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**Celebrating 125 Years:
Preparing Great and Giving Lives,
past, present, and future**





HORACE MANN SCHOOL
125TH ANNIVERSARY CELEBRATION

...
SATURDAY, MAY 19TH 2012

6:30-11:30PM

CLARK FIELD

HORACE MANN SCHOOL

Anniversary Date
PAST PRESENT FUTURE

ALL HORACE MANN SCHOOL

PARENTS, ALUMNI, GRANDPARENTS, PARENTS OF ALUMNI,

CURRENT AND FORMER FACULTY & STAFF, AND FRIENDS

ARE INVITED TO CELEBRATE

HM'S 125TH ANNIVERSARY

AND TO BENEFIT ITS PRESENT AND FUTURE STUDENTS

AT A GALA EVENT ON

SATURDAY, MAY 19, 2012

FORMAL INVITATION TO FOLLOW BUT MARK YOUR CALENDARS NOW TO ATTEND!

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The 2011-2012 school year marks the 125th anniversary of Horace Mann School, and commemorates 125 years of the school's pursuit of excellent education. Throughout this year the greater Horace Mann School community is taking the opportunity to reflect on HM's past, engage with the energetic education of its present, and consider new possibilities for the school's future. At the same time Horace Mann School's administration is charting a course for HM's future.
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After several years of internal and New York State Association for Independent Schools (NYSAIS)-related self-examination, in the winter of 2012 HM presented a document outlining Strategic Thinking about the future direction of the school. Particular consideration was given to the many ways Horace Mann School can fulfill its mission of preparing "a diverse community of students to lead great and giving lives." The Strategic Thinking document is reviewed in this article that also highlights six alumni whose life circumstances led them to pursue work on behalf of others. Read about: **Dr. Richard (Dick) Traum '58; Bill Davis '70; Prof. Nicole Lamb Ives '86; Jennifer Melamed Iannuzzi '89, Alexander Silver '95 and Jamie Grossmann Silver '95; and Norbelina Disla '01.**

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Horace Mann School's 125th anniversary inspires 125 memories—and reasons to support the school.

Cover: Alumni from the Horace Mann School Class of 1946 and current sixth graders from the HM Class of 2018. Pictured are (Top row, front to back) Prof. Francis Chen '46, Paul Bilgore '46, Bill Sarnoff '46, and Michael Loeb '46. (Bottom row, front to back) Leonie Kurzlechner '18, Augusta Owens '18, Grace Hill '18, Zarina Iman '18. Photos by Jasmin Ortiz

Correction: An article about Kay Negishi '03 in the last issue of *Horace Mann Magazine* unfortunately included a head shot that was wrongly identified as being of Kay. We apologize.

Editor's Note:

Among the most rewarding aspects of publishing Horace Mann Magazine is the opportunity to connect HM alumni with their school, and with one another. The Spring/Summer 2011 issue of the magazine drew letters from alumni from the classes of 1942, 1968, and 2005. We greatly welcome their correspondence, and are pleased that their letters updated information about their past and current work. Details can be found in "Class Notes."

The last issue of the magazine focused on HM alumni engaged with communities around the world. It also featured alumni involved with food and restaurants. We recently learned of another alumnus who is welcoming diners: Alan Blackwell '00 and his partner Alyssa Blittersdorf opened Metropolis Wine Bar & Cocktail Lounge in Brattleboro, Vt. in July 2011. "Metropolis" is worth a visit, especially now that ski season is underway. Take it from HM Upper Division English teacher Deborah Stanford, who is Alan's mother, and a very satisfied customer, and learn more at www.metropoliswinebar.com.

Education in a Global Era

I have just finished reading the Spring/Summer issue of the Alumni Magazine. It is simply fantastic in every respect. What a truly wonderful job you and your associates have done in presenting both the school and its alumni and their dual involvement with the well chosen theme "Education in a Global Era."

Very beautifully presented and most impressive.
Best,

Don Hillman '42

Remembering Horace Mann School

I've just spent the past hour on your magazine website and am overwhelmed by its high quality. Frankly, it's considerably more impressive than any similar university website I've ever seen. I am so very sorry that I've fallen out of touch. It never occurred to me to send any information about my life or work to my high school or college, only to my graduate school, and I suspect that only occurred to me because I spent years getting Harvard's university magazine and its liberal arts magazine, so I knew they had those. I'm afraid that you could fill a library with all the things everyone seems to know but that I haven't figured out.

I would love to receive the link to coming issues of the Magazine so I can read up on Horace Mann. And the next time I'm in New York City, I definitely will come to Riverdale for a visit. My last time was around 1979, and it's pretty clear that with all that's changed it might as well have been back in the Age of Jackson. I'd love to see the library. It was nothing like what you now have!

Once again, thanks so very much. When you hit your 60s, as I just did, there's a wonderful feeling that comes from

reconnecting with your past, especially when that past has done so much to form who you became and the values you hold. It may seem funny, but I still remember the words to our school song and occasionally find myself singing it.

Robert Lamb '68

News about Prof. Robert Lamb '68, of Purdue University, appears in "Bookshelf" and "Class Notes."

Composing for Britten 100—in Jerusalem

I enjoyed reading the latest HM Magazine on HM's international involvement, though I was saddened to hear of the death of Tom Reilly, my Russian teacher.

Here in Jerusalem, Israel, I am working to produce Benjamin Britten's spiritual chamber opera, *Curlew River* in Sept./Oct. 2012. It will probably be the first of the Britten productions that will occur during the 2012/2013 season honoring the 100th anniversary of Britten's birth. (My proposal was one of nine that won Britten 100 Awards for this purpose. We are still looking for more sponsors, however!)

In creating *Curlew River*, Britten took a Buddhist Japanese Noh play, *Sumidagawa*, (written by Kanze Juro Motomasa in about 1430 and still performed today) and moved it to medieval Christian East Anglia.

My production moves *Curlew River* to a poor town near the Pale of Settlement at the end of the 19th century. This is the first poly-cultural, poly-religious version of *Curlew River*, and for the first time also we will be using professional dancers throughout the performance to indicate water, wind, spirits, etc.

There's lots more information on the website, <http://curlewriver.com/>, and I hope everyone will plan to visit Israel and see this unique production during the Britten Centenary season!

John C Saunders (Jonathan) '68

js@jscomputerworks.com

Keeping up on fellow alumni while writing and traveling

I recently read the Spring/Summer 2011 issue of *Horace Mann Magazine* and I was very impressed. I always love receiving the magazine and seeing what my fellow former classmates and alumni are doing but I was particularly intrigued by this Education in a Global Era issue.

Since graduating with my B.A. in Communications from Temple University in 2009 I spent some time teaching English language in Italy, traveling and freelance writing for online food and travel publications. I am freelancing while actively looking for employment in my field.

Kendra Elise Howard '05

Writer & Creative Freelancer, Wordpress: [Kendra Wanderlust](http://KendraWanderlust.com)

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Head of School

letter from the head of school



Winter, 2012: As the world embraced a new calendar year, Horace Mann School students returned to campus following their winter break ready to continue the studies and activities that so deeply engage them day, week, and year after year. I am humbled by such milestones, and by this passage of time, for this year at Horace Mann, time is very much on our minds.

Horace Mann School is observing the 125th anniversary of our founding throughout the 2011-2012 school year. The address of our school has changed since the first four children walked through Horace Mann's doors in Lower Manhattan back in 1887, but the quality of our students has not, nor has the central idea of our school. Those original students came from families who saw education as an adventuresome enterprise, and were willing to be the first in line at a school that aimed to engage children intellectually, athletically, artistically, and ethically, with a sense of community being of paramount importance. Those students were instructed by teachers seeking to learn, themselves, by engaging young minds, under the guidance of the master educators of their day. Over the ensuing century and a half this powerful combination of questing students and inspired teachers helped Horace Mann School refine its mission into the one we pursue today—a mission of preparing “a diverse community of students to lead great and giving lives.”

In this issue of *Horace Mann Magazine* you will read about a handful of alumni from Horace Mann School's past who are living our mission of realizing “great and giving lives,” by turning experience gained through personal challenges and triumphs into efforts on behalf of others, and toward the greater good. Each of these alumni credits some aspect of their Horace Mann School education for endowing them with the resources to pursue their giving lives. You will read about HM's present, in articles on initiatives new to our school. One is our Office of Institutional Research and Enrollment. Emerging from the foundation of Horace Mann School's long tradition of excellent education, this Office is already providing information critical to our continuing efforts to strengthen the school for the diverse community of students it serves. You will also read about our future, in a synopsis of the document “Strategic Thinking: 2012 & Beyond” we recently presented to members of the Horace Mann School community. This document grew out of directions we identified for the school to pursue, based on the self-study we undertook in preparation for our recent ten-year review by the New York State Association of Independent Schools (NYSAIS), and in response to the recommendations contained in the NYSAIS accreditation report. The document offers a roadmap to assist us in fulfilling our mission, and to guide our efforts to ensure our school's strength for milestones to come.

When I reflect on Horace Mann School's past, present, and future during our 125th year, the topic of time obviously emerges. My focus is not only on time, but on the *quality* of time—of how time teaches, and transforms. For, at Horace Mann School, we value the lessons learned each day of our 125 years. Among the thoughts I, personally, bring to our commemorations, are reflections of the days just before our winter holiday break, when I joined our youngest students counting pennies and wrapping presents for others in need, and watched our older students entertain at our annual Sanctuary for Families dinner, or teach children at the nearby neighborhood center where our students regularly work. I swell with pride over our students who were recently recognized at the nation's highest levels for their accomplishments in music, science, math, athletics and journalism, both individually and as members of teams. These good works demonstrate how fully our students live in the moment. But, our school's history tells us that such experiences are part of the preparation for their future of great and giving lives.

Finally, at Horace Mann School, time is a value, for we continue to grow through the legacies of the teachers who taught here, the alumni who learned here, and the engagement of all of you who are committed to our school today and to its future.

Please join us on campus for events and special programs celebrating HM's 125th year, and visit WWW.HORACEMANN.ORG to learn all of our latest news. Let us celebrate our milestones together, now and in the years ahead.

With best wishes,
Dr. Thomas M. Kelly P '18
Head of School



“Who was your favorite teacher?” “Did you have a uniform?” “Did you ever skip class? “Did you get in trouble?” “What classes did you have?” “What are the biggest changes at Horace Mann since you were a student?” “What is your favorite memory?”

These were just some of the questions sixth graders from Horace Mann School’s Middle Division asked members of the Horace Mann Class of 1946, when these alumni came to the HM campus during Homecoming Weekend 2011 to celebrate their 65th reunion. The alumni answered the students thoughtfully, with consideration for how carefully their young fellow Horace Manners had composed their questions, and with humor that drew laughter shared across the generations.

The visit brought Horace Mann School’s history to life for these students. It also gave them a chance to personally thank a group of Horace Mann School alumni who had contributed to their learning. The students were members of the Middle Division’s sixth grade and, like the rest of HM’s sixth graders, their school year began with an assignment to answer the question: “Would Horace Mann, the man, approve of Horace Mann, the school?” The assignment required the students to research the topic using primary and secondary sources, and to reference materials originating from the mid-1800s, when the American reformer was articulating ideas that would transform education in this country. A special bonus was the chance the assignment gave the students to examine letters penned by Horace Mann himself, a century and a half earlier. They were able to see those letters because of the generosity of the Class of ’46: The letters are housed in an archive in HM’s Katz Library. The archive was endowed by the Class.

Students in Horace Mann School’s Lower Division also had a chance to connect with alumni from an earlier era, when Prof. David Schaefer ’43 and Mary Dick Schaefer ’43 shared their love of Lewis Carroll—and their love for Horace Mann School—during a visit with the entire fourth grade. The Schaefers came to Horace Mann in November 2011 to participate in a series of readings by alumni, organized by the Lower Division’s librarians and the Alumni House and Development Office. In another opportunity for alumni to interact with current HMers, hundreds have linked to the school’s website to hear webcast lectures by their former teachers, in a new HM initiative. And, the list goes on.

Horace Mann School is currently commemorating its 125th anniversary. Throughout the 2011-2012 school year the entire HM community is coming together to celebrate our school, and what HM has meant to us throughout the generations. Whether we are HMers from the Class of 1946 sharing memories with members of the Class of 2018, or alumni from 1943 interacting with children who will graduate HM in 2020, this facet of our 125th anniversary observance speaks to our powerful bond, by demonstrating that we can learn from one another.

It’s no wonder, for all of us at Horace Mann today, and all who have lived and learned throughout our individual eras at the school, learned also to share an ongoing love for the education that shaped us. We invite you to take part in celebrating our mutual legacy throughout this, our 125th year, by coming to alumni events, keeping abreast of school and alumni news through WWW.HORACEMANN.ORG, tuning in to our faculty webcast series, or to videos of student performances or activities on the site’s media gallery or on HMTube. Our next big event is the annual Alumni Council Winter Gathering on February 23, 2012, followed by the Buzzell Games on February 25. On March 15 alumni will enjoy a concert together at the NY Philharmonic, featuring violin virtuoso Gil Shaham ’89.

Finally, please plan to be a part of Horace Mann School’s gala 125th Anniversary celebration on May 19, 2012 on the HM campus. We look forward to seeing *everyone* there.

Sincerely,
Melissa Murphy Parento ’90
Director of Development

Celebrating Horace Mann School's 125 Years of Preparing Great and Giving Lives, past, present, and future

Honoring HM's past, educating its current generation, and building a future of preparing "a diverse community of students to lead great and giving lives"

THE PAST...

"If there is anything for which I would go back to childhood, and live this... life over again, it is for the burning, exalting, transporting thrill and ecstasy with which the young faculties hold their earliest communion with knowledge."

THE PRESENT...

"As each generation comes into the world devoid of knowledge, its first duty is to obtain possession of the stores already amassed."

"Every addition to true knowledge is an addition to human power."

THE FUTURE...

"The great heart of humanity is heaving with the hopes of a brighter day. All the higher instincts of our nature prophesy its approach; and the best intellects... are struggling to turn that prophesy into fulfillment."

