library and I think of their grace and the glory of their wisdom. I sent a silent prayer message too... I hope the soul-stirring didn't disturb any of the librarians and students... I cried just a little and then smiled when I saw Mr. Theodore's face... and told Max about this man... the wonderful personification of the values and culture of the Greco-Roman and western traditions... like meeting the best of ancient Greece in our modern times... a time-traveler who brought the stories of Peloponnesia to life... I sang the alma mater to myself on the steps of the new library... the words came back to me like it was yesterday. The new theatre is majestic and I can 'see' the theatre arts class as a small rectangle of tables aligned on stage and the souls and memories of all the performances that graced that space sang out... 'Out, out brief candle, life is but a walking shadow; a poor player that struts and frets his hour upon the stage... and then is heard no more... it is a tale told by an idiot, full of sound and fury, signifying nothing'... The words of Shakespeare committed to memory in Mr. Glidden's General language class... how appropriate... I closed my eyes and opened my mind's ear and saw Johannes Somary's flowing hair and felt his shepherding guidance fill the space once again... in the stillness... in the majestic timeless silent memory palace of my soul... ahhhhhh... peacefulness, calm, soothing and comforting embrace... Bach, Beethoven. Many memories. ...sigh...

"One of the staff in the athletic department asked if we needed directions and then asked whether we were lost... I thanked her for her kindness and said we were not lost but had

come home to see our old home field... not during homecoming... she asked where we had come from and how we were connected to HM... I told her Taiwan on the far side of the planet... and that I was a long lost and far away member of class of '75... a year when we beat Riverdale in every sport in every season... a banner year... so I too had another chance to hear the shout once again "Go Lions!"... what a glow... it took me back... that unforgettable moment of watching the draw-play score against the arch rival... after watching five years of stoic defeat from 7-11... and then the final patient sweet victory... timeless... **Don Meltzer, Stu Schultz, Bruce Immerman** and the glorious maroon wall... and pent up pandemonium released in the crowd!! What shouting, what joy... Go Lions! The tennis courts seem very nice indeed... I played JV for the school. The gyms and pool all look the same although a bit smaller than in my mind's eye.

"Never met Dr. Mullady... but I can only imagine the 'touch' of her skill and craft... a gifted compass she must have been...

"I will prepare a letter to Tek Young Lin... I think of him often in our global warming world. I travel often to China and am often confronted on the front lines of the environmental battlefield... and my thoughts turn to his genteel Taoist approach to life. I am pleased to know he is still with us. I do think of him often.


"I'm feeling very far away from the school but maybe just a step closer... a long road back... to come back across a 32-year chasm... all started with a visit to Everest... and now the long road back...

"I am glad to have had the chance to visit... Back to Taiwan... warmed all over with warm memories of HMS... and dreams of what the future will bring for HMS... and hopes for the future... and Max wearing his HMS shirt at the finest western school in Taiwan... his daddy is smiling... his mommy is fantasizing... HMS made my day again... everyday!"

1977

Claudia Covo was delighted to see everyone at the Class' 30th reunion dinner. She and husband Mario have two daughters at HM, Dana in 11th grade and Mariel in eighth grade. Said Claudia, "Everything is going well."

1978

 **The Class of '78 celebrates its 30th reunion at Homecoming, September 20, 2008.**

From **Harlan Sonderling**: Bethany and I welcomed our daughter Layla Jay Sonderling on July 25, 2007. She joins Ezra, 9, Eliana, 7, Aria, 5, and Boaz, 3. We live in Newton, Massachusetts, and spent the summer in Bridgton, Maine, at sleep-a-way camp: Bethany worked, the older children camped, and the younger children and I played and swam. See you at our 30th.

1980

Rony Danieli Rosenbaum started working this year as a special projects manager for an accounting and finance boutique recruiting firm. "Kids are 11 and 15; younger one goes to religious school with Anatole Klebanow's '68 son Sam."


1981

Erica Gould maintains a packed schedule directing plays in the New York area and around the country. Her latest was a staged reading of "That Pretty Pretty; Or, the Rape Play" by Sheila Callaghan on October 25, 2007 at the Studio Theater on Theater Row in NYC. Gould's other recent directorial efforts have included "The Tosca Project" by Jose Rivera at the American Conservatory Theater in San Francisco in winter 2007, and works for the young Fire Department Theater Company at Joe's Pub at New York's Public Theater.

1982

Jody Lewen was the keynote speaker at the Commencement ceremonies for UC Berkeley in December 2007. Dr. Lewen directs the Prison University Project, a college program for inmates of San Quentin Prison in California.

1983

 **The Class of '83 celebrates its 25th reunion at Homecoming, September 20, 2008.**

1984

Class Correspondent Mark Schein shared the following information about classmates.

Jeremy Benjamin was just made a partner of his law firm in Tel Aviv, Israel. He was in NYC and brought his wife and two sons.

Andrew Hyman moved to Princeton, N.J. and works for the Robert Wood Johnson Foundation. Andy criss-crosses the country finding medical causes for the Foundation to sponsor. This summer Aaron (Mark's son) and I visited with Andy and his wife Molly and their two children Lilly and Nathaniel. The highlight was when Andy tried to sneak me and Aaron into the Princeton town pool and swimming club only to have Nathaniel stop at the gate and say, "Dad, you don't think you can bring guests in here without registering them do you?" Andy said, "Guests? We don't have any guests NATHANIEL." (Andy had given me and Aaron old cards to flash at the gate). Nathaniel responded to Andy and everyone at the gate, "Some people think they can just bring in guests without paying for them. Well not at my pool." In the end, the people at the gate let us through. It turns out the rules meant more to Nathaniel than to the gatekeeper. I want to point out that the story is also funny in light of the fact that I run the compliance unit for my firm and spend my work hours trying to follow rules. I am attaching a link to *Institutional Investor Magazine's* 2007 issue of the 20 Rising Stars of Compliance, of which I was selected. In the finance world, it's sort of like getting noticed as one heck of a good ditch-digger, but it's nice to get recognized.

1985

William Ortnor recently joined Barclays Capital, the investment banking division of Barclays PLC., as Managing Director, Equity Products.


1986

Roland Davis reports, "Our third child, Sophia Rose was born on July 1, 2007, joining her very curious and excited older brothers Zachary (4) and Luke (1½)."

1987

In July 2007, **Abby Aronson** arrived in Tirana, Albania, where she is serving as Consul at the U.S. Embassy. She and her husband, Paul Cohn, completed nearly a year of Albanian language training before moving from Washington, D.C., for their three-year assignment in Tirana. **Pri Alahendra**, her husband Matt and two children moved from New Jersey to California. She writes: "We will be living in San Rafael, just north of San Francisco. Matt is the assistant head of school and middle school head at The Nueva School and I am teaching first grade at Marin Country Day School. We are excited about the adventure but also sad to leave everyone." **Jon Sussman** and his wife Joy welcomed Charlotte Ava on June 5, 2007. Charlotte joins her brother Zachary, 3½. The Sussmans live in Randolph, N.J. Jon practices cardiac electrophysiology at Morristown Memorial Hospital.

1988

 **The Class of '88 celebrates its 20th reunion at Homecoming, September 20, 2008.**

1988

Jonathan Bing and his wife, Meredith Ballew, are proud to announce the birth of their daughter, Charlotte Coleman Bing, on June 3, 2007. Jonathan was re-elected in November 2006 to his third term in the New York State Assembly representing the Upper East Side and East Midtown Manhattan. **Gregory Mishkin** was named Chair of the Mike Huckabee for President campaign in Forsyth, Georgia in January 2008. A Republican activist Mishkin is a Senior Manager for AT&T Mobility in Atlanta.

1989

Nadine Block gave birth to identical twin boys, Alex and Eli in May 2007. "They are doing great." **Molly Conroy** and husband, Adam Gordon, welcomed their daughter Lillian Gordon Conroy on August 8, 2007. In October 2007 **Michael Rakower** was named by Lawyers USA (www.lawyersusaonline.com) as one of eight lawyers from across the country who are "on the fast track to making a significant impact on the profession." The organization noted that Rakower is creating a reputation for himself handling high-profile cases involving police misconduct, asbestos exposure, whistle-blowing, prisoners' rights, and an alleged bribery/kickback case at the United Nations. In December 2007 Michael and a colleague lead a discussion at the Columbia Club on how, over the last several years, the Racketeering Influenced Corrupt Organizations (RICO) Act has become a powerful tool used by commercial entities to combat fraudulent schemes perpetrated by competitors and disloyal employees. The talk was titled "Civil RICO: Legal Overview and Tactical Considerations."