— Horace Mann, American education reformer, 1796–1859

Horace Mann School is now in its 125th year of pursuing outstanding education. Throughout the 2011-2012 school year the entire HM community is celebrating the past and present of this school, while looking toward its future.

At HM students and teachers in each Division are observing this anniversary by engaging in their studies with the passion for learning exemplified by earlier generations of students, who were inspired by *their* dedicated teachers. Simultaneously, Horace Mann's administrators, guided by Head of School Dr. Tom Kelly and Board Chair Steve Friedman '72, are working to assure HM's future—one that is rooted in its powerful tradition, its current strength, and its embrace of thoughtful innovation.

The vision for Horace Mann is of a school that fulfills its mission of preparing "a diverse community of students to lead great and giving lives" through a curriculum that grows with its students, as they progress from Nursery through grade twelve. The vision is of a school equipped with the facilities to respond to the demands of STEM (Science, Technology, Engineering and Math) education. This school must also be pioneering in its approach to educating young

citizens of a global society, while grounding current and future generations of students in traditional knowledge, deepened by experiences in athletics, arts, and civic participation.

With eyes on the past, focus on the present, and excitement for the future Horace Mann School is celebrating its enduring core value of "The Life of the Mind."

OBSERVING THE 125TH ANNIVERSARY IN CLASSES

Upper Division students are connecting the dots of Horace Mann School's history as they listen to alumni whose visits to the school have added the dimension of real-world experience to their lessons. Among those visitors in the first weeks of the school year were London School of Economics Prof. Keyu Jin '00, who met with economics students, and photographer Ben Lenzner '99 who described his work documenting populations around the world to over 200 students, notably including HM's new AP Geography class. Noted authors, including Robert Caro '53 and Prof. Howard Wolf '58 are scheduled to speak to students in English and history classes in upcoming months.

In the Middle Division, the entire sixth grade learned to do historical research based on primary sources to help



photo by Jasmin Ortiz

HM alumnus Dr. Jack Richards '46 shared stories of his days as a student at Horace Mann School with current HM sixth graders. HM Head of School Dr. Tom Kelly enjoyed the conversation.

them write essays answering the question: “Would Horace Mann, the man, approve of Horace Mann, the school?” Students were able to look at original letters penned by education reformer Horace Mann himself, thanks to the generosity of the HM Class of 1946, whose members endowed an archive to house and catalogue these materials in the Katz Library.

In the Lower Division, students are enjoying a year-long series of Library readings by alumni. And in Nursery through grade twelve students are demonstrating how they “prepare” to “lead great and giving lives” through their involvement in community service and service learning, by holding coat drives, visiting senior citizens, conducting penny harvests, or teaching reading and math in Horace Mann’s ongoing Saturday tutoring program, or music and athletics at nearby neighborhood centers, to name only a few activities.

THE WIDER HM COMMUNITY’S OBSERVANCES BEGIN

The greater Horace Mann School community began its 125th year celebrations with the involvement of its many constituents. The Horace Mann Parents Association (HMPA) provided an excellent review of the history of the school in its *PA Bulletin* which featured an article on the topic by Shadi Sheybani, *Bulletin* editor and parent of two HMs. The article, and the entire *Bulletin*, can be found on the Horace Mann School website at <http://www.horacemann.org/page.cfm?p=1018>.

The HMPA, together with the Horace Mann School Alumni House and Development Office, also helped organize Homecoming festivities that drew hundreds of alumni and current Horace Mann families to the HM campus on October 29, 2011. The day featured “Golden Alumni” and “Theater Alumni” luncheons, along with a 50th reunion lunch for the Class of 1961. Other guests cheered on soccer, water polo, and girls’ varsity volleyball teams in competitions each team won. Unfortunately, the usual under-the-tent festivities, including student-run bake sales, the HMPA’s crafts and games, and other sports events, had to be cut short or cancelled by a rare October snowstorm. But, the weather did not keep over 600 alumni from reunion dinners and cocktail parties in Manhattan. Homecoming coverage and pictures can be seen at WWW.HORACEMANN.ORG/ALUMNI.

Alumni are very much a part of the ongoing celebrations of Horace Mann’s 125th anniversary. In addition to working with the Upper Division on its author series, and the Lower Division’s Library reading series, The Alumni House and Development Office launched a webcast series featuring Horace Mann School teachers addressing subjects of interest in their fields. Alumni from around the world can tune in, or access these presentations at: <https://horacemann.webex.com/horacemann/1>. In another instance of students connecting with alumni *Insight*, the HM Department of Visual Arts’ photography magazine, has invited HM graduates to submit work for its 2012 issue.



photo by Jasmin Ortiz

Fourth graders from Horace Mann's Lower Division enjoyed meeting Mary Dick Schaefer '43 when she and her husband HM alumnus Dr. David Schaefer participated in an alumni reading series honoring HM's 125th anniversary.

COMMUNITY TO GATHER FOR MAY 19, 2012 125TH ANNIVERSARY GALA

Plans are underway for a gala 125th anniversary celebration of Horace Mann School on Saturday, May 19, 2012. This benefit, organized by the HM administration, the Alumni House and Development Office, and the HMPA, will be held on Clark Field, and bring together alumni, Horace Mann School families, friends, Trustees, administrators, faculty and staff. Other benefits traditionally held annually by Horace Mann constituencies on behalf of the School, including the annual PA Benefit and the Horace Mann School Alumni Council (HMAC) spring benefit, will be part of this community-wide party. Please watch for information about the 125th anniversary celebration, and make plans to participate in what will be an affair for the ages.

GREAT AND GIVING LIVES

This issue of *Horace Mann Magazine* offers a look at the school today in articles about initiatives and administrators new to HM in the 2011-2012 school year. We also look at Horace Mann's future by featuring an overview of the school's "Strategic Thinking" document that was recently presented to members of the HM community. This document outlines directions Horace Mann anticipates pursuing to strengthen and continue to fulfill its defining mission of educating students toward "great and giving lives." It can be read in its entirety on WWW.HORACEMANN.ORG. What does that "great and giving" equation mean? It means all of the students and teachers in every Division of Horace Mann School today engaging in rigorous education in languages, literature, science, math, arts and athletics. It means initiating and participating in community service activities, as well as over a dozen publications, debate

societies, stellar performances in music and theater, and competitive teams in science, sports and technology. It also means the example of over 8,000 alumni who have learned and lived in Horace Mann's classrooms since 1887, and gone on to contribute their novels, poetry, paintings and theatrical productions, and their innovations as engineers, astronomers, or research scientists, in ways that resulted in significant scientific discoveries, helped heal millions, and moved the emotions of millions more.

Over Horace Mann School's 125 years "great and giving lives" has meant alumni like actor and social activist Marsha (Betty) Hunt '34, at age 94, producing a new recording to raise funds on behalf of world refugees. It means neuro-imaging pioneer Dr. Robert H. Ackerman '53 (who wrote the HM *alma mater* that is sung at the school today) developing noninvasive modalities to diagnose and study stroke. It means Regina Kulik Scully '81 producing the film "Miss Representation" to generate international awareness of the media's negative depiction of women. And it means Anoushka Vaswani '08. Active in community service at Horace Mann, she now advocates community service among her peers on her college campus today.

In the following pages you will find stories of only a handful of alumni from recent decades who are fulfilling Horace Mann School's mission, specifically by taking a circumstance or a challenge in their lives and turning it into an opportunity to aid or enhance the lives of others. Included are alums **Dr. Richard (Dick) Traum '58, William (Bill) Davis '70, Prof. Nicole Lamb Ives '86, Jennifer Melamed Iannuzzi '89, Alexander Silver '95 and Jamie Grossman Silver '95, and Norbelina Disla '01.**

We look forward to sharing more HM stories as Horace Mann School continues to commemorate its 125th anniversary. We also look forward to celebrating with you at HM's storied campus on May 19, 2012. ■



photo by Jasmin Ortiz

In honor of their 65th reunion members of the HM Class of 1946 visited their *alma mater* and met with sixth graders in history teacher Katharine Rudbeck's class. Alumni Mike Loeb '46 and Bill Sarnoff '46 answered questions about Horace Mann in their day.

Horace Mann School's "Strategic Thinking" Document focuses on continuing commitment to diversity in curriculum and community, STEM education, and enhancing physical facilities



"Horace Mann School is united by a common set of values, a dedicated faculty and staff, and a constant effort to improve its policies and practices in the interests of our students. As we reach our 125th anniversary, Horace Mann School seeks to strengthen its foundations while looking to innovations that will continue to make the school a model for the future. Our success derives from consistency and innovation, the value of tradition, and the excitement of the new. Strategic Thinking in these important areas supports Horace Mann School's continuing commitment to excellence."

- Horace Mann School Strategic Thinking document, 2012 and Beyond

This winter members of the Horace Mann School community are reviewing a document titled "Strategic Thinking, 2012 and Beyond." The "Strategic Thinking" document is a fitting tribute to Horace Mann and its past, present, and future, as the entire HM community observes the school's 125th anniversary.

In a letter introducing the brochure Dr. Kelly, together with Horace Mann School Board of Trustees Chair Steve Friedman '72, invited all members of the Horace Mann School community "to join the HM faculty, Board of Trustees and Administrative Council in a process of strategic thinking about the future... Our strategic thinking represents a creative process, not a finished product," they wrote.

"Thinking about the decade ahead we have articulated some far-reaching goals, concerning our continuing commitment to diversity within our curriculum and community, our focus on essential STEM (science, technology, engineering and math) education, and our physical space. Each has numerous possibilities for realization. Far from being a static list of tasks, this document represents a framework for collaborative thinking that will grow and change as circumstances require. In short, it is a document that will help us to provide the best education for our children in the 21st century."

The Strategic Thinking document was developed by Dr. Kelly, in conversation with HM's Division Heads, department chairs, faculty, and other members of the community. It represents the culmination of several years of thorough examination of the academic, co-curricular and community life of Horace Mann School by all faculty members, as

well as by groups of students, alumni, parents and trustees, generated during a careful self-study process. This process included strategic planning sessions Dr. Kelly organized during his second year as Head of School, when faculty, staff members, and administrators from all Divisions, as well as alumni, trustees and students gathered "Under the Tent"—literally—to exchange thoughts about Horace Mann. Another catalyst for generating ideas was the comprehensive self-evaluation the HM community engaged in during the two-year New York State Association of Independent Schools (NYSAIS) reaccreditation process.

Dr. Kelly noted that the thoughts expressed in the document were inspired by Horace Mann's successful NYSAIS reaccreditation and the constructive comments of the NYSAIS Visiting Committee. The document was developed "mindful of the school's Core Values" that guide all that Horace Mann School does. The Core Values address: The Life of the Mind; Mature Behavior; Mutual Respect; A Secure and Healthful Environment; and a Balance between Individual Achievement and a Caring Community. Each of these Core Values is applied in service to Horace Mann School's ultimate mission of preparing "a diverse community of students to lead great and giving lives."

"As we embark on the exciting process of strategic thinking for the coming years, we look to our community for constructive responses to creative initiatives, and support for the traditional value of high educational attainment," Dr. Kelly added. "We ask you to continue to learn and grow with us as we prepare our wonderful school for a bright future."

The entire Strategic Thinking brochure can be seen on-

line at WWW.HORACEMANN.ORG/STRATEGICTHINKING. Some highlights are outlined here.

CURRICULUM

Horace Mann's Strategic Thinking document sets goals for the years ahead in the school's academic program. The document affirms the notion that "The Life of the Mind is the essence of a school" and describes HM's pedagogical philosophy and teaching initiatives, detailing thoughts about curriculum and ongoing curricular review in the Nursery Division through the Upper Division, and at the school's John Dorr Nature Laboratory. One idea outlined in this section is to "Create a forward-looking curriculum that encourages curiosity and creativity and imparts the information and skills that students need as they prepare for lifelong learning. Another is to further demonstrate a commitment to diversity and inclusion in curricular choices.

Pedagogy and student well-being

One goal of the school's philosophy described in the document is to "maintain our commitment to outstanding teaching by encouraging innovation" while also embarking "on a program of institutional research to enhance instruction and future curriculum planning." While great attention is given to the depth of classroom content, efforts to "enhance the variety of learning experiences to ensure that there is time in the day for reflection, relaxation, and recreation in addition to traditional school activities" are encouraged. Promoted as well is "an awareness of nutrition, exercise, and rest by all members of the community" in order "to support a balance between academics and wellness that allows The Life of the Mind to thrive."

HM and surrounding communities

The Strategic Thinking document addresses relationships the school has with its students and families, as well as with alumni. Interaction with the surrounding community and community engagement through service and other initiatives are important aspects of the school's future direction. Attention to faculty life is outlined in detail. One section of the document describes the school's resources, defining these as the human resources in which Horace Mann School takes so much pride: its students, teachers, administrators, and staff; its parents; its devoted alumni; and the greater community of the many constituencies that support Horace Mann's Annual Fund, capital needs, and the school's endowment. Emphasis is placed on Horace Mann's continuing efforts to incorporate lessons of environmental sustainability and communal accountability imparted at "Dorr" throughout HM's campuses and curricula.

Who makes up the current and future Horace Mann School community is an important part of the document. A section on "Students and Families" reiterates the school's admission and student retention goal of "continuing to

make Horace Mann School an inclusive and welcoming environment." A section on "Inclusion and Diversity" defines this further as needing to: "maintain the school's commitment to inclusion through programming and communication that reaches all" and to "maintain and enhance the socioeconomic diversity of the Horace Mann family, including the development of a long-range plan for financial aid."

Physical space

In reviewing Horace Mann's facilities and physical plant the document notes that the school strives to "provide state-of-the-art facilities for state-of-the-art programming." As Horace Mann looks to its future, the document notes that the school will "continue the work of the Board of Trustees, the Administrative Council, and the faculty to meet immediate and future physical plant needs." Horace Mann will also "continue the planning for the construction and renovation of athletic and science facilities to serve grades six-through-twelve, and re-vision the portion of the campus that includes the current Lower Division, Business Office, Alumni House and Development Office, and the Head of School's House. With regard to these plans for the future, HM's focus is on the relationship of the academic program and community life, with curricular and co-curricular elements of the school experience driving the design and building of new structures. The need to enhance science and technological education is a key element of a strong future for HM and its students.

ADMINISTRATORS AND FACULTY MEMBERS COMMENT ON HM'S STRATEGIC THINKING DOCUMENT

The Strategic Thinking document represents the thoughts of HM administrators on the imperatives of education today. Among these are how science studies and international awareness will become ever more significant in a global society that is increasingly interconnected, and in which students acquire knowledge from an array of technological sources that are still emerging. Far from eschewing the potent student/classroom teacher relationship that is so valued a part of the Horace Mann experience, the Strategic Thinking document suggests ways to strengthen Horace Mann's tradition of excellent teaching by embracing technological advances that can deepen the academic experience.

Horace Mann School Division Heads and administrators shared their thoughts on aspects of the Strategic Thinking process as follows:

Director of Institutional Research and Enrollment,

Lisa Moreiera: A Strategic Thinking document, at its core, speaks to who we want to be as we move into the future. While faculty, program and curriculum are key elements of the educational experience, the other children with whom a student shares the learning experience are critical too. Each year when we enroll new families and

children, we reshape the community in small ways, and the School recreates its student population every 15 years. As we create the student body of the next 15 years, we must think about the kind of leaders that our country and our world need. This speaks directly to the ideas of diversity, global awareness, and inclusion.

Head of the Upper Division Dr. David Schiller, on exploring future curricular initiatives: “One way in which we’ve been engaging the project of curriculum revision is by visiting other schools similar to ours. We observe classes and talk with teachers, students, and administrators about their courses of study, schedules, and ways of handling change. It’s great to talk to people who are doing the job we’re doing. We’ve found many wonderful examples from which we can profit and have been favorably impressed with how thoughtfully many independent schools are organized. We’re now in the second year of the project, and have invited guests to Horace Mann to speak with us about various relevant topics, including how adolescents think, the new developments in technology and their affects on our students, and the future of college liberal arts education. These talks have stimulated much thoughtful consideration of our future.”

Head of the Middle Division, Robin Ingram: “The Middle Division, as the newest of the HM Divisions, has almost continually been developing new curricular models and materials to match the needs of this age group. The return of the Williamsburg trip creates a reinventing of the sixth grade History curriculum. Hands-on math materials have been developed to support student learning. The history and English departments have begun a dialog about writing across the curriculum. English and science classes offer a choice of one trimester electives with clear skills identified. Curricular innovation is currently shared across departments, and the next step is to broaden the discussion to share across divisions.”

Head of the Lower Division, Wendy Steintal: “How fortunate we are to have children come to us with tremendous natural curiosity and excitement about learning. We are able to capitalize on these and focus on our curriculum, making sure to enhance the skills that will support our students as they move from one division to the next. Our curriculum serves to enhance our community, bringing balance to intellectual pursuits and preparation for what lies ahead.”

Head of the Nursery Division, Marcia Levy: “The foundation for lifelong learning begins in the nurturing environment of the Horace Mann School Nursery Division. The children thrive in an atmosphere that supports exploration, collaboration and intellectual curiosity. Our preschool children are inspired to think, plan and make connections. They are encouraged to ask questions, prob-



Students explore the environment and community at Dorr.

lem solve, and reflect on their actions as they become more independent learners. Our classrooms are inviting spaces that support inquiry and spark creativity, and our Nursery Division community is focused on the parent-teacher partnership to strengthen the support system for each child at this important developmental stage, and into the future.”

John Dorr Nature Laboratory Director, Glenn Sherratt, on how the “Dorr” experience responds to Horace Mann School’s Core Values: “At Dorr, the School’s Core Values serve as the threads that form the fabric of what we do, and we use the outdoors as the medium through which students can experience their relationships with others and the natural environment in new and different ways. At the center of this experience and the essence of Dorr is awareness and understanding of community, from both an interpersonal and biological standpoint. Strategic planning requires that we explore and celebrate our interdependence as we strive to create a more sustainable environment.”

Director of Technology, Adam Kenner, on the need to incorporate technological advances into academic life at HM, and in education today: “Horace Mann has a tradition of excellent education, and the intent is not to remove that tradition but to keep it alive in a new century, with new tools that respond to the development of new minds. One hundred years ago people had to go to school because that was where the knowledge was. That’s where the books were. That’s where the teachers were. Fifty years ago things hadn’t changed that much. But today, knowledge is everywhere, from your phone to the street. In the past 20 years the activity of acquiring knowledge has gone off the charts. The challenge of education today is to help students create a context for all that knowledge. I do believe that schools that are open to connecting with new technology to lead their students to knowledge will lead the way.” ■

Dr. Dick Traum '58: Helping wounded veterans triumph



Dr. Dick Traum '58 (center) with Achilles International athletes

Eight Golden Glove winners were at Yankee Stadium on June 24, 2011, when the NY Yankees played the Colorado Rockies. But the catch that won “Play of the Day” sports news status was made by a fan, who nabbed a foul ball inside his cap. The fan was Sgt. Michael Kacer. The retired U.S. Army staff sergeant used his hat to assist his right-armed catch, because he’d lost his left arm in a rocket attack in Afghanistan.

The 46,000 fans at the stadium who gave Sgt. Kacer a standing ovation and the millions who viewed the catch on TV saw him dressed in an Achilles International Freedom Team of Wounded Veterans T-shirt, surrounded by 20 other Achilles Freedom Team Vets. The Team members were in New York to take part in the ninth-annual Achilles Hope and Possibility Race, a five-mile event in which hundreds of disabled athletes mainstream among 5,000 runners.

The race is a signature event for Achilles International, and Achilles is the signature organization providing athletic opportunities to people with disabilities around the world. Achilles International was founded by Dr. Richard Traum '58, whose organization demonstrates how one Horace Mann alumnus translated his school’s mission of educating students to lead “great and giving lives.”

“A VICTORY FOR HUMANITY”

Achilles International engages over 10,000 people in 70 countries in athletic training and events. The organization and Traum, its founder and president, have been widely honored. On August 3, 2011 he was profiled online as “HuffPost Greatest Person of the Day.”

To understand the history of Achilles International, one must go back to the 1950s, when Dick Traum was a student at Horace Mann. HM alumni from generations past often recall a quote on the school’s library wall attributed to 19th century American education reformer Horace Mann: “Be ashamed to die until you have won some victory for humanity.” Traum was among the students who read the quote nearly a century later. The words came back to him at a critical point in his life.

Dick Traum was an athlete at Horace Mann and at NYU, who focused on wrestling and track and field. In 1965, at age 24, a car collided into him as he stood at a gas station. His right leg was amputated above the knee. Lying in the hospital, in a life-threatening situation, Traum recalled the quote and thought he had yet to leave a mark on society. With this idea constantly in mind, Traum eventually put those words to work—for himself, and for the millions of people with disabilities he has inspired.

After his accident Traum went on to complete a Ph.D. at NYU’s Stern School of Management, and founded a computer applications company. About a decade later, he was shaken again by a colleague’s fatal heart attack—and decided to act.

Traum joined a local YMCA and attempted running. His runs evolved from struggling minutes to conquered miles. Within 18 months Dr. Traum became the first-ever amputee to complete a marathon. An article about him in *Runners World* inspired other disabled athletes, and interest grew. In 1983 Traum founded the Achilles Track Club. That year, six members competed in the NY Marathon. A year later an Achilles chapter opened in Vermont, and, in 1985, with a New Zealand chapter, Achilles International was born.

Dr. Traum attributes his success on behalf of Achilles International, in part, to his educational experience at Horace Mann, where he learned “about differences and about leadership,” he recalled.

“Horace Mann had a fantastic selection of teachers. They gave the students an opportunity to learn beyond the course work. There were conservatives, liberals, obsessive compulsives, authoritarians... Teachers bonded with and motivated the students. The faculty was family. Some of the great value of Horace Mann was found outside the classroom. Almost every student had an opportunity to lead. They could become the captain of a team or the head of a club, or a part of student government, the newspaper or the theater. I have found no place in my fifty years following HM where people had so much room to grow.”

GROWING ACHILLES FOR VETERANS, YOUTH AND RESEARCH

Dr. Traum has applied his HM experience to growing Achilles International. In 1995 he added Achilles Kids to the organization’s work, to involve children with disabilities in athletics. In 2003 he started the Hope and Possibility run. Today Achilles International has branched out to include research and exercise experiences for diabetics and people

with traumatic brain injury (TBI), and works with children on the autism spectrum in New York City schools.

With its “Running Your Life” motivational and physical training program at the Friedman Diabetes Institute of NY’s Beth Israel Hospital, Achilles runners are contributing to research that has shown exercise to be as effective as medication in some instances in treating diabetes. Achilles also helps people with TBI at the NYU Medical Center Rusk Institute for Rehabilitation Medicine Brain Injury Day Treatment Center train for marathons. Through a second Achilles chapter at Rusk’s physical therapy department, and through its participation in exercise and TBI research at Mt. Sinai School of Medicine, Traum declared, “We’ve noted fantastic improvement with the TBI runners.” Traum also reports seeing success with autism. Achilles has programs in 140 NYC schools, where a number of children are on the autism spectrum. Many are finding improvements in their social integration through their work with Achilles.

THE FREEDOM TEAM

As the U.S. ends its involvement in Iraq this winter, national focus will turn to Iraq War veterans reintegrating into American society. Dr. Traum and Achilles International have focused on these veterans since 2003, around the time media coverage began highlighting veterans returning from the conflict with severely disabling wounds. Traum and Achilles vice-president Mary Bryant started visiting Walter Reed Army Medical Center, then in Washington D.C., to encourage the wounded soldiers to

consider running. In their two dozen trips to Walter Reed Traum and Bryant promoted the Achilles approach of physical strengthening, confidence building, and supportive community to the specific needs of wounded veterans—“our country’s heroes,” Traum said. In 2005, Bryant named the group The Achilles Freedom Team of Wounded Veterans.

“It wasn’t easy,” Traum reported. “We would encourage these veterans to run and resume an active life. They would tell us ‘I lost my leg three weeks ago. I’m not interested in running.’ Imagine yourself in a hospital and some old guy comes in and says you need to train for a marathon.”

Over time some of the veterans decided they were up for the challenge. “Virtually every person who is wounded is an athlete. If you joined the armed services you’re an athlete: the training, the running, the wall-climbing—all of that is athletics. We provided the veterans a goal to help them get back to an active life. The physical therapists at Walter Reed supported us and became our buddies. More veterans started working out, and doing marathons. Soldiers who were having 10, 20 or 40 surgeries would return to the hospital to applause with a marathon medal around their neck. The spirit was catching. Patients started asking their doctors to schedule surgeries around their marathons. The training distracted the veterans from a boring existence, and the activity improved their spirits, and raised their level of aspiration. They got to bond with a group, and their body language encouraged others, saying: ‘I may have lost a couple of legs, but I haven’t lost the ability to

be active and part of a team,” Traum said.

The Achilles program for veterans evolved as did the war. “When we started going to Walter Reed typically we saw soldiers who had lost a leg. By 2008, we saw soldiers who had lost two legs and an arm. The explosive devices (IEDs) became

more sophisticated, and so did the process of saving lives in the field. Today field medics are saving people they never could before. We have quadruple amputees running.”

Initially, Traum and Bryant encouraged people to run on an artificial limb. “We realized this was pretty hard, especially if the residual limb was still healing. Consequently, Achilles introduced specialized and adaptive devices, including the hand-crank wheelchair. “First they train with a hand-crank, and do a marathon with a hand-crank. Next they may run on their artificial leg, or legs. The Hope and Possibility 5 mile race is important, as a bridge to longer races for some,” Traum explained.

“We had one soldier, Major David Rozelle, who wanted to rejoin his battalion in Iraq. The Army said he couldn’t return to combat because he only had one leg. He told them ‘I just did a marathon’. The Army let him reenlist. He is the first person in U.S. history to return to battle with an artificial limb.”

Achilles’ affiliation with the veterans didn’t miss a step when the 102-year-old Walter Reed Army Medical Center of Washington D.C. closed in August 2011. Achilles relocated with the hospital’s patients and staff to the new Walter Reed National Medical Center in Bethesda, Md. Achilles also reaches out to veterans at Balboa Naval Hospital in San Diego, CA, and Brooke Army Medical Center in San Antonio, TX. “Close to 1,000 veterans, men and women are part of our program,” said Traum.

The organization’s latest achievement is its Kayaking Team for Wounded Veterans and Disabled Persons. Achilles International launched kayak programs on NY’s Hudson River and Long Island Sound in 2007. Since 2010, Achilles teams have competed in major East Coast kayak races. Last summer Traum himself was a fierce contender throughout a four-hour 20-mile race in Massachusetts. “Kayaking is a beautiful transition, particularly for the veterans. It’s a way to mainstream. For an amputee, kayaking provides a level playing field,” said Traum.

Learn more at www.achillesinternational.org, and read Huffington Post’s “Greatest Person of the Day” profile of Dick Traum at <http://www.huffingtonpost.com/social/cssi-mi/dick-traum-disabled-veterans-athletes>. ■



Dick Traum '58 runs with President Bill Clinton.

Bill Davis '70: Advocating for Autism, today and for the future



In September 2011 the *New York Times* reported on “the 200,000 autistic teenagers set to come of age in the United States over the next five years,” noting, “Little is known about their ability to participate fully in public life, or what it would take to accommodate them.”

Bill Davis '70 has a few ideas. Davis is an experienced advocate on behalf of people with autism, a lifelong developmental disorder caused by an abnormality of the brain. He is also an important voice in efforts to plan for the future of these young people. With his 2009 book *Autism Tomorrow: The Complete Guide to Help Your Child in the Real World* (<http://autismtomorrow.com>) Davis and co-author Karen Simmons were ahead of that *New York Times* article. But then, Davis has long been ahead of his time when it comes to autism. He's had to be. His son Chris, a young man with autism, has been the focus of Davis' life, even through major family upheavals. That's another chapter of Bill Davis' “you can't make this up” life story.

Like many autistic children, Chris Davis developed normally. Then, at around age 2½, he stopped speaking and eating, lost interest

in toys, went limp or screamed when touched, and stared at the ceiling fan for hours.