1990

Melissa Murphy Parento and Steven Parento became the parents of Ava Julie Parento on February 18, 2008. Ava Julie was also welcomed by big brother Jack Parento, who is 4 years old. Melissa Parento serves as Horace Mann School's Director of Development in the Alumni House and Development Office.

1991

Jay Kooper and his wife Jessica welcomed their second son, Ethan Noah Kooper, on January 30, 2007. Ethan joins his big brother Jordan who will be 3-years-old in June 2008. **Kendall Kim's** book *Electronic and Algorithmic Trading Technology*, published in June 2007 by Academic Press, Elsevier, has been hailed as a "thorough snapshot of the world of automated trading" and "the first book to address the hot topic of how systems can be designed to maximize the benefits of program and

algorithmic trading." <http://www.amazon.com/Electronic-Algorithmic-Trading-Technology>. (Please see Bookshelf, p. 44)

1992

Alison Abramson was married to Matthew Hasson, on January 19, 2008 at Cipriani's. Dr. Abramson is practicing veterinary medicine at Park East Animal Hospital in NYC. From **Uchenna Acholonu**: "I got married on May 27, 2007 to a nice lady named Colleen Talt. The other HM people there were **Javaid Khan** and **Rushika Richards '93**. I finished residency in Ob/Gyn at St. Luke's-Roosevelt Hospital in June, joined an Ob/Gyn attending group at the same hospital, and moved to Queens."

1993



The Class of '93 celebrates its 15th reunion at Homecoming, September 20, 2008.

1994

Lisa Schweitzer was married on October 26, 2006 to Max Yutsis in NYC. **Tracy Tucker** was in attendance.

1995

Dorianne Steele was married to Jason Gordon on October 27, 2007 at the West Side Loft in Manhattan. Dorianne earned her master's degree in education as a reading specialist at Bank Street College and is currently teaching at the George Jackson Academy School in Manhattan which is headed by David Arnold '65. **Shailaja Koppolu** and Elliott Farber celebrated their marriage in New York City on October 27, 2007. Alumni in attendance included Raji Koppolu '96, **Aurican Yen Donovan**, **Veronica Ip Barnes**, **Malik Goodson**, **Gita Rebbapragada**, and **Joshua Zeichner**. They are both working as attending anesthesiologists at Brigham and Women's Hospital in Boston, MA. **Justin Lerer** was engaged to Rachel Hannaford on April 13, 2007.

1997

Loren Easton and his wife Jamie, proudly welcomed their baby girl, Sloane, who was born on October 26, 2007, weighed in at 8lbs 3ozs, and was 20 inches tall. **Julia Strongwater** was married to Evan Paul Geffner on September 8, 2007 at the New York Botanical Garden. **Ari Hest** was the featured performer at The Ben's Dream Baseball Tournament Benefit Concert in Allston, MA over Columbus Day 2007. Michael Pollak '99 competed in The Ben's Dream Baseball Tournament in Boston. The concert and tournament enabled them to help raise over \$10,000 for Ben's Dream. (Please see Michael Pollak's listing, Class Notes for 1999).



Ari Hest '97

1998



The Class of '98 celebrates its 10th reunion at Homecoming, September 20, 2008.

Sara Kippur was married to Joshua Lambert on November 11, 2007 at the Metropolitan Pavilion, an events space in New York City. Sara is a doctoral candidate in French literature at Harvard and is a visiting instructor at Michigan State University.

1999

Michael Pollak competed in The Ben's Dream Baseball Tournament in Boston (driving in seven runs for the Ben's Dream White Sox) and Ari Hest '97 was the featured performer at the Benefit Concert in Allston, MA over Columbus Day weekend helping to raise over

\$10,000 for Ben's Dream—to aid the mission of finding a cure for Sanfilippo Syndrome, a rare, genetic disorder that afflicts Benjamin Siedman and thousands of other children. Ben Siedman was a student of Mike's when the HM alum taught at the Perkins School for the Blind in Watertown, MA over the past three years before entering the Educational Studies graduate program at Tufts University in the fall.



2002

Marc Phillipe Eskenazi, Jonah Green, and Mark Sanger have been playing music together since around 1995 when they started their first band while in Horace Mann's Lower Division. The three are currently playing together, along with two other musicians, in the popular NYC band Medium Cool. Check out www.myspace.com/mediumcoolmusic. But, that's not all they're doing. Eskenazi toured with The Stroke's guitarist Albert Hammond, Jr. as his guitarist. Check out "Good Phillipe"—a fun reference to Eskenazi in a Hammond review on AllShookDown. Former bass player for Mooney Suzuki, Eskenazi also played on Hammond's second album, due out in spring 2008 (www.myspace.com/alberthammondjr.com) Sanger and Eskenazi are also singer/songwriters for Medium Cool, which opened on the road for Hammond in spring 2007. Jonah Green plays in between several other exciting projects—including publishing a magazine, completing a novel, and doing video projects for *New York* magazine online.

2003



The Class of '03 celebrates its 5th reunion at Homecoming, September 20, 2008.

Halley Feiffer received glowing reviews for her performance in the play *None of the Above* at The Lion Theater, Theater Row in New York that ran in October and November 2007. Feiffer portrayed a "privileged prep school teenager" receiving tutoring for her SATs from actor Adam Green. Feiffer was paired with Green to great acclaim in the off-Broadway production *Election Day* in the summer of 2007. Boston-area alums caught Halley as the down-to-earth daughter in Wendy Wasserstein's *Third* at the Huntington Theater in January 2008 for which she also received raves. **Sam Ferri** joins the ranks of HM alumni (including Ed Koren '53 and David Sipress '64) whose cartoons have made national syndication. Look for Sam's strip in *Time Out New York*. **Olivia Mauro**



graduated from the University of Pennsylvania's Wharton School, Summa Cum Laude, with a Bachelor of Science in Economics. Her concentrations were

in finance and management. She was the female Student in the Spotlight in the Wharton section of the 2007 University of Pennsylvania yearbook. Olivia was a pitcher for Penn's Varsity Softball team and was chosen for the 2006 and 2007 *ESPN the Magazine*/CoSIDA Academic All-America District II First Teams and the 2007 Philadelphia Inquirer Academic All-Area team. She pitched in both the 2005 and 2006 Empire State Games for the New York City Softball team, helping the team win a bronze medal in '06, the Brothers as a Captain Markets analyst in Fixed Income High Yield Research/Credit Derivative Trading.



Richard Mauro '06 (front) races against Princeton's varsity lightweight crew team.

2005

Pedro Alvarez was named *Collegiate Baseball's* preseason Player of the year as the publication released its pre-season All-American teams in December 2007. Pro-teams are lining up around this Vanderbilt University third baseman who has the coming season and next left in his undergraduate baseball career.

2006

Brian Farkas was promoted to senior editor of the *Miscellany News*, Vassar's weekly newspaper since 1866. Says Brian, "I continue to benefit tremendously from my Horace Mann education. I am thriving at Vassar in both my academic and extracurricular work largely because of the goal-oriented, no-nonsense mentality given to me by Horace Mann."

Richard Mauro is a sophomore at Georgetown University. He is a Georgetown Scholar, and holds a middle-management position with the Georgetown Corporation, the largest student-run business in the country. Rich rows for Georgetown's Varsity Lightweight Crew Team.

2007

Charlotte Raines was cast in the University of Michigan's production of "The Rocky Horror Picture Show" in the fall, and performed at the Bates Dance Festival in the summer of 2007. ■

Horace Mann School mourns the deaths of the following members of our community. We invite readers to share their memories and reflections with one another in these pages by writing to alumni@horacemann.org.

Robert C. Schnitzer '23, actor, theater producer and administrator



Horace Mann School deeply mourns the death of Robert C. Schnitzer '23, actor, producer, educator, and theater administrator who passed away Jan. 1, 2008 at a Stamford retirement home. The former Weston, Conn. resident was 101.

Robert Schnitzer remained involved with his alma mater throughout the years since his graduation from Horace Mann—years during which he performed, taught and traveled internationally as an ambassador of the American arts scene, introducing such performers as Isaac Stern and Rudolph Serkin to audiences around the world.

Schnitzer visited Horace Mann as recently as spring 2003, when he celebrated the 80th anniversary of his HM graduation by traveling from his Connecticut home to attend commencement ceremonies. In 2001 he participated in a celebration of theater education at Horace Mann along with alumni from over the years who were involved in theater and came to reflect on their Van Alstyne and Gross Theater experiences before the construction of HM's new Alfred Gross Hall Theater. Schnitzer, the oldest alum, started off the evening.