The year was 1997. U.S. Center for Disease Control and Prevention (CDC) statistics on children with autism date back only to 1998, when nine in 1,000 was the number of children on the Autism Spectrum Disorder (ASD) definition. Some attribute the increase to greater awareness of autism and the increased ability to diagnose it. But, when Bill and his late wife Jae Davis began investigating the profound changes in Chris' behavior, it was only their own reading that led them to associate their son's symptoms with autism. When their pediatrician cautioned against jumping to conclusions, they sought answers from psychiatrists, neurologists, and audiologists—paying for these costly consultations out of pocket because they had no insurance. Bill and Jae were surprised to learn there was no medical test for autism, only a checklist of warning signs. Finally, when Chris was 3½, a diagnosis at Children's Hospital of Philadelphia confirmed their belief.

FROM PERSONAL STRIFE TO PUBLIC SERVICE

The ensuing years were marked by persistent battles to find services, treatment and educational opportunities for Chris, a difficult task then, in the area of Pennsylvania where the Davis family lived. Eventually, the parents decided to educate Chris at home. Formerly working as a bartender (Bill) and a manicurist (Jae) the two became serious students of the special needs options for their son, and adept at adapting the latest educational materials to Chris' temperament and considerable intellect. Bill chronicled this struggle to obtain resources for Chris in his 2001 book *Breaking Autism's Barriers: A Father's Story*. The book described Bill and Jae's efforts at a time when school officials and even pediatricians told Bill to “bring a book” explaining autism, because few had heard of it. “One school wanted to put Chris in a class for deaf children because he didn't speak,” said Davis. “A

woman who read about Chris told me ‘I didn't know your son was acoustic.’”

Breaking Autism's Barriers also recounted efforts to pass the Advancement in Pediatric Autism Act, which called for establishing autism resource centers around the country where parents could find needed information. Passed in 2000, the bill never became law. That's where the “great and giving” chapter of Bill Davis' life kicks in.

Parenting an autistic child is a challenge. Add to that educating him at home, and advocating on his or her behalf to school and government officials, while trying to support a family. For Bill Davis, the mission he began for his son quickly extended to others facing similar struggles. Davis published *Breaking Autism's Barriers* when few autism books from a personal perspective were available. A notable exception was Dr. Temple Grandin's famous memoir. It was while reading Dr. Grandin's recollection of the hours he spent watching sand grains fall that Davis said he “looked over at Chris, sitting in a sand box sifting sand through his fingers and staring. That's when I really knew.”

Davis' first book covered every facet of life with a child with autism, including potty-training, aggression, family support, effective education and finances, “to enable others to understand autism and its day-to-day challenges,” Davis wrote. For many parents the book provided the comfort of knowing they were not alone, wrote one reviewer.

How was Bill Davis able to make the transition from a self-described “guy who got into a lot of things back then” to an advocate on behalf of others? How did someone whose email address is “Irishpunkbd” become a crusader? And, what inner resources did Bill draw upon to translate his family's own tumult into reassurance to so many? Bill says the motive was always his love for Chris, his “great friend.”

“I wasn't really into school when I was a kid, but I had some memorable experiences in my creative writing and art classes,” said the Barnard alumnus. “My teachers encouraged me to write. I didn't because I was going

through a lot of things at home, and I didn't want to reveal anything. I started writing about Chris, because I *had* to. My skills were there, and it was time to put them to use."

Since *Breaking Autism's Barriers'* publication over a decade ago Davis has continued his mission to "give Chris a voice." In 2002 he published *Dangerous Encounters: Avoiding Perilous Situations with Autism*, with co-author Wendy Goldband Schunick, to give the public, and especially emergency and security workers, insights on how to interact with a person with autism, particularly during a stressful situation. Davis also began conducting autism training workshops for police, fire fighters, emergency room workers, parents and support groups, and speaking throughout the country, at conferences, universities and before Congress. With his personal message of "Don't Hurt My Child" he is the Resident Safety Advocate Expert for Autism Today, an advocacy and support organization. Davis answers questions online from parents, teachers and school administrators, always sharing his personal contact information for further questions. He has held leadership positions in state and national autism organizations, lobbied legislators on behalf of CAN (Cure Autism Now), and is a founder and board member of Pathfinders, an organization dedicated to forming an autism research center. Davis was also honored with Temple University's End the Victim's Silence Advocacy Award and by the Pennsylvania State Senate for work with the police and the disabled.

A LIFE OF EXTREMES INSPIRES OTHERS, THE YANKEES INCLUDED

In 2002, *Parents* magazine carried a profile of the Davis family. That was when there was a family to profile. Not long after, Jae Davis fell victim to cancer. Bill had spread himself thin during the years he was caring for Chris while attending to his wife's illness. Not able to maintain a full time job, and tapped of his resources after Jae's illness, Bill and Chris found themselves homeless. "We stayed with friends for as long as they could have us. I was able to get us into some hotels for a few weeks at a time. Some nights we slept in a park. Luckily I had a gym membership that hadn't expired, so

we showered at the gym, to keep up our hygiene," recalled Davis. His primary concern was maintaining a sense of security that was so important to his son. "Wherever we were I created a routine for Chris."

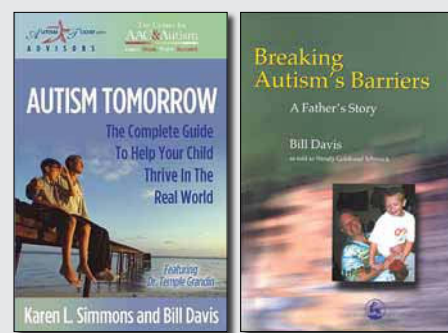
Living frugally on odd job earnings, Bill eventually put enough money together to "settle into a small hotel." His first purchase was a cell phone. "I called everyone I knew to tell them I was available for lectures or consulting. I started writing again and doing part-time jobs until we were able to get a nice little apartment." Managing to arrange care for Chris, Davis returned to bartending, and became friendly with co-worker Kate Cannon. The friendship evolved into a romance. "Kate was great with Chris, and he took to her. One night Chris reached for her and said 'I love you Kate.' I knew we had to be a family," Davis said.

In the style of extremes that has characterized his life Bill Davis wasn't content to simply ask Kate to marry. Instead, he put his writing skills to work again, and entered a "Final Engagement" contest. The assignment: To write, in 250 words or less, why he should be the last person to propose marriage in the former Yankee Stadium before it was retired in 2008. Bill's essay about Chris, Jae, Kate and her love for Chris *and* for the NY Yankees was selected from among 8,000 entries. The contest was sponsored by Michael C. Fina jewelers, Hearts on Fire diamonds, the Yankees, and pitching ace Mariano Rivera, on behalf of the Mariano Rivera Foundation. Davis' story moved the judges, including Rivera, whose foundation focuses on children. Thus, Davis and Kate traveled to New York for one of the final games at the old stadium. Arriving by limo to VIP seats, Kate considered this a pretty good prize. But, Bill hadn't revealed all the details, as Kate learned when he appeared on the stadium's Diamontron screen, talking to none other than Mariano Rivera in a pre-recorded video. And then, as the cameras switched live to the couple in their seats, Bill presented Kate with a 1.5 carat, Hearts on Fire diamond ring.

"Over the years I had crashed, gotten up, and then crashed again," said Bill. "I felt this was a sign, that, this time, things were going to be OK."

AUTISM TOMORROW

That brings us to *Autism Tomorrow*—the book Davis published a year later. With Kate's support for both Chris and himself Davis was able to return to his advocate's mission. His book tackles the burning questions shared by everyone with concerns about a child with autism headed toward adulthood, including whether the child will be able to live on his or her own, find employment, marry and become a parent. The book also offers guidance on estate planning, independent living, nutrition, fitness, employment, safety, puberty, sexuality, dating, bullying, social skills and communication, and speaks to perhaps the most pressing issue for parents: whether their child will be secure in their eventual absence.



Davis acknowledges that his evolution as a writer was tempered by his personal journey. "I wrote my first book during some tumultuous times. In my latest book I apologize for some of the anger I displayed then," he said.

Bill Davis continues to lecture around the country, and offer advice online. Some of his topics hint at the arduous experiences that transformed him from that "Irishpunk" into a responsible dad. Among these are "How to ease the stress of raising a child with autism; the effects autism has on siblings; helping your child secure friendships; dealing with being left out socially." Perhaps most gripping is "how to enjoy your child."

For Bill Davis the journey continues. He invites the many who turn to him for advice to host a community lecture, and provides bulk copies of his book at a substantial discount. As proof that his fun side still lives, he continues to take questions at the email address of: Irishpunkbd@yahoo.com. ■

Prof. Nicole Lamb Ives '86: Translating academics into action, on behalf of refugees and Indigenous peoples



The UN High Commissioner for Refugees (UNHCR) estimates that nearly 44 million people internationally are today displaced from their homes because of war and political repression. The figure represents a jump of 400,000 from 2010, bringing the number of refugees worldwide to its highest in 15 years. Just over half of the world's refugees are under age 18.

The international community adheres to a precise definition of the causes of refugee status. "Persecution for reasons of race, religion, nationality, membership of a particular social group or political opinion, and being outside the country of nationality" are primary, with a growing consensus to include climate change resulting in displacement from floods or draught-induced famine.

Whatever the cause, Dr. Nicole Lamb Ives '86 has interacted with numerous forcibly displaced persons firsthand, and has dedicated her professional life, as a researcher and educator, to refugees and to other marginalized people—primarily First Nations, Métis and Inuit populations—and has turned her academic experiences and personal background into a driving force for work she hopes will engage students with a mission to address the complex issues refugees face, and help break down barriers for marginalized people.

It was while pursuing a B.A. in foreign-area studies at Barnard College that Prof. Ives first confronted issues refugees face. During a year at Copenhagen University in Denmark she vol-

unteered at the Rehabilitation and Research Centre for Torture Victims, and witnessed, first-hand, the harrowing stories of so many refugee lives. Since then, she has combined a passion for studying issues affecting immigrant and refugee populations with her pursuit of social justice and societal change.

Today, Prof. Ives also includes her own background as an impetus for her work. "I have always been interested in migration because my maternal grandfather was born in Germany but fought with the Allies in WWII. I grew up watching his acculturation, his transition from life in Germany to life in New Jersey. I have Native ancestry on my father's side (Seminole and Cherokee). That's not the reason that I started work with Indigenous communities, but I feel that it is what is keeping me in it now," she explained.

As an academician, Prof. Ives is a qualitative researcher who focuses on refugee resettlement, congregational sponsorship of refugees, refugee family reunification, Indigenous social work education, and Indigenous social and educational policies.

As an educator, an Assistant Professor at the McGill University School of Social Work in Montreal, Prof. Ives has taught History and Philosophy of Social Work, and Policy and Practice with Refugees to undergraduates, and Qualitative Research Methods and Migration and Social Work at the graduate level. She also teaches Anti-Oppression Social Work Practice, among other courses.

RESULTS FROM RESEARCH

Dr. Ives is a member or a fellow at the Centre for Research on Children and Families (CRCF) at McGill, the Montreal Consortium for Human Rights Advocacy Training, the Quebec Metropolis Centre/ Immigration and Metropolis, and the Program for Religion and Social Policy Research at the University of Pennsylvania. She has conducted research on immigrant integration and faith-based social service delivery with the Black Communities

Demographic Project in Montreal. Among her findings is how important is the "lived experience" of refugees, because it provides data on "what works" in refugee resettlement—an issue communities around the world grapple with. "In the case of refugees who are sponsored by church groups and other religious communities the results prove how significant it is for their long-term integration for refugees to connect with individuals and community members in an organized way," Prof. Ives explained.

"I saw that in my study on Bosnians. People who had been sponsored by a community—a church group—ended up in more stable jobs. Some owned homes, whereas, many who were not sponsored were still going from job to job, at lower wages, years later. I saw success, for instance, with a Presbyterian church that sponsored Bosnian Muslims. There was no proselytizing to the refugees. It was just a congregation giving support. This is a very resource-intensive thing for a congregation to take on, but it can have a great outcome." Translating the results of these findings for public policy-makers to consider is a goal of Dr. Ives' research.

After Barnard Prof. Ives went to the School of Social Work at the University of Pennsylvania, and focused on social and economic development. After completing her MSW she returned to Copenhagen to work with the Danish Refugee Council and the Danish Red Cross, teaching English to asylum seekers. She then returned to the University of Pennsylvania to pursue her Ph.D. at the School of Social Work, writing a comparative study of refugee integration in different countries.

Prof. Ives' contributions to this increasingly critical field are significant, as reflected in her dozens of publications and presentations at conferences around the world on topics ranging from sexual exploitation of children, the religious congregation as a community partner in refugee resettlement, and "Building Bridges with Indigenous Communities"—a current

area of concentration. “The focus of my work has been in the resettlement context, because I started out in that work in Copenhagen. Whether they were survivors of torture or not, the question was ‘how do you work with people who have been through the refugee process? How do you facilitate their integration?’ When I got to McGill, it wasn’t a big jump to work with the Inuit. My focus is about working with marginalized populations.”

Prof. Ives is a founder of Indigenous Access McGill (IAM), a university-wide initiative that addresses the fact that while First Nations, Métis and Inuit make up 3.8 per cent of Canada’s total population, they comprise a far smaller percent of the university’s student body. Economic indicators confirm that access to higher education enhances job and future income opportunities long after college, and that the lack of higher education perpetuates marginalization. IAM also provides support programs, advisors, and a welcoming environment to enable Indigenous students in social work, occupational therapy, physiotherapy, dietetics, and speech and language pathology to feel comfortable and succeed at McGill.

BRIDGING A GAP

In 2010 Prof. Ives launched the inaugural Aboriginal Field Course of the McGill School of Social Work. Twenty McGill students from the departments of Anthropology, Law and



Social Work, including several Indigenous students, spent a week in the Kahnawake Mohawk community just outside Montreal, where they had the opportunity to learn about the community first-hand, while also sharing aspects of their own backgrounds. Enrollment grew in the summer of 2011. The course is significant to McGill because it does not focus on a far-away First Nations community living in isolation in the Canadian Plains, Northern Quebec, or elsewhere on the globe, Prof. Ives explained. “McGill has a geography course that takes students to Indigenous people in Panama, and an Anthropology class that visits Cree people in the North. We wanted students to know the Indigenous population right here. They live only 20 minutes away from the main McGill campus,” said Prof. Ives.

Prof. Ives and her colleague, Prof. Michael Loft, with whom she developed the course, had to literally cross a bridge—the Mercier Bridge—countless times as they worked with the community over a two-year period to devise a class that, they hoped, would build bridges between McGill and its neighboring Indigenous community. Prof. Loft is a Mohawk, and helped facilitate communication with the Longhouse and the Band Council. “One of the things I’ve come across in my own work is the gulf between Indigenous and non-Indigenous people, the stereotypes and biases,” said Prof. Ives. “We wanted Canadians and First Nations peoples to get to know each other, learn about the Iroquois context, and break through the preconceived notions.” But, Prof. Ives emphasized, “We also taught that we can’t generalize about all Native communities from this experience. Here our lives have many similarities. That’s very different from some of the Midwestern provinces of Canada, where the conditions are terrible. The students learn that they are meeting *one* Indigenous community, and not to think that they now know about all Indigenous people.”

THE VALUE OF DIVERSITY STUDIES

The course has changed the perspective of its students,” Prof. Ives said. “One law student is now working on incorporating an Indigenous pillar into legal studies. A central goal in my

teaching is to prepare students to work with diverse populations, who have experienced marginalization, colonization, and oppression. I continue to be involved with that work with refugees as well as with Indigenous groups.”

Of her personal experience, Prof. Ives noted that one of her earliest forays into research relating to refugees stemmed from her family background. “In eighth grade, before I came to Horace Mann, I did a biography of my maternal grandfather. It wasn’t popular for him to highlight his German background when he came to the U.S., even though he worked for the Allies in England. I really got a sense of what he went through.

My dad’s side of the family is African American. My paternal grandmother’s grandmother was Seminole, and there was also Cherokee on my paternal grandfather’s side. Growing up I wasn’t all that aware of this background, but it was something that was always there, that I knew about in my head. I knew about things like the Trail of Tears (the forced removal of Native Americans from the Southeastern U.S. to the West, when tens of thousands died). “Growing up in New York City we weren’t really exposed to Native Peoples’ issues, so it wasn’t really part of my framework until I came to Canada. These issues are now more than a research interest.”

As she guides students today Prof. Ives remembers one Horace Mann School teacher in particular: “The person I always come back to is Mr. (Randal) Castleman. I was relatively shy when I came to Horace Mann. But, I played soccer during my four years at HM. It was really playing soccer and having Mr. Castleman as a coach that brought me out of my shyness,” Prof. Ives said of the late Dean. “The team grew as a community and we did really well as a team. Mr. Castleman pushed us, but he never pushed farther than he believed we could take. I learned that what I thought were my limits were *not* my limits—that I *could* go further. I try to use that with my students today... bringing them to understand what they are capable of accomplishing.”

To learn more about Prof. Nicole Ives’ work go to <http://www.mcgill.ca/socialwork/faculty/ives>. A video of her Aboriginal Field Course is at: <http://www.youtube.com/watch?v=8nWO76m9PK8> ■

Jennifer Melamed Iannuzzi '89; Alexander '95 and Jamie Grossmann Silver '95: Their children's needs made them advocates for others



Barbara Melamed, Dr. Christopher Iannuzzi, Jennifer Iannuzzi '89, Sydney Emma Iannuzzi, Cole and Ben Iannuzzi



Jackson Gabriel Silver, Alex Silver '95, Jamie Grossman Silver '95, Michaela Silver

The nine months a family waits for the birth of a child are filled with anticipation, preparations, and a fair share of anxiety. At the moment of birth these emotions remain—except for the anxiety. It's time to put worries on hold, until, say, the day the future teen asks these new parents for the keys to the car. For those first moments the joy is palpable, and the relaxation a relief.

That is, until some change occurs, a change usually signaled by a visit from a doctor.

None but a mother or father who has experienced such a visit can describe the fear that sinks a buoyant heart. No one but that parent can give such an experience the dignity it deserves. Thus, what follows are the stories of three Horace Mann School alumni who have had this experience, told in their own words. Then comes the story of how these alumni looked beyond their own family circle and circumstances to turn their great lives into giving ones.

Connected to one another only through this account, these families' separate journeys prompted each to launch foundations that have raised hundreds of thousands of dollars to support medical research, and become advocates on behalf of their causes, in the media and all the way to the U.S. Senate.

STRENGTH FOR SYDNEY

Here is the story that Jennifer Melamed Iannuzzi '89 tells about Sydney Emma, her 6-year-old daughter. It is also the story of the birth of www.StrengthforSydney.org and the SMS Research Foundation.

"Sydney Emma was born on Dec. 23, 2005. It was a typical day for a family about to have another baby—a day filled with expectation and exhilaration. Sydney was our third child... This time it was going to be a little girl. It was a perfectly normal pregnancy with a planned C-section delivery. She was a beautiful child and at first everything appeared to be fine. It was not until a few hours after she was born, when I was resting in my room, that a physician I had never met before came into my room and informed me that Sydney would need to be taken to the NICU (neonatal ICU) for observation but there was no cause for concern. Sydney was having trouble coordinating her suck and swallow reflex, which resulted in her oxygen saturation levels dropping too low. My instincts told me there was plenty of reason to be concerned."

For Jennifer Iannuzzi and her husband, oncologist Dr. Christopher Iannuzzi, the next 21 months of life with Sydney were characterized

by "sleepless nights and Internet surfing every symptom that Sydney exhibited" along with frequent visits to the pediatrician, specialists and therapists "with no answers regarding her painfully slow global development," said Jennifer. Finally, a "very aggressive neurologist ran a special genetic test." Six weeks after Sydney underwent a micro-array test to determine if the issue concerned her genetic material the Iannuzzis had a diagnosis: Smith-Magenis Syndrome (SMS), a non-familial chromosomal disorder resulting from a rare micro-deletion of genetic material that is characterized by a pattern of physical, behavioral, and developmental features, including varying degrees of cognitive impairment.

JACKSON GABRIEL SILVER

Here is how the story began for the Silver family—Alexander Silver '95 and Jamie Grossman Silver '95, sweethearts during their Middle-through-Upper Division years at Horace Mann. It is also the story of their son Jackson Gabriel and the Jackson Gabriel Silver Foundation (JGSF or <http://www.jgsf.org>).

When Jackson was born on October 11, 2007, the couple heard the doctor utter six words that would change their lives: "I think

he has Epidermolysis Bullosa,” repeated Jamie Silver. She was referring to “EB,” the genetic condition that affects her son. EB is an excruciatingly painful, disfiguring and currently incurable blistering disorder that affects children from birth. Children like Jackson are known as “Butterfly Children” because their skin is as fragile as a butterfly’s wings. Severe forms of EB cause serious, and possibly fatal, complications.

“We were first tipped off to EB at the hospital when they did a routine heel prick and the Band-Aid tore the skin off Jackson’s left heel,” recalled Alex. “He was transferred to the intensive care unit and his body began to blister and deteriorate. We went from a sense of overwhelming joy over our son’s birth, to a sense of confusion, and even despair.”

And here is how the journeys of these families began to parallel one another’s.

Once the Iannuzzis received a diagnosis they returned to their research, because, Jennifer explained, “SMS is so rare that after 21 months of obsessive Internet surfing I had never heard of it. Even the neurologist was able to offer nothing more than to say ‘google it’ because she had never heard of it herself.”

For the Silvers, the questions that flooded in during those first days after Jackson’s birth, including how they were to care for their precious, fragile infant, also went unanswered. “We were at a world-class institution in New York and the doctors had never seen EB.”

GAINING CONTROL THROUGH EXPERIENCE, FAMILY AND FRIENDS

The Iannuzzis spent the next three years adjusting to Sydney’s diagnosis of delays and other cognitive and social-function features of SMS. They addressed issues surrounding her safety, particularly when her temperament would fluctuate suddenly, as SMS indicates. They harnessed the resources of learning materials, technology, and physical activities to give her the best possible start in life, toward as integrated a future as possible. They also paid attention to the emotional well-being of Sydney’s brothers and their nuclear family.

The Silvers spent the first few months after Jackson’s birth learning the torturous

process of daily bathing and bandaging. Skin, the body’s largest organ, serves as its first line of defense against trauma and infection. Not so for EB children, some of whom are born with missing skin that never grows back normally, or accumulate wounds impossible to heal. Every aspect of life for a child with EB is compromised by the condition. Walking, standing, eating, and even holding a crayon is impaired over time when toes and fingers fuse from continuous injury. The bleach required to treat ever-present bacterial infections makes bathing extraordinarily painful, and bandage changes can last up to several hours, with special bandages costing as much as \$14,000 per month.

Both the Iannuzzis and the Silvers initially found support from organizations focused on their issues. Jennifer Iannuzzi connected with Parents and Researchers Interested in Smith-Magnesium Syndrome (PRISMS). The Silvers linked with other EB families through DebRA, the Dystrophic Epidermolysis Bullosa Research Association of America. Essential to both families was the love and understanding they found inside their own worlds.

For the Iannuzzis, Jennifer’s mom, Barbara Melamed, is a hero. A Development Associate in the Horace Mann School Alumni House and Development Office, Melamed is well-known to the entire HM community of alumni and

employees as a former HM parent and through her 31 years working at the school. She commutes to her daughter’s home in Connecticut each weekend to assist in the smooth running of a growing family busy with round-the-clock activities. Swimming with Sydney, chauffeuring and cheering on brothers Ben and Cole’s soccer games, Barbara is an active advocate for the SMS Research Foundation. She has also redefined the role of devoted “Grandma” to become each grandchild’s best friend.

Jackson’s parents approached his care with love stemming naturally from their role as parents, but also from the foundation of understanding upon which their own relationship is built. Jamie and Alex met when each came to Horace Mann as seventh graders new to the school. They became friends, and soon started dating. “We dated when we were 13—as much as 13-year-olds can really date, which means mostly running up phone bills, and hanging out on the bar and bat mitzvah circuit,” said Alex. The two remained friendly over their HM years. Though their paths did not always parallel—with Alex, a tri-athlete, involved with after-school practices and games, and Jamie engaged in such activities as peer tutoring—the two enjoyed interlocking HM friendships. And, while each went to their prom with someone else, Alex related: “We started dating toward the end of



photo © Ileana Garcia Jacolow

Sydney Iannuzzi watches runners at a 5K run fundraising event for Smith-Magnesium Syndrome in October, 2011.

senior year. We were together through college and ever since, and married in 2004.”

In the 20 years the Silvers have known each other, their communication has become seamless—a plus considering the joy and responsibility they experience with Jackson, and, now, a new focus of attention—Jackson’s baby sister Michaela, born on April 23, 2011. Jamie and Alex also share longtime friendships with a close-knit group of HM alumni that has expanded to include college and friends from work. These friends are there for the Silvers today, offering encouragement and support, attending JGS Foundation annual benefits and running on the organization’s behalf in the NYC Marathon, and other events. Four HM alumni, including Jamie’s father Edward Grossmann ’66, her brother Richard Grossmann ’98, and the Silvers’ classmates Monique Morris Sock ’95 and Jared Stern ’95, are JGSF board members.

FOSTERING PIONEERING RESEARCH

Today, Sydney is on her way to integrating the effects of SMS into the routine of a lively, delightful school girl. The Silvers have mastered Jackson’s daily bathing and bandaging routine, and conquered their fear of Jackson being bumped or hurt while interacting with other children.

With their daily lives under as much control as possible, the Iannuzzis and the Silvers

finally had a chance to reflect. Both looked beyond their own circumstances, to imagine the lives of parents similarly blindsided by their children’s health. Both wanted to spare other families the torrent of questions and lack of responses they first experienced. And, for both, still larger questions loomed: Is there a way to subvert SMS? Will there ever be a cure for EB?

What these otherwise unrelated conditions share is a link to a missing protein. With regard to SMS, a lack of the protein RAI-1, which is made or encoded by the missing piece of genetic material on chromosome 17, is believed to result in the features associated with the condition. Decades of EB research show that children with Recessive Dystrophic EB (RDEB, a severe form) are missing the protein Collagen VII, which binds the epidermis and dermis. Without this protein skin tears and separates from the body.

With evidence pertaining to each condition already established one might expect researchers to be on their way to developing a means to loosen the grip. There is hope on the horizon, with dedicated medical investigators working on these conditions around the world. The difficulty lies in turning promising research into reality, as both families learned. SMS is present in one in 25,000 births. For EB, the figure is one in 50,000. Because these conditions affect so few, obtaining the

funding required for researchers to focus on just one disease, or generating enough public awareness to help circumvent obstacles to medical trials, hinders the hunt for solutions.

With time of the essence, the two families embarked upon similar courses of action, at around the same time. In early 2010 each launched a foundation to pursue research on behalf of their children and others like them. The Iannuzzis began with “Strength for Sydney.” The organization’s website provides information on SMS, and features Jennifer’s elegantly written blog, with personal reflections inspiring not only to those in the SMS community, but to all. Strength for Sydney is also the address for the SMS Research Foundation, which the Iannuzzis initiated with another “SMS family.”

Its mission is to find “those missing answers” with “the belief that the prognosis of Smith-Magenis Syndrome can be redefined to enable every individual with SMS to experience an improved quality of life.” Through awareness and fundraising campaigns, including a 5K run and a spin-a-thon, Strength for Sydney raised \$150,000 in less than a year—enough for its SMS Research Foundation to award a \$50,000 grant to Dr. James R. Lupski, a renowned human genetics expert at Texas’ Baylor College of Medicine, whose laboratory has extensive experience with SMS. The Foundation is helping finance his investigations of RAI-1 functional pathway components, including some leading to therapeutic possibilities to intervene with or even reverse SMS’ symptoms. The Foundation is also involved with a study of behavioral concerns related to children with SMS, directed at finding potential therapies.