Born in New York on Sept. 8, 1906 Schnitzer went on from Horace Mann to Columbia College, where he acted in its Varsity Shows. His HM and Columbia acting experience, along with his matinee-idol good looks, helped launch his early career as a professional actor. While still in his senior year at Columbia he landed a role in "The Brothers Karamazov" at The Theater Guild on West 52nd Street in New York. In 10 years with the Walter Hampden Company Schnitzer either appeared in or stage-managed "Hamlet," "Henry V," "Cyrano de Bergerac" and more. He also directed his own summer stock theater in Arden, Delaware—historically significant as one of the country's first barn playhouses. Schnitzer then served as deputy national director of the WPA Federal Theatre Project from 1936-1939. Over the years, Schnitzer used his managerial skills for a variety of producers and institutions. Beginning in 1954 as the general manager for the American National Theatre and Academy's (ANTA) international exchange program, Schnitzer was responsible for sending more than 100 American artists overseas. They ran the gamut from college choirs and athletes to renowned performers such as Marian Anderson, the Dave Brubeck Quartet, and the New York Philharmonic under the direction of Leonard Bernstein. Some of these groups played to audiences in Berlin, Moscow, and other locations behind what was then known as the Iron Curtain. Schnitzer made headlines by breaking down cultural and political borders with his offerings, particularly of

American-style jazz. The producer also daringly staged the first-ever American production of "Hamlet" in Elsinore, Denmark.

In 1960, Schnitzer was selected as the general manager for the American Repertory Company, set up by the Theatre Guild at the request of the U.S. government to export the best in American theater. Schnitzer also served on the faculties of Vassar, Smith, and Columbia Colleges. In the 1970s he became executive director of the University of Michigan's Professional Theatre Program. His late wife Marcella Cisney worked as the artistic director. Cisney was also a film and stage actor, producer, director, educator and administrator, and the first woman television director at CBS. The couple married in 1953, and often worked side-by-side. Moving eventually to Connecticut the two were active in the Westport-Weston Arts Council and later the Westport Arts Center. In the 1980s they organized seminars and staged play readings for the Westport Arts Organization. After Cisney's death in 1989 Schnitzer donated the couple's papers and memorabilia to the NY Public Library and to George Mason University.

A National Theater Conference member and a Fellow of the College of The American Theater Schnitzer remained active in Westport's arts scene, served on his retirement community's resident council, and on the board of The Players Club in Manhattan.

Dr. Julius S. Prince '28, pioneer in international health-care

The Horace Mann community mourns the death of Dr. Julius S. Prince '28, a pioneer in the field of international health-care, nutrition, and sustainable development. Dr. Prince became involved in this cause as organizations for international cooperation in health and development were just forming. A health and population expert Dr. Prince worked in planning, managing, evaluating and implementing rural health, population and nutrition programs, particularly in Africa where he served as a medical and field officer in 25 countries. From 1971-73 he was Director of the Africa Division in the Office of Population in Washington, and later served as Director of the Africa Region population office for USAID in Accra, Ghana. He co-authored several books, including *The 1958 Malaria Epidemic in Ethiopia*, and contributed chapters and journal articles to more.

James Fuld Sr., 91, noted sheet music collector and devoted alumnus



photo by Matt Friedman ©CNS

Horace Mann School deeply mourns the death of James Fuld Sr. '33 on January 29, 2008 at the age of 91. A devoted HM alumnus and grandparent to three recent graduates Fuld was known internationally for his passion for collecting sheet music. His music library was considered to be among the finest collections of sheet music in private hands.

A one-time piano band leader aboard ocean liners who later became a corporate lawyer, Fuld's collection included first editions of Bach's "Goldberg Variations," Beethoven's "Moonlight Sonata," and Gershwin's "The Man I Love" signed by the composer and with a rare error in the title: "The Man I Loved."

Stephen Miller, reporting in *The New York Sun*, described Fuld's collection as follows: "An equal-opportunity devotee of Western music, he collected classical and popular music alike, though his enthusiasm seemed to peter out shortly after the era of classic American musicals." Many of the pieces in his collection of over 10,000 items have been on display in recent years at the Morgan Library and Museum.

James Fuld Sr. was born on February 16, 1912 in Manhattan, the son of a lace importer. Fuld began his collection as a 13-year-old student at Horace Mann, buying the sheet music to popular Gershwin and Cole Porter tunes for a quarter each. In a 2004 interview, Fuld told *The Sun* that when he was 17 he introduced himself to a startled Irving Berlin, who signed the music for 35 of his songs the young collector had gathered. Fuld later acquired the words to 'God Bless America' in Berlin's own hand.

At Harvard Fuld was captain of the tennis team. During summer breaks he played piano in a band in exchange for ocean-liner passage across the Atlantic. He later attended Harvard Law School, and served as editor of the *Law Review* in 1939–1940. After graduation, Fuld began working at Proskauer Rose Goetz & Mendelsohn, eventually becoming managing partner. Fuld also served in the Pacific during World War II, leaving the Army with the rank of Major, while always maintaining his interest in Tin Pan Alley.

"There would be a show by Gershwin, Kern, Rogers, Porter, Berlin every year. Almost every year I would buy the music," Fuld told the CBS show "Sunday Morning" in 1995. "I started innocently."

By the late 1950s Fuld had also begun collecting classical music, trolling music shops in New York and Europe. In the 2004 *Sun* interview, Fuld described finding his greatest bargain while going through loose sheets in a store on Paris' Left Bank. It was the first printing of a very early Mozart work "with an obsequious inscription to the queen," Fuld said of the sheet of music for which he paid \$10. Other gems included first editions of Beethoven's "Ninth Symphony," Tchaikovsky's "Nutcracker Suite," and Wagner's piano-vocal score for "Die Meistersinger" with Wagner's penciled-in corrections. In recent years, prices of old sheet music went up, and Fuld turned to collecting other musical ephemera, including old tickets and music programs. He had a collection of more than 1,000 autographs, including a letter by Handel said to be worth several hundred thousand dollars, *The Sun* reported.

Fuld published several books, including *American Popular Music* (1955) and reproductions of Stephen Foster first editions (1957). Fuld's *The Book of World-Famous Music* was first published in 1965 and went through five editions. In it, the attorney displayed skills as a musical detective, tracing the publishing history of "Three Blind Mice" to 1609 and "Twinkle, Twinkle Little Star" to 1774. After retiring from his law firm in 1998 Fuld used his newly-found time to

bolster his acumen as a collector by taking classes at Juilliard and the Manhattan School of Music.

Fuld eloquently described his passion for collecting in the CBS interview: "I must say, primarily, the appeal to me is just the fun of owning a first printing. Sometimes, listening to the radio, following with the original score, I can pretend I'm there on opening night and trying to evaluate it. It's very exciting."

James Fuld is survived by his wife, the former Elaine Gerstley, daughters Nancy Neff and Joan Fuld Strauss, son James Fuld Jr., and grandchildren Jonathan Fuld '95, Jamie Fuld '05, and Ryan Fuld '07.

Arthur Arnoff '38, former president of Shirley Fabrics

Horace Mann extends condolences to friends and family of Arthur Arnoff '38 who passed away on November 18, 2007 at the Health Center in Essex Meadows, Conn. Mr. Arnoff, formerly of Greenwich, Conn., was also a longtime Nantucket, Mass. summer resident.

Born in New York in 1920 Arthur Arnoff went on from HM to the Wharton School of Business at the University of Pennsylvania. In 1941 he joined the U.S. Navy and served as a Lt. (JG) on the aircraft carrier USS Ranger in the Pacific and on the USS Pasadena in the Atlantic. Upon returning to civilian life he joined the Shirley Fabrics Corporation as an executive and later became its president. After selling the company he retired and focused on his family and his favorite activities: golf, gardening, boating and picnicking. He was a longtime member of the Nantucket Yacht Club and Sankaty Head Golf Club. Arnoff is survived by his wife of 60 years, Peggy House Arnoff, his four children: Linda Mackay of Hanover, N.H., Ellen Sonis of Sherborn, Mass., Arthur (Peter) Arnoff, Jr. of Katonah, N.Y. and Polly Arnoff of Bath, Maine, his sisters Shirley A. Baerwald and Betty A. Prashker of New York City, and six grandchildren. Donations in his name can be made to the Nantucket Conservation Foundation, P.O. Box 13, Nantucket, Mass., 02554.

Hartley S. Rowe '40, lumber company owner and arts patron

Horace Mann School mourns the passing of Hartley S. Rowe '40 on July 30, 2007. Rowe lived in River Edge, N.J. and Sarasota, FL. He owned the Great Jones Lumber Corp., in N.Y. before retiring. A member of Temple Shalom, in River Edge, he was an avid patron of the arts and a classical music lover. He is survived by his beloved wife Nana, his children Sally J. Rowe and her husband Anthony N. Biancoviso of Barryville, N.Y., and Elizabeth Lawton and her husband Leonard of Paramus, N.J., and by four grandchildren.

Herbert F. Storfer '40, founder and chair of the Jazz Foundation of America



It is with deep sadness that we report the death of Herbert Furman Storfer '40, of Riverdale, N.Y., who died September 9, 2007 after a long illness. He is remembered fondly by his many friends, and particularly the many musicians he helped through his work with the Jazz Foundation of America (JFA), an organization he co-founded to assist jazz musi-

cians, and spread the influence of jazz.

A warm and generous man of myriad talents and great wit Herb Storfer graduated from Dartmouth College. He ran several businesses, first in the cosmetics field and then in executive search. Together with his wife Muriel, Herb began the not-for-profit organization Doing Art Together, which was dedicated to bringing art education to all children. He also served as its initial Board Chairman. Throughout Storfer's life he was passionate about jazz and jazz musicians. A gifted pianist, he was President of the Jazz Museum of New York, and then a founder and chairman of JFA, an organization dedicated to preserving the history and future of jazz, the care of jazz musicians in need, and the education of jazz musicians on the rise. In 2001, he was awarded the Billy Taylor Humanitarian Award "For the Inspiration behind the Jazz Foundation of America and a lifelong dedication to Jazz." One of the last great efforts with which he was involved was a 2005 Apollo Theater benefit that raised over \$1 million dollars for New Orleans and the victims of Hurricane Katrina.

Herb is survived by his beloved wife, Muriel Silberstein-Storfer; his brother, Fred Storfer '44; his children: Laurie, Paul, Peter and Stephen; his step-children Wendy, Jeffrey and Charles; 11 grandchildren and a great-grandson.

Those who wish may make donations to the Jazz Foundation of America, 332 West 48th Street, NY, NY 10036 or Doing Art Together, 841 Broadway, Suite 704, N.Y., N.Y. 10023. Condolence notes may be sent to Herb's family at 2500 Johnson Avenue, Bronx, N.Y., 10463-4925

Irving Barth, Jr. '41, attorney and Horace Mann devotee

Irving Barth, Jr. '41 always kept Horace Mann School close to his heart. It was hard not to. He married his high school sweetheart, Jean Brookside Barth '42, an alumna of the Horace Mann School for Girls. The two met at a School-sponsored dance, and stayed in touch during college. After Irving's service in WWII, they married, and were together for the next 62 years. The couple kept up with friends from Horace Mann. "Horace Manners are like the Marine Corps," Barth once told *Horace Mann Magazine*. "We always stay in touch." Barth was a graduate of the University of Pennsylvania and NYU Law School. He served as an attorney until his retirement to Ft. Meyers, Fla.

Fred Gluckman '41, devoted alumnus

The Horace Mann community is saddened by the death of Fred Gluckman '41 on August 21, 2007. His son, Peter Jordan '77, noted that "Fred was well and happy until just after his 84th birthday on August 12, and then died after a brief illness with leukemia... Fred always thought very highly of Horace Mann and sent me there as well. I graduated with the Class of 1977 and feel the same." Gluckman was a graduate of the Wharton School in Philadelphia, Pa. and served in the U.S. Army Air Corp during WWII.

Henry S. (Hank) Halprin '41, attorney

Attorney Henry S. (Hank) Halprin '41 is mourned by the Horace Mann community. He passed away on November 30, 2007 in New York at the age of 83. A graduate of the University of Virginia Law School, he was the beloved partner of Lenore Kaner, devoted father of Bruce and Karen, and loving grandfather, great-grandfather and "Honey Bunny" to the Kaner children. The family asked that contributions in his memory be made to the American Cancer Society or the Parkinson's Foundation.

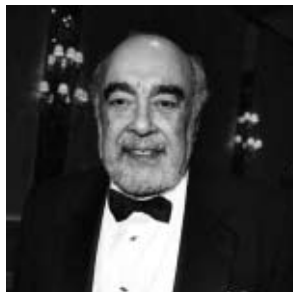
Jack Stanley Wachtel '41

Jack Stanley Wachtel '41 of Matalpan, Fla. died at the age of 83 on October 13, 2007. He is remembered by Horace Mann and his classmates. A son of the late Helen and William Wachtel he is survived by his wife, Chick; three children, Wendy Golenbock (Jeff), Kenny (Jere), and Billy (Kim); three stepchildren, Bob (Lorann), Terri, and Tom (Elizabeth) Silberstein; and ten grandchildren. Jack attended Dartmouth College, Brown University, and MIT, and served in the U.S. Army Air Corps during WWII. He was Vice President of Marketing at Calvert Distilleries and later ran his own graphic and marketing business. An extremely creative man and an avid tennis player, Jack is missed by all who knew him. Notes may be sent to Jack's family c/o: Mrs. Chick Wachtel & Family, 1640 Lands End Road, Manalapan, FL, 33462.

Robert J. Fox '44, Compliance Officer

We regret to share the news of the death of Robert J. Fox '44 on August 14, 2007 at his home, where he was surrounded by family. A former compliance officer at Shearson Lehman Fox retired to Aventura, Fla. in 1993. He was the beloved husband of 58 years of Joyce Fox, father of Judith Javelly (Bernard), and Ian Joseph Fox, and a proud grandfather of three. A celebration of his life was held in Florida over Thanksgiving weekend, 2007. The family asked that donations in his memory be made to Vitas, 16800 NW Second Ave., Suite 400, North Miami Beach, Fl. 33169. Condolences may be sent to 19101 Mystic Pointe Drive, Apt. 612, Aventura, Fl 33180-4515.

Horace Mann Mourns Ira Levin '46, Noted Author and HM Distinguished Alumnus



The Horace Mann community mourned the loss of Ira Levin '46, the author of the best-selling novels *Rosemary's Baby*, *The Stepford Wives*, *The Boys From Brazil*, and more. The author died of natural causes at his home in Manhattan on November 12, 2007, according to his son Nicholas Levin. Levin was honored with the Award for Distinguished

Achievement by the Horace Mann Alumni Association in 1969.

The New York Times wrote of the author, "Mr. Levin's work... was firmly ensconced in the popular imagination... combining elements of several genres—mystery, Gothic horror, science fiction and the techno-thriller. (His) novels conjured up a world full of quietly looming menace, in which anything could happen to anyone at any time. In short, the Ira Levin universe was a great deal like the real one, only more so: more starkly terrifying, more exquisitely mundane."

Levin's novels sold tens of millions of copies, and nearly all of his books were made into movies, some, like *The Stepford Wives*, more than once. Ira Levin also wrote the long-running Broadway play "Deathtrap," a comic thriller.

Wrote *The Times*: "Few critics singled out Mr. Levin as a stylist. But most praised him as a master of the ingredients essential to the construction of a readable thriller: pace, plotting and suspense. Reviewing *Rosemary's Baby* in *The New York Times Book Review*, Thomas J. Fleming wrote: "Mr. Levin's suspense is beautifully intertwined with everyday incidents; the delicate line between belief and disbelief is faultlessly drawn." The author's other novels include his first, *A Kiss Before Dying*, *This Perfect Day*, *The Boys From Brazil*, *Sliver*, and *Son of Rosemary* (1997), a sequel in which Mama's little boy is all grown up.

The film versions of his books include "Rosemary's Baby," "The Stepford Wives," "The Boys From Brazil," and "A Kiss Before Dying." Levin also wrote a spate of made-for-TV sequels: "Look What's Happened to Rosemary's Baby," "Revenge of the Stepford Wives," and "The Stepford Children." A big-screen remake of "The Stepford Wives" was released in 2004.

Ira Marvin Levin was born in Manhattan on Aug. 27, 1929. Reared in the Bronx and Manhattan he attended Drake University in Iowa for two years before transferring to New York University from which he received a bachelor's degree in 1950. From 1953 to 1955, he served in the Army Signal Corps.

As a college senior, Levin entered a television screenwriting contest sponsored by CBS. Selected as a runner-up, he later sold his screenplay to NBC, where it became "Leda's Portrait," an episode in the network's anthology suspense series "Lights Out," in 1951.