The Silvers brought The Jackson Gabriel Silver Foundation into being, also in 2010, to fund viable research underway to treat and cure EB. In Jackson’s case, as with those with more severe forms of EB, the condition is life threatening, yet research suggest that a cure and livable therapy is within reach—with proper funding. The Silvers have raised over \$700,000 since they began their efforts, and have awarded grants to researchers developing protein replacement therapies and stem and gene therapies at the University of Minnesota, Stanford University, and Kings College in



photo © Ileana Garcia-Jacobs

Sydney Iannuzzi with a family friend



Jackson Gabriel Silver at school

London, helped fund a DeBRA education program to teach nurses EB care, and assisted in setting up a Family Crisis Fund to help offset the estimated annual cost of \$50,000 and \$200,000 to care for a child with EB.

Most significantly, together with another EB family foundation, JGSF backed the work of USC's Dr. David Woodley and Dr. Mei Chen, whose lab has produced a potential treatment which can provide the missing protein either locally or systemically to children like Jackson. As a founder and partner of the New York-based private investment firm P2 Capital Partners Alex Silver understands the power of capital investment. His approach helped advance Dr. Woodley's work, which subsequently attracted \$26 million in venture capital from Third Rock Ventures to form a company to swiftly move the lab's ten years of research through Phase III clinical trials. "The large pharmaceutical companies are currently showing more interest in developing treatments for rare diseases," said Alex, who has visited many researchers and industry executives considering focusing on EB treatments.

CHAMPIONS OF A LARGER CAUSE

While the Iannuzzis and the Silvers named their foundations for their children, both explain the idea was to "put a face to the cause" and make them more "relatable." The families

also agree that while helping their children is of primary importance, their vision reaches far beyond. The Silvers' involvement with EB extends to championing the cause of "rare and orphaned diseases." EB is one of the approximately 7,000 rare diseases identified by the U.S. Food and Drug Administration (FDA) as having "unique problems and little support or treatment." In the U.S. a disease is defined as rare if it affects fewer than 200,000 people. About 250 million people worldwide and 30 million Americans are afflicted with rare diseases, according to the FDA, which hosts an Office of Orphan Products Development. Only around 200 of the 7,000 rare diseases have approved treatments available.

It was this knowledge that brought Alex Silver to the U.S. Senate in July 2010 to testify at a hearing on rare pediatric diseases on behalf of children with EB. His testimony addressed the need for resources to cure EB, and for a refined approval process for potential treatments. Alex's moving testimony can be found on the JGSF website at <http://www.jgsf.org/news-coverage.html> where video coverage of the hearing can be viewed. Additional material Alex prepared for the Senate is also on the site. In addition, the Silvers' advocacy made Jackson and EB the focus of the FDA-sponsored Rare Disease Day in February 2011.

These three alumni reflect on their education in considering how they each transformed themselves from individuals privately pursuing their professional and family lives into articulate advocates on behalf of hundreds of thousands of others. Both Jennifer Iannuzzi and Jamie Silver pursued human service work in graduate school and professionally, and both had experience with children. With an MSW in Social Work from NYU Jennifer had learned to navigate public and private service systems to serve her clients, and acknowledges that it has been useful to be aware of avenues that exist to assist children like Sydney and the many others who are the object of her efforts.

"When you first learn that you are facing this kind of challenge, and with your own child, everything seems difficult," said Iannuzzi. "Eventually, you learn you have to gather your thoughts and look at every pos-

sibility. I had experience doing that for other people, and I realized I had to do that for myself and our child. With the support of my husband, my children, and friends, including new friends I know through the Internet, I learned to look beyond what is possible today, to what we hope is possible tomorrow." As Jennifer wrote in her blog, she has made the transition from reflecting on how SMS has affected her daughter and family's life, to focusing "on what Sydney has accomplished, what our family has overcome, what our foundation is doing to further her cause, and finally, what I have learned in the process."

Jamie Silver studied special education at Bank Street College of Education. She feels she is able to draw on the patience she learned working with special needs children in caring for her own son. "I also had experience procuring services for students in different school systems, and when we decided we would send Jackson to school, I was able to speak to the administrators, and help allay their concerns about having Jackson in class. We arranged to have a nurse trained in taking care of EB as a shadow, and the school has been wonderful. Jackson is able to experience and enjoy what other children enjoy," she said.

For Alex Silver, his Horace Mann experience comes into play today as he takes on the challenges of balancing his professional life, sharing in caring for Jackson and Michaela, working on behalf of the foundation he and Jamie started, and tackling new challenges, including testifying before the U.S. Senate.

"In its entirety, Horace Mann was a seminal experience. It highlighted the value of perseverance, which is instrumental in giving Jackson and children like him EB-free lives," said Alex. "I remember having Mr. Dean (former teacher Lyle Dean) as a math teacher in seventh grade and getting a poor grade on a test because my equal signs were not straight and certain sentences were grammatically incorrect. Mr. Dean gave you a chance to get a higher grade if you resubmitted the exam with all the ancillary details corrected. While that test is inconsequential, the notion of continually trying to get it right is not." ■

Norbelina Disla '01 Brings Personal Experience to her Research



Norbelina Disla '01 sees a crisis emerging, and she wants to help stem its tide.

"Returning veterans. Veterans returning from Iraq and Afghanistan will be a critical area of focus for social services in the coming years," she said emphatically, anticipating the future needs of our country's young veterans as she maps out her own future. For Disla, that future is in the field of counseling and depression, the focus of her graduate studies at Columbia University.

"I have always thought of working with the elderly, or with inmate populations. But I am thinking more and more about today's veterans. Their issues are overlooked by society. There are so many veterans in the country, and now, many more are coming home. We are just beginning to see how difficult their situation is," said the Horace Mann School alumna. "I have friends who were in the service, and friends who are married to people serving now. I'm learning about the problems that veterans and their entire families face. There is a lot of work to be done in this area."

First-hand knowledge of the problems people face is Norbelina Disla's inspiration in her work today. That work includes her research on behalf of the Northern Manhattan Study (NOMAS). Part of the Neurological Institute of Columbia University's Division

of Stroke and Critical Care, the NOMAS team is examining stroke and other illnesses in the multi-ethnic population of Northern Manhattan, where Disla grew up. Stroke and coronary disease are two of the top three leading causes of death in the U.S., with stroke affecting blacks and Hispanics more than whites, regardless of socio-economic status. This ongoing study began in 1990. Designed to give data over a range of years, the NOMAS study is the first of its kind to focus on stroke risk factors in whites, blacks, and Hispanics living in the same community.

One NOMAS study quantified the high risk of stroke and heart attack among daily drinkers of diet soda. Another conclusively linked a similar risk to high sodium intake. Yet another showed a greater risk of long-term disability among stroke survivors who suffered from acute depression after stroke. Disla is a co-author of these studies. Their results apply to NOMAS' focus community, as well as to the population as a whole. As part of the NOMAS team since 2005 Disla's research has contributed to these groundbreaking findings and the significant media attention they've attracted. As a compassionate researcher whose ability to personally connect with hundreds of the over 3,948 participants in this long-term study, Norbelina's contribution to the life of each individual she encounters is invaluable.

SEEKING AN EDUCATION TO PREPARE FOR A GREAT AND GIVING LIFE

First-hand knowledge and personal compassion are strong motivators for Norbelina Disla. These also factor into her pursuit of an education aimed at learning to help others—her ultimate goal. Just as she takes the long view today in anticipating the needs of returning veterans, this alumna has always looked to the future in her personal preparation to lead "a great and giving life."

As a middle schooler at PS 187 in the Washington Heights neighborhood of New

York City where she grew up Norbelina recalled wanting to go on to a high school, "where I could find the best education for my future. When it came time to think about high school a friend told me about private schools. She gave me a list of schools she had. Some of them were boarding schools," Disla said. "That would not have worked. My family did *not* want me to go away for school." Thus, Disla began exploring independent schools in the New York City area.

"Something about Horace Mann caught my attention. I felt it was the right place for me. I applied, and came into the school as a ninth-grader. It was extremely different than what I was used to, and it took some adjusting on my part, but it was the best growth experience I've ever had."

At Horace Mann Disla applied herself to her studies, and found a new love in one of her electives. "Dr. Schiller's Shakespeare class," she said, emphatically. "I took the classes I was required to take. I also took Spanish courses with Mrs. Carnochan. I spoke Spanish at home, but I wanted to not only know the language but understand the culture. I was always into Latin American literature, so I had some background for those classes. But, I didn't really appreciate Shakespeare before I took Dr. Schiller's class. I've loved Shakespeare ever since."

Norbelina also became passionate about community service at Horace Mann. "I did tutoring with low income students in the summer, and I did community service at HM's Summer on the Hill," she said. Her involvement in community service helped her become a William H. Gray Scholar at Franklin and Marshall College. This scholarship is awarded to students who have shown a commitment to community service and have demonstrated a potential for achievement through academic strength and leadership ability, and "who are also from a background traditionally underrepresented in U.S. higher education." The Gray Scholars Program offers

students trips, lectures and opportunities to connect with faculty and distinguished visitors. It also offers financial aid.

Disla took advantage of those opportunities, and was able to quickly zero in on the academic discipline that moved her most: psychology. "There was a really good psychology class at Horace Mann, but I didn't take it. At the time I was thinking of going in a completely different direction. I wanted to do something helping people, but professionally, I thought I'd go into business. My interest in business came from my family's working experience in the U.S. A lot of my family members, given that they were immigrants, opened a store or a business," Disla said. Her parents came to New York from the Dominican Republic when they were in their early twenties, met and married here, and went into business. When it came time for Norbelina to declare her major, she followed her heart's desire, and chose to pursue a BA in psychology. "It was completely the right decision," she said.

During Disla's junior year at Franklin and Marshall she was named a Hackman Scholar, in a program that brings students and faculty together to work on challenging, high-level research projects. Disla did her research with Dr. Roger Thompson, Director of F & M's Primate Laboratory and a leader in the field of animal behavior. "We were doing research on monkeys that got a lot of media attention," said Disla of studies on responses among monkeys to reward systems.

The excitement of doing research had Disla hooked. It also gave her the necessary experience to apply for similar positions. Anticipating her next step after graduation from college, she searched for research opportunities in New York City, where she planned to return. "When I found the NOMAS study, a light went off in my head," said Disla. "I saw that it involved working with the Caribbean population. When I was applying online, I noted that it included people from Dominican Republic. I gave it my all to get into that program."

Norbelina Disla began working with NOMAS in 2005. Since that time she has contributed significantly to its research while also earning her MA in psychology at

Columbia in 2010—a feat she accomplished by fitting graduate school classes into her full time workload. "I came into NOMAS planning to stay for three years. I stayed longer because I enjoyed the research. It also means a lot to me."

NOMAS' overall goal is to investigate stroke risk factors in different race-ethnic groups, and to develop better stroke prevention programs to improve the health of the surrounding community. The study is helping fill gaps in knowledge of stroke epidemiology in minority populations. Because of the broad scope of the study, it also considers conditions including diabetes, hypertension, cardiac disease, and such issues as diet, education, and physical activity. Until the study was launched there was no sufficient research of Hispanic communities and their risks for stroke and heart disease.

Disla's work in the study involved administering blood tests, depression scales, memory assessments and doing neuropsychological testing with its adult participants. NOMAS' research has generated several sub-studies. Because the overall research has a genetic aspect, for a time Norbelina traveled periodically to the Dominican Republic, applying medical tests to study participants there who were relatives of participants in New York. Disla found this aspect of her research particularly rewarding because it involved her in the healthcare of an underserved population. "People would come from all over the country to Santo Domingo where we were conducting our tests at a small private hospital. Some traveled three or four hours. They understood how important this research was, and while they were seeing us, they were able to have health exams they may not otherwise have had access to in their routine medical visits.

Most participants in the New York-based research come in to the Columbia University Medical Center to meet with the researchers, but some are seen in their homes. "If a participant is elderly, or house-bound, we make home visits," said Disla. This is an area where Disla is particularly adept. "I tend to go to doctor appointments with my grandmother and other family members, if they don't speak English, or need help filling out forms, or understanding the system. I know how

relevant our studies are, because when I am at these doctor visits, I see a lot of hypertension and other diseases that are risk factors for stroke. Today, people are getting strokes at earlier ages. It could be diet, or lifestyle, or the stress of finances or moving to New York after growing up in a much different place.

"The experience I gained with NOMAS has helped me look at the clinical aspects of my career. My interest in studying depression comes from learning that depression affects so many other health areas, and that, in turn, health issues can contribute to depression. Many therapists are focused on the mental health status of a patient. However, they have to factor in other medical conditions that may be affecting mental health, like dementia or diabetes, for example. In these cases, combining mental health counseling with appropriate medical treatment is important.

Norbelina Disla's focus on studying depression may seem a bit surprising: ten years before earning her MA in this specialty she wrote in her *Mannikin* yearbook "*Ser feliz es Vivir*", or, "To be happy is to live."

If everyone was held accountable to the words they chose for their high school yearbook page, at age 17 or 18, yearbook quotes might become a thing of the past. But one doesn't have to ask if the thoughts Norbelina Disla expressed in that 2001 *Mannikin* apply to what she's done since her days at Horace Mann. Looking at the contributions she has already made, and her plans for the future, help understand that "Norbe" has always been one step ahead in planning out a course in life that will enable her to be as effective as she can be on behalf of others. Another example? That yearbook page also has a picture of Winnie the Pooh hanging onto his balloon, and floating next to Disla's smiling face. "My family called me Winnie the Pooh because I was the one who was always playing with the little kids, or talking to the older people at all of our gatherings, trying to make them feel good," Disla explained with a laugh.

It's no wonder, for Norbelina's *Mannikin* quote went on to show her appreciation for her family and friends, in a prescient indication of her dedication to others: "*Y fue por ti...*"—it was for you. ■

Horace Mann Launches Institutional Research Office

Lisa Moreira is named Director, as Jason Caldwell '97 becomes Director of Admissions



Lisa Moreira and Jason Caldwell '97

First on the list of Horace Mann School's defining Core Values is the pursuit of "The Life of the Mind." With its focus on lifelong learning this value is not simply one of acquiring knowledge, but of fostering students' ability to evaluate and apply that knowledge in meaningful ways.

Like its students, Horace Mann School's teachers and administrators are involved in a constant learning process, examining curricula, programs and policies to fulfill the school's mission of preparing "a diverse community of students to lead great and giving lives."