While continuing to write for television, Levin published *A Kiss Before Dying*, when he was in still his early 20s. Widely praised by critics for its taut construction and shifting points of view, the novel tells the story of a cold-blooded, ambitious young man who murders his wealthy girlfriend, gets away with it, and becomes involved with her sister. The book won the 1954 Edgar Award for best first novel from the Mystery Writers of America, and was filmed twice, in 1956 and 1991. Levin won a second Edgar in 1980 for his long-running Broadway play "Deathtrap." "Deathtrap" ran on Broadway for 1,793 performances, from 1978 to 1982 and became a film in 1982. The author's other works for the stage included the hit comedy "No Time for Sergeants," which he adapted from the novel by Mac Hyman. Levin was named a grand master by the Mystery Writers of America in 2003.

Ira Levin is survived by sons Adam Levin-Delson, Jared Levin and Nicholas Levin, a sister, Eleanor Busman, and three grandchildren.

Ira S. Rosenberg '51, attorney and sportsman

Ira S. Rosenberg '51 passed away on September 25, 2007 after bravely fighting cancer. HM extends condolences to his family. An attorney for Lechers for many years, and the beloved husband of Dr. Gail Zausner, cherished son of George and Charlotte Rosenberg, and brother of Natalie, Rosenberg's family wrote of him in *The New York Times*: "He was the most elegant, brilliant, handsome, witty and kindly man... modest and self effacing, he was a true gentleman of great honesty and integrity. He loved skiing, (especially the hardest slopes), playing tennis with his friends, and his dog Toby. He was a graduate of Horace Mann, Lehigh University and Columbia Law School. Condolences may be sent to Dr. Gail Zausner Rosenberg, 875 Fifth Avenue, New York, NY, 10021-4952.

Henry Harris '54, the "pediatrician's pediatrician"

Millions of parents knew Dr. Henry Harris '54 indirectly, and received his advice through the foreword he wrote to the first edition of the most prescribed child-care book in America, *What to Expect the First Year*, by Arlene Eisenberg. But to his patients and colleagues in Connecticut Dr. Harris was "the pediatrician's pediatrician." The physician passed away on October 17, 2007. He is mourned by all at Horace Mann. The following memorial was excerpted from an obituary in the *Greenwich Times* (Conn.):

"...Dr. Henry Harris was recognized and respected in Stamford's medical community as much for his clinical expertise and superb technical skills as for the boundless energy and joy he brought to his practice, his patients, and their parents. With ease, grace and humor, Dr. Harris would perform sleight-of-hand magic tricks for children under his care, while simultaneously instructing parents on their care and follow up. He'd lift the spirits of young parents with whom he frequently had to share serious diagnoses and prognoses, or set aside a quiet hour to just listen, or chat with a troubled adolescent.

Hank Harris was the wise, sensitive, knowledgeable physician every family seeks. Arriving in Stamford in the late 1960's, he immediately became the 'go-to' doctor regularly called upon by colleagues in need of help. Often upon a moment's notice, he'd be seen rushing to the bedside of a sick child at Stamford or St. Joseph's Hospital or racing to the delivery room when an OB colleague anticipated delivering a newborn at risk. His arrival, confident attitude, and direct approach relieved much of the concern of anxious nurses and parents. Philip Cusano, former President and CEO of the Stamford Health System, referred to Dr. Harris as "the face of pediatrics in Stamford."

Dr. Harris' work and dedication extended far beyond his own practice and patients. Locally, at Stamford Hospital, he founded and chaired the hospital's BioEthics Committee. A dynamic force, he helped initiate the city's first school-based health center (at Stamford High School) and appeared in a popular ongoing weekly Cable TV news segment. Dr. Harris also served as Health Director for the City of Stamford.

Nationally, he was a media spokesperson for the American Academy of Pediatrics. The author of numerous articles, he was perhaps best known for his "What to Expect" foreword. Internationally, Dr. Harris contributed to the world community by traveling on medical missions, including trips to China and to war-torn Serbo-Croatia in 1993. One of his proudest achievements was housing dozens of Vietnamese refugee orphans in his own home during the late 1970's. Many stayed for weeks until permanent homes were found.

Dr. Harris would always delight upon hearing of the achievements and successes of his former patients, including several of those very same refugees, still remembering every name and face. Beyond all these achievements, Hank Harris was, above all else, a devoted and loving husband, father, and grandfather. He shared 25 years of endless joy with his wife Elaine, shaped the lives of his four children (Andy, Marc, Amy Tress, and Missy Sternlicht) and three stepchildren (Wendy Polins, Doug Dubow, and Jonathan Dubow) in innumerable ways, and left lasting and precious memories for his 13 grandchildren. Messages to Dr. Harris' family can be sent to: 74 Whitney Lane, Stowe, VT. 05672-4552

Alan G. Friedman '55, HM parent and attorney active in Riverdale neighborhood

Alan G. Friedman '55, a longtime Riverdale resident, died on Oct. 28, 2007 at New York-Presbyterian Hospital, just four days after undergoing an apparently successful kidney transplant. He was 70.

Born September 16, 1937, Friedman grew up in Manhattan and commuted to Horace Mann. He went on to Yale University, graduating in 1959. Three years later he completed law school at the University of Michigan. He spent the next 26 years as a real estate lawyer working with the Equitable Life Assurance Society, before retiring in 1988.

The Riverdale Press reported that the Friedman family moved to Riverdale in 1981—a neighborhood Friedman's wife Carol told the newspaper her husband "fell in love with" becoming active

in the community. For 14 years he served on the board of the Kingsbridge-Riverdale- Van Cortlandt Development Corporation, as well as on the boards of the Fieldston Property Owners Association and the Delafield Avenue Block Association. The attorney never chose to learn to drive, preferring to walk and use public transportation. He loved the outdoors and was a frequent visitor to Wave Hill. A familiar figure in Riverdale he was known not only through his involvement in the community, but because he could often be seen walking his Yellow Labrador Retriever, Bogart, with whom he shared a strong bond, his family said.

Alan Friedman was a strong advocate of organ donation who devoted time to the local chapter of the Transplant Recipients International Organization. Having required a liver transplant earlier in his life, he wanted to help others who faced similar situations. In the end, *The Riverdale Press* reported, the most important thing to Mr. Friedman was always his loved ones. Alan Friedman is survived by his wife Caroline, of Riverdale; and three daughters, Wendy Friedman '88 of Miami, Kathryn Friedman '90, of Boston and Amy Friedman '91, of Washington D.C. Donations in memory of Mr. Friedman can be sent to Transplant Recipients International Organization, Manhattan Chapter, PO Box 122, Throggs Neck Station, Bronx, NY 10451.

Girard "Jerry" Stein '55, attorney is remembered

We regret to share the news of the death of Girard 'Jerry' Stein '55 on August 17, 2007. The following obituary ran in *The Penninsula Daily News*.

Girard L. "Jerry" Stein of Port Townsend died in Bremerton, WA of cancer. He was 69. He was born in New York City to Martin and Geraldine (Silverstein) Stein.

After receiving a bachelor's degree from Brown University in 1959, he graduated from Harvard Law School, earned a master's degree in taxation from New York University, and was admitted to both the bar of New York State and the U.S. Supreme Court. Stein served on active duty in the Army in 1962, then with the Army Reserve in the Judge Advocate General (JAG) Corps until 1969. During his career, Stein was an environmental attorney with the firm of Winer, Neuberger and Sive in New York. Moving to Northern California, he was a founder of American Home Shield, the first home-warranty company.

In 1981, he married Janet Stocker in Monterey, Calif. The couple lived in the San Francisco Bay area, before moving to Port Townsend, WA in 1996. Stein was president of the board of the Port Townsend Food Co-op for several years, and was instrumental in expanding the business into a broader segment of the community. In addition to being an avid reader, Stein, a diehard Yankees fan, was passionate about sports, fine wine and food. Jerry Stein is survived by his wife, Janet; son and daughter-in-law Richard and Liz Stein, son Jason Stein, daughters and sons-in-law Laura and Greg Donner, Wendy and Bobby Libby, and Julie and Craig Camberg, daughter Allison Potter, and seven grandchildren. Condolences may be sent to the Stein family at 1951 31st Street, Port Townsend, WA 98368.

Jay Orloff '59, manufacturing and marketing expert

The Horace Mann School community was saddened by the death on September 25, 2007 of Jay Orloff '59. Orloff was VP/Marketing and a member of the Board of Directors of Circa Corporation. A veteran of the leather goods manufacturing business for over 45 years as a designer, production director and sales executive his expertise was in private label development of men's and women's belt and small leather goods programs for major mass retailers throughout the U.S. Orloff's merchandising skills were the basis of his excellent reputation as a leader in his field. As VP of Sales for Circa he grew the company from under \$1 million in sales to over \$50 million, turning it into the largest private label supplier of belts in the U.S. with an account list that includes Gap, The Limited, Target, Eddie Bauer, J. Crew, Abercrombie & Fitch and many other specialty retailers. Prior to joining Circa, Orloff owned his own business with manufacturing facilities in N.Y., Puerto Rico, Haiti, and the Dominican Republic. Jay Orloff attended Lafayette College and served actively in many aspects of the Boy Scouts of America. He was the youngest scout in the U.S. to achieve the rank of Eagle Scout, in 1954. He lived in Pound Ridge, N.Y. and in Maui, Hawaii with his family. He is survived by his wife Bonnie, their children, Debbie, Robin, Marc and David. Condolence notes to Jay's family can be addressed to Mrs. Bonnie Jay Orloff, 33 Bender Way, Pound Ridge, N.Y., 10576-1802.

Fredric Graber '60

The Horace Mann School community extends its sympathy to the friends and family of Fredric Graber '60. The following obituary was published in *The New York Times* on Sunday, December 2, 2007:

Fredric J. Graber of New York, New York and Greenwich, CT, passed away peacefully in Florida on November 28, 2007 at the age of 64. Fantastic father of Anne Elizabeth Graber and David Edward Graber. Devoted husband of Elizabeth Graber Engel. Loving son of the late Dr. Edward and Sylvia Graber. Attended Horace Mann School, Princeton University, Harvard Business School. He will be sadly missed and always remembered...

Eliot Glazer '69

Horace Mann School regrets to inform the community of the passing of Eliot Glazer '69 on September 13, 2007. The following notice appeared in *The New York Times*: Devoted son of the late Adele (nee Adler) and Benjamin. Beloved brother of Rashi and Margaret, Ira and Silvia. Cherished friend of Jeffrey Wolf and Donald Woodall. A Prince of a man. If you would like to send a note to Eliot's family, please address it to: The Family of Eliot Glazer, 80 Columbus Circle, New York, NY 10023. We also share a fond memory of Eliot by his friend and classmate James (Jimmy) Lohman '69.

REMEMBERING ELIOT

The public notice of Eliot's passing was spotted by my father and forwarded on to me, so I have known for some months now. I'm

sure I am not the only one who has been at a loss for words.

Even though I have only seen Eliot three times in the past twenty years, I can not fathom that he is gone. The last time I saw Eliot was seven years ago, around our 30th high school reunion. I think I saw him twice during the decade before that. Still, his being, his aliveness was something that I was always conscious of, even took for granted, and valued greatly. It was always in the back of my mind to get in touch with him.

I met Eliot in 7th grade and we went through 12th grade together and spent a lot of time together after high school. At times in our lives, Eliot and I were very close, even "best friends"—in 9th or 10th grade and in college drop out years 1971-73. Eliot distinguished himself in 7th grade as a straight "A" student. This was quite an accomplishment for a "firstie" at Horace Mann and the kind of tag that stayed with somebody no matter how much they might try to undo it during the ensuing years and phases. It basically meant you were, well, brilliant, like it or not.

I think it was in 9th grade, maybe the most angst-tormented of all grades, that Eliot and I started to bond. That was the year we read *Catcher in the Rye*, or, should I say, lived it... Sometimes, Eliot and I would go to Central Park and walk around smoking cigarettes, Kents, and feeling very cool. We would sit and talk in the Glazer's beautiful elegant cozy living room on Central Park West. As idealistic adolescents, we marched together in April 1967 from Central Park to the UN in the Mobilization to End the War. During our senior year, Eliot's apartment on Central Park West was a major hangout, the site of almost nightly yearbook "meetings" whereat a group of us designed, composed and wrote our high school yearbook. Eliot was the co-editor, and the 1969 *Mannikin* is nothing short of a 60s masterpiece. Unconventional in every way, it was the un-yearbook—not even a book, it consisted of six thick magazine-size booklets stuffed into a box! The first page of one volume was a gritty photograph of a burning Buddhist monk in Vietnam; page one of another booklet was the full length cadaver of Che Guevara. The rest of the opus included satirical school-related board games, "head comix," fairy tales, and other slaps at normality.

Eliot and I dropped out of college at the same time and got an apartment together in Cambridge in early 1971 with my college girlfriend and our high school brother Robert Salter '69. We got two kittens and decided not to have meat in our house. Little did I know I had by then eaten my last hamburger. Eliot's winsome personality made him the unanimous choice as Envoy to the Wicked Landlady and he did a stellar job of holding her at bay. Eliot's brother Rashi (Glazer '66) was living in the area and we saw him fairly often. He had a VW van, a video production company and a lot of ideas. After about six or eight months we all went our separate ways...

Not long after I moved to Tallahassee, Florida. In 1974, Eliot came down to visit me for a few days in my very rustic new environs, a beat-up old wooden house on 10 acres of woods and jungle, surrounded by huge ancient oak trees with hanging moss and kudzu vines and beautiful vegetable garden. I remember like yesterday a very Eliot moment in the garden. I kept a chair in the garden where I would often sit and play guitar. The chair was incongruous

in the middle of a vegetable garden, so Eliot perched himself on it and immediately assumed the role of a judge mediating some sort of dispute between various vegetables, punctuated, of course, with that inimitable high-pitched almost giggle—a sound that was so completely infectious and irresistible. Eliot was an incredibly charming and lovable person. I am overwhelmed with sadness that he is no longer on this planet. I know nothing of his last years or days and only hope they were not too painful or scary for him and those who loved him. I can only imagine the sense of loss they feel and my heart truly goes out to them.

In October, barely six weeks ago, during a trip to New York, Robert and I walked through Central Park and to the Beresford to pay tribute to our departed friend with whom we shared so many formative and precious experiences... I profoundly regret that I did not partake more of him in recent decades but I get some solace in many great and vivid memories of him.

Jimmy Lohman
Austin, Texas
jclohman@yahoo.com

Charles Goldberg '73, musician and attorney

Horace Mann extends its deepest sympathy to the family, friends and classmates of Charles M. Goldberg '73 who passed away on July 28, 2007 at his home in Mexico, N.Y. at the age of 51. Born in Brooklyn, N.Y., he became known as a musician at Horace Mann School where he was the guitarist for The Wipe-Out band, whose members went on to found Slewfoot, a well-known punk-rock band in New York City. Goldberg attended Bard College and later Franklin Pierce Law School in Concord, N.H. where he earned his DDL. Charles Goldberg lived in Maine for 26 years. There he owned a pizza shop and antique store and sold real estate. He moved to Oswego, N.Y. eight years ago, and was self-employed as an attorney and a substitute history teacher. A guitarist for over 40 years he enjoyed swimming, cooking and being with his family, and especially being a grandfather.

Charles is survived by his mother, Joan Goldberg of Middletown, N.Y., his wife Constance (James) Goldberg, a daughter, Abigail Goldberg, two sons, Thane J. Goldberg and Alexander Goldberg, a brother, Adam Goldberg, a sister Sonya Ransom, his grandchild, Rowan Goldberg, and nieces and nephews. Condolence notes may be sent to Mrs. Constance Goldberg & Family, 37 Spring Street, Mexico, N.Y. 13114.

We also share the following memorial reflection by Goldberg's classmate Michael Simmons '73.

IN TRIBUTE TO CHARLES "TEX" GOLDBERG '73
By Michael Simmons '73

I met Chuck Goldberg in seventh grade at Horace Mann. We quickly became friends. Our first band was called The Wipe-Out Gang, a name we filched from the liner notes of Bob Dylan's "Highway 61 Revisited." That morphed into Laurence & the Arabians, the core four of which were so tight that we all enrolled at Bard College

just so we could keep the band together. Neither Chuck nor I were initially meant for schoolin'—although he went back later and became a successful lawyer.

When the great American author Kurt Vonnegut died in April (2007), Tex e-mailed and reminded me that The Great Von was a huge fan of our band Slewfoot. He'd come to our gigs at O'Lunney's in the 1970s and sit at the end of the bar that faced the stage and we'd hang with one of our literary heroes during breaks. Tex suggested a tribute gig to Kurt would be an excuse to have a Slewfoot reunion, something we'd been seriously discussing for a few years.

There's no way it can happen now. While the band was officially called Michael Simmons & Slewfoot, Tex was co-bandleader. He was the lead guitarist, capable of synthesizing Jerry Garcia, James Burton, and Charlie Christian. He could sing any harmony part, soaring along with me. We wrote songs together, including "Naked City," an avowed attempt to create a piece that was at once both hardcore country and heavy metal. This was in 1975 when such concepts were unheard of.