Thus, in 2011, Horace Mann Head of School Dr. Tom Kelly established an Office of Institutional Research and Enrollment Management. Its goal is to gather facts, statistics, impressions and reflections about Horace Mann that will

inform HM's ongoing effort on behalf of its students, families, and community. The Enrollment Management aspect of the Office's work brings important demographic figures into this quest. This new initiative represents Horace Mann's first-ever foray into formalizing data about the school. It is also the first research-dedicated office established at an independent school.

In creating the Institutional Research Office, Dr. Kelly looked to Horace Mann's own former Director of Admissions, Lisa Moreira, to guide its work. A graduate of MIT who is adept at data gathering and analysis, Moreira has the human touch that makes her a leader in the world of independent school admissions. "I can think of no better person than Lisa to direct our Office of Institutional Research and

Enrollment Management, especially in its formative years," said Dr. Kelly. "She is an expert in data research and analysis. She is also deeply committed to Horace Mann School, as someone who has overseen the admissions process for nearly a generation of HM students, and as a Horace Mann School parent herself. Lisa has always made what is best for the school her priority. She has long believed HM could benefit greatly from the kind of research she is now doing.

"With all she was doing in admissions Lisa never had the time to do the institutional research she wanted to accomplish. Now she can," continued Dr. Kelly. "However, she felt she could not leave her position as Admissions Director without the right person to fill her spot. Therefore, at Lisa's suggestion, and with my full support, we invited Jason Caldwell '97 to come back to Horace Mann as Director of Admissions. He served as Assistant Director of Admissions under Lisa Moreira from 2004 to 2007, and then as Director of Middle and Upper Division Admissions at Packer Collegiate Institute, before returning to HM."

"Lisa and Jason are working closely together today. Lisa is responsible for overseeing the Admissions Office, and supervises the financial aid process. Jason is in charge of the day-to-day operations of admissions, from nursery through grade twelve."

Both Lisa Moreira and Jason Caldwell are excited about the work they have embarked upon, separately and together. They're also thrilled to resume a working relationship that

complements one another's efforts, on behalf of Horace Mann.

A MEETING OF THE MINDS SUPPORTS "THE LIFE OF THE MIND"

"Jason and I have worked incredibly well together over the years," said Moreira. "He was one of our best student ambassadors. We worked beautifully together when we brought him to Horace Mann in 2004 to work in admissions. I was sorry to see him go."

Said Caldwell, "I had no intention of leaving my position at Packer Collegiate, but the opportunity to work with Lisa again was too positive not to accept. I had gotten calls from other schools, and I kept saying no. When I received the phone call from Horace Mann I was extremely honored to be asked to come back by the Head of School and the Director of Admissions. When I considered the work we'd be doing, I realized this was a way I could really contribute to Horace Mann. I've had the opportunity to see Lisa in action. There is no one in the admissions field as equitable as she is. I've also seen the way she uses data. By bringing the admissions process together with institutional research we have already been able to streamline the admissions and financial aid process. In the future we'll be able to understand what works at this school and what needs improvement, based on research and not on anecdotal evidence."

As deeply as Caldwell valued his Horace Mann education, he appreciates the learning he accomplished in his professional life here when he returned as an administrator. "Few supervisors share what they know as much as Lisa. I tell people all the time 'Lisa is my Obi-wan Kenobi.' Lisa always asks 'Are you Anakin or Luke?'" Caldwell joked.

Moreira has learned from Caldwell, as well. "His background as an alumnus is invaluable. While I have gotten to know Horace Mann incredibly well over the past 15 years, Jason's experience as a student here adds a difference. He brings a personal side to the admissions process. With the enrollment manage-

ment no longer a part of admissions, he is able to do a lot more outreach. His personal magnetism is invaluable in our external relationships, as well as in relating to families applying to Horace Mann, or in the HM community."

The outreach Caldwell is currently engaged in, the administrators explained, is not about bringing more applicants to Horace Mann, but about "reaching kids we may not otherwise reach, and bringing in the right students."

"We're very, very happy with our students today. They are amazing kids," said Moreira. "Last year we had a 33 percent increase in applications so, outreach isn't about bringing more applications, but about bringing in the right kids for Horace Mann. We also want families to base their decision to apply to or accept admission to Horace Mann on the right reasons. We understand parents who decide they want their child in a school only five minutes from home, but, every so often a family makes a decision based on factors that may not be accurate, that they heard second hand. When parents say they are choosing a different school because it has a warmer or friendlier

atmosphere—that isn't based on fact. I can say that as a Horace Mann parent. As a researcher, I know a 'warm feeling' is not something quantifiable, but institutional research can help show what this means. Surveys of students, alumni, and families can represent the true experience, and provide insight we can analyze and report."

GATHERING DATA TO STRENGTHEN HORACE MANN

"What can institutional research do?" asked Moreira. "Institutional research is about collecting data, but more. I'm all about the data, not just for the sake of *having* data, but for what it tells us. It provides a way to learn more about our school—what we do well and what we need to improve. Ultimately, it's about our willingness to make changes based on what we learn."

The tasks formally identified by the Office of Institutional Research and Enrollment are to: collect and share data and information from internal and external sources for strategic planning and program evaluation; provide statistical information and data to review within divisions, departments, pro-



Lisa Moreira had a chance to chat with her son Nicholas Moreira '21 and his friends when she participated in the Lower Division's communal meal at Thanksgiving.

grams or offices; provide data and projections for annual planning, including enrollment, financial aid, and student, family and employee demographics; and respond to reporting obligations required by the National Association of Independent Schools (NAIS), the New York State Association of Independent Schools (NYSAIS), the Independent School Admission Association of Greater New York, (ISAAGNY), the Guild of Independent Schools, the New York State Education Department (NYSED) and other HM affiliations.

Moreira notes that HM has been conducting research on its incoming classes and students for as long as she has been at the school, by gathering and analyzing enrollment data and figures. "We now have an opportunity to get into more depth. One area to examine is admissions testing. We can see how and whether testing students before they come into Horace Mann correlates with how they do as students here. We already have some of this information from over a five-year period. Discovering a correlation between test results and a subset of students could be very helpful.

"We'll also be able to study Horace Mann's internal performance over time,

based on such factors as course selection," Moreira continued. "A few years ago we looked at the Cum Laude Society, (of graduating seniors honored for academic accomplishment). We looked at the distribution within Cum Laude in relation to when these students started at Horace Mann. We saw a cross-section of students who came in Nursery and at different times in the enrollment process. Such data can tell us what we can do better. We should have been able to do a Cum Laude study every year, but we didn't have the time. Now we can."

Moreira has embarked upon an important study of the overall cost of a Horace Mann education. "We know the cost of tuition, but what is the average cost of being in school here if you play on a sports team, or if you take photography? Many students will probably buy their own camera. What does that mean to a family?" Moreira asked. "It's not my job to tell a department what supplies to ask students to have, but it is my part to inform about these costs. It's not my job to tell a history department, for instance, not to use a certain history book. But it is my job to say 'this is what an eleventh-grader, or an eighth-grader, is paying for books."

Horace Mann School has gone through several self-examination exercises in recent years. Five years ago Dr. Kelly invited teachers, staff, alumni, students, parents and trustees to participate in a series of "under the tent" meetings held, literally, under a tent outside the Head of School's home. Participants enumerated what they felt Horace Mann does well, and how it could improve. The next two years saw the school involved in self-evaluation in preparation for its required ten-year NYSAIS review. In winter 2012 Horace Mann's families received a "Strategic Thinking" document outlining directions the administration, trustees, faculty, and staff aim to pursue toward building a strong future for Horace Mann. Moreira feels these experiences are very relevant to HM's institutional research.

"Some of the information gathered was anecdotal. Some was based on data," she said. "You can't make data relevant without the understanding of the school that we accomplished through these earlier exercises. We also always have to ask whether we are analyzing information the right way. Good statisticians can make data say whatever they want it to say. It's the context that's important. Those discussions gave us context. Conversely, the data we gather with institutional research will inform some of the ideas and initiatives we came up with under the tent. All of this contributes to the same goal."

A PERSONAL CONCERN TO STREAMLINE FINANCIAL AID AND ENROLLMENT

The transition in the Admissions Office and the development of the Office of Institutional Research and Enrollment allows Moreira to address an issue that highlights her personal consideration for Horace Mann's students and families: financial aid.

"Financial aid was one of the first things we looked at when we made these changes. We completely overhauled our timing of the process to have re-enrollment on the same schedule as admissions. We can now send



HM Director of Admissions Jason Caldwell '97 and Head of School Dr. Tom Kelly

out re-enrollment contracts to current families receiving financial aid in mid-February, when we send out acceptances. Before, families receiving financial aid did not get their re-enrollment contracts until April. This put them in a difficult situation," said Moreira.

Horace Mann has further demonstrated consideration for families applying for financial assistance by separating the Financial Aid Office from the purview of the Admissions Office, both administratively and physically. "In the past families were wary that applying for financial aid would effect their application for admission. This was uncomfortable for them and for us," explained Moreira. "This year we relocated the Financial Aid Office. Parents no longer enter the Admissions Office to apply for financial aid. The office of our Assistant Director of Financial Aid, Chrissalee Erriah, is now located in the Business Office. The fact that parents don't walk into the Admissions Office or have their paperwork there goes a long way to making them understand that HM respects the financial aid process."

Together Lisa Moreira and Jason Caldwell are streamlining the entire admissions process. Chris Garrison '04 joined Caldwell as Assistant Director of Admissions for the Middle and Upper Divisions, and is involved in outreach as well as admissions.

"We've also instituted a new interview weekend to alleviate some of the stress on the interview cycle," said Caldwell. "There is always an uptake in applications after winter break, and adding this weekend relieves some of the pressure of getting all applicants in, especially if we lose interview time for snow days. Of course, that means admissions officers and staff have to come in on a weekend, but no one minds if it means doing it right."

Moreira will be part of that weekend. In her role of overseeing Admissions at Horace Mann, and because of her ongoing commitment to the process, she added, "I'm helping the Admissions Office out with that weekend, and with things like Open House tours. I won't



photo by Libby Baige

Lisa Moreira (center) and Dr. Tom Kelly congratulated Alumni Council President Justin Lerer '95 and AC Benefit Chair Suzanne Sloan '77 on fundraising efforts on behalf of current students.

participate in committee deliberations, now that I'm involved in institutional research and enrollment management, but, we're all working toward the same goal."

A DEDICATION TO HORACE MANN SCHOOL STEMMING FROM EXPERIENCE

As Dr. Kelly stated, Lisa Moreira is the perfect person to head Horace Mann's newest administrative initiative, and Jason Caldwell is equally qualified to build upon her efforts as Director of Admissions. As a management student at MIT Moreira said she "spent time in both the computer science and the math departments. I certainly believe those experiences formed me as a thinker—the kind of thinker who is excited about finding this data and putting it to work. I am also teaching psychology this year. Research and statistics are very important to psychology."

The Institutional Research Office Director said she came to appreciate the significance of an independent school education when she was at MIT, as a student and as an admissions officer. Moreira attended a high school where 22 percent of graduates went on to college. "I was public school all the way, but I learned about independent schools

through students I met at MIT, including some from Horace Mann. They were great kids, well-prepared for college. They knew how to develop relationships with teachers. I learned from them," Moreira recalled. Upon graduation, Moreira was offered a job at Oracle, and a one-year position as an admissions counselor at MIT. I loved MIT, so I deferred Oracle for a year. After the year, MIT offered me a full-time position." Moreira became an admissions officer at MIT for the next five years, before joining HM's administration.

"I've always been thrilled I came to Horace Mann. My new opportunity is really exciting. I'm aware of only one other school that has something close to our Institutional Research Office. That's at Brown. Our institutional research work is another way Horace Mann is leading the charge."

For Jason Caldwell, his latest opportunity enables him to publicly herald his appreciation of his Horace Mann education. "I am very proud to be back. I want people to know about the Horace Mann that is a community of artists as well as athletes, that's a school driven by student/teacher relationships. I want them to know the school I went to." ■

Canh Oxelson Becomes Horace Mann School Director of College Counseling



Your life story begins on a page of history so epic you're the subject of a documentary film. Your athletic skills bring you acclaim as a high-school All American, NCAA champion, and an Olympic hopeful. Your academic prowess earns you a graduate degree from Harvard University. Your professional life is personally fulfilling and of service to others. And, you have a sideline that's so unique your name is a question in Trivial Pursuit.

With these chapters already written, what can you do to bring some *serious* challenges into the plot of your life?

Become the Director of College Counseling at Horace Mann School.

That's what Canh Oxelson did when he applied for the position and was selected by Horace Mann to fill the post. A veteran high school and college admissions officer, Oxelson was selected from over 100 highly-qualified candidates, following the school's year-long, nationwide search for the ideal College Counseling head, said Head of School Dr. Tom Kelly.

For anyone from outside the Horace Mann School community who believes the myth—media-made or otherwise—of stressed-out HM students for whom acceptance into the country's top universities is the ultimate educational goal, a college advising position at this school *would* be a challenge. That wasn't Canh Oxelson's belief. The real-life protagonist of each of the novelistic possibilities listed above, Oxelson was drawn to Horace Mann School by its reality—its long tradition of talented students dedicated to "The Life of the Mind" and prepared by their school "to lead great and giving lives."

As a Harvard alumnus, a former admissions officer at the University of Pennsylvania and someone who inhabits a world where educational excellence is prized, Oxelson was acquainted with Horace Mann alumni, and knew this school was about much more. As he reassured a group of seniors at an October instruction session in the legendarily-tense early days of the 2011-2012 application season: "I *know* you can do this. I've *read* Horace Mann essays."

If there is anything Oxelson finds challenging about directing the College Guidance office, it's helping HM's students navigate the process of matching the myriad exciting options they have among colleges and universities with their academic accomplishments and aspirations. In fact, Oxelson's sincere concern for helping students make the right college match are among the reasons Horace Mann School felt he was the best person for the job, Dr. Kelly said.

"We deeply value Canh Oxelson's considerable qualifications. We also wanted to incorporate into the life of Horace Mann School his passionate commitment to students. Canh expressed this when he wrote that he finds 'great joy in helping young people discover enough about themselves to find a college environment that provides them a safe space to become the best and most evolved person they can be,'" said Dr. Kelly.