We were both in love with music that belonged to others: Western Swing, jazz (Tex revered be-bop, particularly Charlie "Bird" Parker), Tex-Mex, blues, etc. Most people thought of us as a country band. However our native language was rock & roll. We were pure products of the 1960s in every imaginable way and, while our respect for the vast rainbow of American music was huge, we ignored limits. We would take a I-IV-V standard country song and render it with love, then overlay it with Tex's scat-shot ooh-bop-she-bam licks on his Telecaster while I would roar like the Rosemary's Baby of Jim Morrison, Frank Sinatra, and Jerry Lee Lewis.

Though rarely acting as adults, that's what we were becoming as we invented a new music. Because of Slewfoot's amps-on-11 volume and our youthful energy, we erroneously got lumped in with a new music called punk rock that was changing the world at that time. In 1976, *Creem* magazine called Slewfoot "one of the three best punk rock bands in New York City" (along with the Ramones and the Dictators) and we were referred to as "The Fathers of Country-Punk." We were honored but also amused because we knew we were better musicians than The Ramones! The greatest regret of my life is that—except for rare occasions—Tex and I did not continue to play together after 1979. I wonder where we would've taken our music, what Frankensteins of sound we would've built, cackling maniacally as we tossed rule books out windows.

He remains my brother. Always was. Always will be.

Horace Mann Mourns the Passing of Two Former Teachers

HENRY BLOCH, LONGTIME HORACE MANN MUSIC DIRECTOR

Henry Bloch, a beloved music teacher and music director at Horace Mann School, died on August 20, 2007 at the age of 86 in Denver, Colorado, surrounded by his family. A celebration of Mr. Bloch's life was held in New York, at the Italian Academy at

Columbia University, on Oct. 27, 2007. Former students and colleagues gathered to hear performances in his memory, and words of reflection. Among the speakers were his wife, Jean Bowen Bloch, his children, Pam Bloch Mendelson '83 and Ellen Bloch Davis, and his grandchildren Stella and Ari Mendelson. Stella Bloch Mendelson played a violin piece in memory of her grandfather. Former HM colleagues Ann Somary and Music Director Johannes Somary also participated. Mr. Somary performed and shared reflections about his friend.

Henry Bloch was born in Berlin on June 21, 1921. He received his early education at the Kaiser Friedrich Gymnasium and at the Hollander Music School where he studied piano with Wolfgang Rose, double bass with Paul Feist of the Berlin State Opera, and conducting with Julius Pruewer, former conductor of the Berlin Philharmonic. Emigrating to New York Bloch received a B.A. degree from Queens College and a masters degree from Columbia University. He also studied conducting with Pierre Monteux at his famous school in Hancock, Maine, with Max Rudolf in New York, and with Boris Goldovsky at Tanglewood.

Mr. Bloch began his professional career as a double bass player with the New York City Ballet and Opera Companies, the Metropolitan Opera Orchestra, the Adolph Busch Chamber players, and symphony orchestras in Houston, Baltimore, and with the New York City Symphony under Leopold Stokowski and Leonard Bernstein. He began teaching at Horace Mann in 1962, and served as conductor of the orchestra, and Director of Instrumental Music before retiring in 1988. He was also the founding conductor of New York's Inter-School-Orchestra.

Henry Bloch served on several other faculties, including at Brooklyn College, Herbert Lehman College (CUNY), and Seton Hall University. His wide-ranging conducting positions included the Haddenfield Symphony, the Suburban Symphony of New Jersey, the Putnam Symphony Orchestra, the Doctors' Orchestral Society of New York, and the College-Community Orchestra at Lehman College. He also

appeared as guest conductor at the Hudson Valley Philharmonic, and the New Jersey Ballet at Paper Mill Playhouse. He served most recently as music director of the Woodstock Chamber Orchestra and Overlook Theater. He was a contributor to such music journals as *Musik in Geschichte und Gegenwart*, *Opera News*, *Collectanea Historie Musicae*, and the *Journal of the Conductors Guild*.

**ISABEL PRINGLE SANTO,
FORMER BARNARD AND HM LOWER DIVISION TEACHER**

It is with sadness we report the death of Isabel Pringle Santo, a longtime teacher at Barnard School and the HM Lower Division. Ms. Santo, a resident of Washington Heights, passed away in March 2007 at the Schervier Nursing Care Center in Riverdale, N.Y.

Irene Santo was a graduate of Barnard College and earned her masters degree at Columbia University. She came to Barnard School as a fourth-grade teacher in 1955, and remained teaching that grade through the merger of Barnard and Horace Mann School. At that time she was asked to become an administrator at the Lower Division, however, deeply committed to classroom teaching, she declined, saying she felt she could have better contact with the students if she remained in the classroom. One former Barnard student, singer-songwriter Kenny Rankin, celebrated her teaching in song, dedicating his 1999 "Christmas" album to her. A Rankin biography notes that the singer traces his emergence as a performer to a specific childhood epiphany: "I was in the fourth grade and sang 'O Holy Night' in a Christmas play. My teacher, Miss Isabel Pringle, came over to me and patted me on the head and said, 'Kenneth, that was lovely.' She set me on the path in music that I find myself on today." Another alumnus, Princeton Prof. Leonard Barkan '61 once wrote of "Miss Pringle": "In the height of the McCarthy madness era, circa 1951, this quite proper lady... Took it upon herself to explain Communism to the fourth graders. She said that a system of government dedicated to sharing the wealth equally was a great idea; the only problem was who gets to be in charge of all this equality. It was a good explanation then, and it seems good now." ■

In Memoriam

Horace Mann records with sorrow the deaths of the following graduates and members of the Horace Mann community and extends its sympathies to all family and friends who have lost loved ones.

Robert C. Schnitzer '23	JANUARY 1, 2008	Robert B. Taft '41	CIRCA 2007
Donald E. Marcus '28	AUGUST 17, 2007	Jack Stanley Wachtel '41	OCTOBER 13, 2007
Julius S. Prince '28	NOVEMBER 7, 2005	Robert J. Fox '44	AUGUST 14, 2007
John P. Turner, Jr. '28	FEBRUARY 6, 2007	Ira Levin '46	NOVEMBER 12, 2007
James Fuld, Sr. '33	JANUARY 29, 2008	Ira S. Rosenberg '51	SEPTEMBER 25, 2007
Arthur Arnoff '38	NOVEMBER 18, 2007	Henry Harris '54	OCTOBER 17, 2007
Douglas Miner '38	FEBRUARY 2007	Alan G. Friedman '55	OCTOBER 28, 2007
Fred Hoffman '40		Gerard Stein '55	AUGUST 17, 2007
Hartley S. Rowe '40	JULY 30, 2007	Andrew W. Smith '56	AUGUST 13, 2007
Herbert F. Storfer '40	SEPTEMBER 9, 2007	Jay Orloff '59	SEPTEMBER 25, 2007
Irving Barth, Jr. '41	MAY 23, 2007	Frederic J. Graber '60	NOVEMBER 28, 2007
Fred Gluckman '41	AUGUST 21, 2007	Eliot Glazer '69	SEPTEMBER 13, 2007
Henry Halprin '41	NOVEMBER 30, 2007	Charles M. Goldberg '73	JULY 28, 2007

The Charles Carpenter Tillinghast Society Provides a Perpetual Connection to Horace Mann



The hallmark of a Horace Mann education has always been its symbiotic nature. From its early days as a prestigious lab school of Columbia University's Teachers College, through the decades when a coterie of creative and caring teachers connected academic instruction with personal guidance, to today, the relationship of members of the Horace Mann community to their school is one of exchange. Teachers and students stimulate one another in turn; parents, grandparents and friends find inspiration in the spirit of academic excellence, intellectual pursuit, and consideration for community they have long experienced here.

The Charles Carpenter Tillinghast Society is another expression of that symbiosis. Founded in 1990 to honor the memory of Horace Mann's second Head of School, Charles Tillinghast, the Society recognizes the generosity of those individuals who have made provisions for their school in their estate plans or have made a planned gift to the School. This support ensures the continued excellence of Horace Mann School in the future. In turn, donors who elect to give to their School through such planned-giving possibilities as designating Horace Mann as a beneficiary

in a will or trust, transferring retirement assets to the School, or making meaningful gifts of personal property, benefit by receiving immediate tax deductions, reducing potential estate taxes, and being able to determine in advance the amount of desired support.

Most important for some is experiencing the joy of giving today—giving that helps Horace Mann fulfill its mission now and in the future. In the words of trust and estates attorney Herb Nass, Esq. '77, who wrote the book *Wills of the Rich and Famous*, "Being part of The Tillinghast Society is a way to honor our Alma Mater, and is a testament to our lifelong connection to Horace Mann."

"Horace Mann is fortunate to be part of a community committed to the mission of the School and its ongoing development and continued strength. This relationship is no more apparent than with the members of The Charles Carpenter Tillinghast Society," said Dr. Tom Kelly, Head of School. "Each and every gift made to Horace Mann is truly appreciated and helps the School continue its tradition of providing an outstanding education to its students."

A booklet describing The Tillinghast Society and guiding donors through the many creative avenues of planned giving that benefit both recipient and donor is available from The Alumni and Development Office. ■

MEMBERS OF THE CHARLES CARPENTER TILLINGHAST SOCIETY

Matthew Abramson '91 *
William Alexander '28 *
Howard Appell '28 *
David Arnold '65
Jacqueline Aronson
Anthony Bentley '63
Liza Bové '82
Michael Brinitzer '50 *
Jack Brown '31 *
Peter Brown '53
Helen Buttenwieser '23 *
Arnold Cohen '56
William Cooper '62
Edward Costikyan '41
James Couzens '34
Alfred Davidson '29 *
Helen Dawes '36 *
John Dirks '35
Alfred Eisenstaedt '27 *
Richard Eisner '52
Robert Eisner '47
Mark Ellman '63
John Erdman '42
Joel Fairman '46
Frederick Flatto '42 *
Richard Fisher '59 *

James Fogelson '60 *
John Freund '50
Eugenia Gale '27 *
Margaret Gale '24 *
Henry Geldzahler '53 *
Walter Goetz '32 *
John Green '24 *
Margaret Armstrong Green '26 *
Peter Gross '55
Ruth Smith Goodstein '78
Norman Grutman '48 *
Philip Harris '36
Everett Hayes '38 *
Horace Henry '33 *
Melvin Herskowitz '38
Michael Hess '58
Milton Heyman '10 *
William Hyde '30 *
Frederick Jacobson '56
Robert Judell '41
Donald Kallman '47
Michael Katz '56
Robert Kohler '44 *
Paul Kohnstamm '40 *
Stanley Kops '63 *
Burton Kramer '33 *

Philip Krapp '36 *
Robert Kuhn '47 *
George Lambrose '28 *
Helen Lippmann '23 *
Mark Litt '47
John Loeb '36 *
Eileen Ludwig *
James Ludwig '42
Donald Maggin '44
Arthur Master, Jr. '49 *
J. Winston Mayo '30 *
John McCormack '35
Adele McCormick '20 *
Douglas '33 and Leone McGowan *
Irving Mendelson '27 *
Evelyn Borchard Metzger '28 *
Harold Meyers *
Robert Miller '38 *
Mildred and Alex Minkowsky *
Donald Morgan '24 *
J. Robert Moskin '40
Leo Narodny '27 *
Herbert Nass '77
Jodi Nass '78
H. Robert Nissley '38
Edward Peckerman '21 *
Charles Perera '22 *
Saul Polayes '48

Douglas Powell '42 *
Bill Racoosin '50
Daniel Rose '47
Louis Rosenblatt *
Renee Rosenblatt *
Robert Schnitzer '23 *
Rose Schwiers '21 *
Barry Siebelt *
Paul Silverstone '49
Suzanne Sloan '77
John Smallwood '39
Sanford Solomon '46 *
Malcolm Spence '18 *
Henry Sperry, Jr. '24 *
Franklin Speyer '65
Joseph Stetz, Jr. '60 *
Alan Stroock '25 *
Elouise Sutter '42
Arthur Sweeney '24 *
David Tillinghast '47
Robert Tishman '33
Melville Tucker '34 *
John Turner '28
George Wallerstein '47
William Wallstein '32 *
Efram Weiss '38 *
Donald Wolf '41

* deceased

“Team ’88” volunteers Joseph Jacobson, Kendall Hines Mallette, Robert Odell and Jordan Turkewitz unite to help Horace Mann School



Circled from l. to r.: Jordan Turkewitz, Joseph Jacobson, Kendall Hines Mallette and Robert Odell

It's been 20 years since Joseph Jacobson, Kendall Hines Mallette, Robert Odell, and Jordan Turkewitz left Horace Mann School as graduates of the Class of 1988, but the School has never been far from their thoughts. For Joe, Rob and Jordan it's hard to imagine ever losing a connection to Horace Mann, because it is the link that launched their strong friendship. That friendship, and the education and activities they experienced at Horace Mann, inspired the three to volunteer on behalf of their School.

Over the years each has served as a Class Agent—that person who makes those phone calls or sends out the e-mails encouraging classmates to contribute to the School's Annual Fund. About two years ago the friends pooled their efforts to work together to enhance the effectiveness of their fundraising, informally becoming “Team ’88”. This year they decided to add another member—their Class valedictorian Kendall Mallette.

“We've all known each other for a really long time. Rob and Jordan were always friends. They still play tennis together,” said Madison Capital partner Joe Jacobson during a three-way conference call with the men of the team.

“Joe was a groomsman at Jordan's wedding,” added Vantage Properties, LLC partner Rob Odell.

“We all went all the way through Horace Mann together. We're all pretty much survivors, and we've definitely been involved in one another's lives,” said Mallette.

How did Team '88 evolve? “Isn't every alumnus from every class actively working for their School?” joked Odell. But then he continued, “The three of us decided to take a fresh approach to the Annual Fund process. We all recognize how important it is. It's what helped

make the School work when we were students, and we've all worked separately as Class Agents to help fundraise in the past. We decided we could be more pro-active. By leveraging the contacts each of us has we could get to a point where there would be no 'lost contact' in our Class' data base.”

“We've been trying to get information about those 'lost contacts' and bring some of the people who are considered 'lost' back in. We haven't given up on anyone. No alumnus has been left behind,” said team leader Turkewitz, a partner in media private equity fund, Zelnickmedia.

Enter Kendall Mallette, in time to assist with Annual Fund 2007-2008. “Jordan called, and it was that simple,” she said of her friend. “He told me about the work that he and Rob and Joe had been doing in terms of connecting with alumni around the Annual Fund, and he said they just needed more help to broaden their base of contacts. I was flattered to hear they had all come up with my name.”

Living in Chicago with her family of three children and one-on-the-way Mallette was a perfect pick for the team. She had experience doing similar work for her Princeton alma mater, and was “geographically different” from the

three New York men. She had also turned her early-career background in advertising into development work for non-profit organizations—particularly the national “I Have a Dream” Foundation, which “supports economically disadvantaged high school students through private school,” the alumna explained.

Mallette is in the process of developing her own school these days, while also completing a life-coaching book. The school she envisions will be designed as a family institute. Academically, she hopes to base it on the experience she had at Horace Mann. “I have so many positive memories of Horace Mann,” she said. “It really is a pleasure to help.”

For Team '88 helping Horace Mann involves more than making phone calls. The four alums put a lot of thought into their work. “We take care not to reach out to people in a pushy way. We try to understand when people say they aren't interested in giving. I've had conversations with people that start with them not wanting to hear from us, and then they start asking who we're in touch with,” Turkewitz said. “I think people from our Class are reaching a phase in our lives when they want to reconnect, and the Annual Fund is a very good medium. I tell them, ‘If Horace Mann has a special place in your heart, that's a great reason to support the institution—so it can help other people.’ To answer why we do this? We attribute a lot of our success to Horace Mann and we want to give back to the institution that gave us so much.”

“I think all of us agree we have genuinely strong feelings about Horace Mann, and what the School provided us,” concluded Odell. “The work we're doing is about the genuine fondness we have for our School.”

Alumni from every class can learn more about HM's Annual Fund by contacting Amy Reinharz, Associate Director of Development for Alumni Giving, at 718-432-3458 or Amy _ Reinharz@horacemann.org. ■

Affirming Our Vision

HORACE MANN SCHOOL



MAKE YOUR GIFT TO ANNUAL FUND 2008

Your support of Annual Fund 2008 is important. The Fund closes June 30, 2008. Gifts may be given as cash, appreciated securities, or by credit card. For more information on transferring securities or to make a credit card gift, please call Barbara Melamed, development associate, at 718-432-3454.

THANKS FOR YOUR SUPPORT.

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calendar

March



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26

All-School
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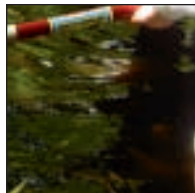
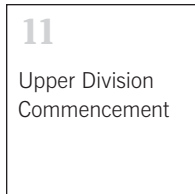
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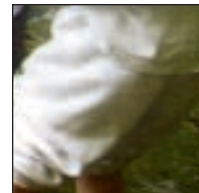
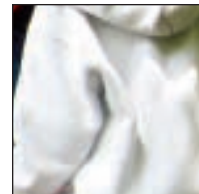
June

4

Alumni Council
Annual Benefit



July



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To the parents of recent graduates:
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