THE JOURNEY TO HORACE MANN

Canh Eric Oxelson began his work as HM's Director of College Counseling on July 1, 2011, taking up the role long-held by Steven Singer, one of the most esteemed administrators in the country's college counseling profession, who retired the position in 2009 but now teaches at HM. Oxelson joined Horace Mann's accomplished College Counseling Office team including: Senior Associate Director of College Counseling, Thomas Katzenbach, who served as the office's Interim Director last year; Associate Directors of College Counseling Amber Long and Elizabeth (Beth) Pili, both of whom have also worked on the college side of the admissions equation; and counseling office administrative assistants Barbara Billies and Linda Dowling.

Oxelson has also worked on both sides of the application process. He

entered the profession as an admissions counselor at the University of San Francisco, his alma mater. A President's Scholar, a Davies Forum Scholar on Equal Opportunity, and an athlete at USF Oxelson spent one of his college years at California State University, Bakersfield, where he helped the Roadrunners to the NCAA Division II National Championship. He went on from USF to serve as senior admissions officer for St. Mary's College of California, and regional admissions representative at the University of California at Santa Cruz, before moving East for his studies at Harvard. After completing his graduate studies in administration, planning and social policy at Harvard's Graduate School of Education he was named Director of the Multicultural Recruitment Program and Regional Director of Admissions at the University of Pennsylvania.

Drawn back to California, Oxelson moved his focus to the high school side of the process at Harvard-Westlake School in Studio City, CA, managing the three-year college counseling program for 850 students at this renowned independent school. There he initiated new programs while cultivating admissions relationships with colleges and universities nationwide. Oxelson has already met with several hundred college admissions representatives from around the country, on behalf of Horace Mann's students.

"After only a few months at Horace Mann, I can confirm what I had always heard: These kids are really talented," said Oxelson. "When you add that talent to the inspiration and support students get from teachers, it's a powerful combination. It's easy to see why Horace Mann students enjoy such great options through the college process. This is truly a remarkable place.

"Clearly, admissions officers are as impressed with Horace Mann as I am. They speak glowingly of our students' willingness to take intellectual risks, try things outside of their comfort zones, and aggressively pursue their interests. College representatives keep reminding

me that what makes our students so interesting is that they are doing things they genuinely find interesting, instead of just doing what they think will lead to college. Many admission representatives have left saying, 'I wish I'd gone to a high school like HM.'"

EASING APPLICATION STRESS

Since arriving at Horace Mann School Oxelson has been working with the counseling office, the faculty and staff to streamline the application process, to make it as efficient as possible, and help ease the stress that traditionally accompanies this time in a student's life, and that of their family. This year, applications are being managed online through Naviance, and most letters of recommendation were submitted electronically. Online submission makes it easier for teachers and counselors to keep track of letters of recommendation, Oxelson explained. "If students and counselors get to submit their materials electronically, why shouldn't teachers?"

The office is considering several other ideas to address the mystery that surrounds college admissions. One is a

forum to discuss standardized testing. Another is a case studies program to give students, parents, and teachers an inside look at how college admissions committees make decisions, Oxelson reported. These ideas go hand in hand with the focus the entire College Counseling Office places on trying to relieve that application stress factor. "As wonderful and talented as Horace Mann students are, they're still kids. They seem so on top of things, but they still get nervous about this. Our college counselors try to help students ease the pain, but, each year brings a new class and new parents, experiencing the whole thing for the first time.

The first meetings Cahn Oxelson held for seniors and parents were instructive, and sprinkled with laughter and generous examples of his dedication to the application process that families found reassuring. He also offered insights gained through his experience.

"All the pieces of an application work in concert to help the colleges get a strong sense of why a particular student would be a good fit for a particular college," Oxelson said. "The same themes



The Horace Mann School College Counseling Office includes (back row) Director of College Counseling Cahn Oxelson, Senior Associate Director of College Counseling Thomas Katzenbach, Counseling Office Administrative Assistant Barbara Billies, and (front row) Associate Director of College Counseling Amber Long, Counseling Office Administrative Assistant Linda Dowling, and Associate Director of College Counseling Beth Pili.



Canh Oxelson addressed college guidance counselors from around the country at a conference hosted by Horace Mann in June 2011.

GAINING AN UNDERSTANDING OF STUDENTS THROUGH SELF-UNDERSTANDING

With the application process a potential minefield of anxiety, what made Canh Oxelson choose a profession in college counseling? “That answer comes from the fact that my college experience was so meaningful, and the application process got me to a college where I felt I was able to blossom,” he explained. As an All-American swimmer in high school Oxelson had “plenty of NCAA swimming scholarship offers. But I was already beginning to question some of the reasons I was swimming.”

Those questions stemmed, in part, from Oxelson’s unique personal history. He was born in Vietnam at the end of the Vietnam War, the child of an African American father and a Vietnamese mother, neither of whom he ever knew. He was one of 3,000 children rescued from Vietnam before the fall of Saigon in 1975 in President Gerald R. Ford’s “Operation Babylift.” Oxelson was also featured in the documentary film, “Operation Babylift: The Lost Children of Vietnam” about how these children were welcomed into new homes in the U.S. Canh Oxelson was adopted by a family of Swedish-Irish background living in California’s Central Joaquin Valley. Close knit and loving as his adoptive parents and siblings are, Oxelson is articulate about the inner conflicts he experienced growing up as a part-Asian part-African American youngster within a white family in a predominantly white environment.

Some of these conflicts factored into his success in swimming, Oxelson once wrote. Believing that excelling in athletics would help ease his way into a comfortable niche among both black and white students, Oxelson did not always find that to be the case, despite the fact that he rose to the heights of competitive swimming. Instead, African American students wondered why he was so involved in a sport dominated by white athletes, and white students clung to similar stereotypes about black athletes. Nevertheless, swim-

present in the student’s portion of the application should be found in the letters of recommendation. Since teachers and counselors are writing based on their genuine interactions with the student, it’s very important that students be equally genuine in how they describe themselves. The counselor is the only person who has first-hand knowledge of each letter of recommendation and student essay, which means the counselor is in the most enlightened position to give advice and help the student put his or her best foot forward. Being genuine allows the pieces of a student’s application to work together to paint a great picture.

“In the college process, parents should never be more memorable than their child,” Oxelson advised. “I can’t tell you how many stories I’ve heard from college admission officers who describe meeting a student only to have the child’s parent overtake the conversation. Not only does this happen in face-to-face conversations during campus visits, but in phone calls and emails to colleges as well. These parent-dominated interactions leave the impression that the child isn’t very independent. Colleges are trying to admit students, not parents.”

At the same time, Oxelson appreciates parents’ input. “Parents’ insights about their child are very useful, as are the insights of parents who have had one or

two kids go through Horace Mann and on to college. They can tell us what worked for their families.” Oxelson also welcomes input from alumni. “I’d love to hear from them—to have them retrace their steps of how they got to a college and what they got out of their college experience, what they would do differently, and what they learned that got them to where they are now. Those are valuable stories.”

Oxelson suggests to the students that it’s OK to take risks. “There’s a tendency for students to be conservative in their essay writing, wanting to stay on a well-worn topic. While that safe approach works in some situations, allowing one’s personality to shine through the essay is more likely to leave a lasting impression,” Oxelson advised. “The more a student allows his or her personality to emerge in an essay, the less likely that essay will read like someone else’s, making the applicant more memorable.”

“No one is thrilled that the college process has taken over so much of the lives of our young people. However, if teachers, advisors, and administrators use a common language and philosophy in their interactions with our students, we can ease the stress while giving the student the best chance to be admitted to colleges that are an excellent fit. The more we all understand what each of us does, the better it is for our students.”

ming taught Oxelson to pursue a goal, and endowed him with life lessons he reflects upon in his work with adolescents and young adults. "My experience as an Olympic hopeful taught me about following a dream, setting goals, maintaining discipline and overcoming obstacles. Although it was a dream I was never able to fulfill, I met the challenge head on. It also helped me build enough self-esteem to get through my adolescent years." He wrote.

"Many thought that swimming in college was a foregone conclusion for me," said Oxelson of his own college application process. But a high school counselor sensed Oxelson's doubts about focusing primarily on swimming in college. The future admissions counselor chose to attend the University of San Francisco. "That was a turning point. The Jesuit experience is about recognizing the uniqueness of each individual as well as encouraging growth intellectually. It is also about recognizing one's responsibility to help those in need," Oxelson said. His education, he added, helped him recognize the value of his own uniqueness, and reconcile with the fact that it was natural for him to experience complications—because

his complications stemmed from a complicated life. The opportunity to return to Vietnam in 2005 with other Operation Babylift "alumni" was another turning point that further helped Cahn understand the historic influences that contributed to his identity.

A PASSION FOR HELPING STUDENTS

At USF Oxelson was a leader in student affairs and athletics. He also "became inspired by the ideals of equal access and opportunity, he said." Upon graduation Canh was offered a position in the USF Office of Admissions. "I loved helping young people figure out what they wanted to do with their lives and where they wanted to go to gain the basis for their future goals. I was passionate."

Nearly 20 years later Canh Oxelson has brought that passion to Horace Mann School, and Horace Mann is already the beneficiary. A recognized presence at assemblies, games, or in the audience at student performances, he also contributes to Horace Mann initiatives concerning community service, diversity, and intellectual engagement—quickly filling the pages of this newest chapter in the story of his life.

And, what about that Trivial Pursuit card? That's a detail of his story Oxelson *didn't* write. In fact, he only learned his name was in the 2006 edition of the game after a student at Harvard-Westlake reported finding it on a card when she played the game with friends. Oxelson contacted game-maker Hasbro, and the company sent him the card. Visitors to the Horace Mann School College Counseling Office find it floating in Lucite on the Director's desk. "It's a nice little ice-breaker," he said, in his quest to make students feel comfortable.

To learn the reason behind the card, readers will have to "google" HM's new College Counseling Director by name. It has to do with a sideline he embarked upon to help pay for graduate school. Here's a hint from that game card: "Who does Canh Oxelson ... impersonate at corporate golf outings?" And here's another: Because of that celebrity's off-the-golf-course excesses Oxelson's impersonating gigs pretty much dried up. That leaves him ample time for his ample workload at Horace Mann—and for being as much a part of the Horace Mann School community as he loves to be. ■

Timothy Ho and Monica Merlo are Honored with 2011 Tina and David Bellet Teaching Excellence Awards

Acknowledging teachers at Horace Mann School is a time-honored HM tradition. But, one night a year the school has the chance to single out teachers who inspire the entire HM community. That's the night of the Tina and David Bellet Teaching Excellence Awards.

The 2011 Bellet Dinner celebrated the awardees—Monica Merlo, Lower Division foreign languages teacher,

and Middle and Upper Division music teacher and Glee Club director Timothy Ho. The teaching expertise of all the nominees was also highlighted. They included Lower Division science teacher Katie Diaz, Lower and Nursery Division music teacher Barbara Marin, and Upper Division English teacher Harry Bauld. These recognitions are possible through the generosity of Tina and David Bellet. The parents of alumni Suzanne Bellet

Price '96 and Stacey Bellet '00, the Bellets have supported and strengthened Horace Mann School since their daughters enrolled in its Nursery Division.

The Tina and David Bellet Award for Teaching Excellence enhances teaching at Horace Mann school by encouraging great teaching, and by promoting the teaching enterprise within the HM community, explained Dr. Barbara Tischler, Director of Curriculum and



Timothy Ho



Monica Merlo

photos by Ruth Seligman

Professional Development, who also coordinates the Bellet Award.

"The Award gives teaching colleagues, alumni, and parents who submit nominations a chance to think about teachers who have inspired them or have made a difference in their children's lives. The nominated teachers prepare statements and a portfolio describing their teaching ideas and approach. Bellet Award Committee members read the portfolios and visit the nominees' classrooms to experience the teaching environment each candidate creates," said Dr. Tischler. "The process provides an opportunity for teachers to reflect on their own teaching values and practices, and for committee members to learn how HM teachers connect curriculum throughout the school. The Bellet Award reminds us how diverse teaching excellence is."

In remarks to guests at the May 16, 2011 award dinner, Head of School Dr. Tom Kelly expressed gratitude for being "privileged to be a part of an exceptional collaboration of teachers and students, parents, trustees, staff and alumni. The theme of this collaboration is teaching; not just students, but teaching ourselves as well. The brilliance of a colleague inspires our increased efforts; the searing insight of a curious young person points to the need for reflection; and the concerns of a parent or staff member engender a display of compassion."

This collaboration was on display at the dinner, as Dr. Tischler stepped in to deliver Dr. Kelly's words. Felled by a severe cold, Dr. Kelly was forced to log in a rare absence from a Horace Mann School event.

Both 2011 Bellet honorees are known for their vibrant teaching. Both also harnessed skills and talents in several areas when they chose to focus their life's work on teaching. Dr. Kelly quoted several students in describing Merlo. "I love her class. I love the way we get to use the SmartBoard to practice new vocabulary. I love her and I don't even have her!" Sharing the thoughts of a Class of 2008 HM alumna about Timothy Ho, Dr. Kelly quoted, "With so much talent and expertise, it would be easy to develop a huge ego, but Mr. Ho's humility and gratitude are undeniable. I am blessed to have had Mr. Ho as a teacher."

MONICA MERLO: BRINGING MULTIPLE SKILLS TO THE CLASSROOM

Monica Merlo came to her cherished teaching position through a circuitous route. Merlo first pursued a degree in business administration and a career in banking—an "inevitable" step for someone who grew up in the "the banking environment of Zurich." She left the world of finance to move to the U.S. to pursue dance and education studies, and to perfect her English, in the dance education department of The University of the

Arts in Philadelphia. Earning degrees in Culture and Communication and Teaching Foreign Languages to Young Students at Columbia University's Teachers College, she also studied teaching Spanish, in Spain. Merlo brings all these skills to her classroom today. As she wrote, "I believe my banking background has helped me in the organizational aspect of planning and teaching, while my passion for movement has guided me in creating communicative activities to bring the Spanish language alive within the classroom."

Merlo grew up speaking Spanish, Italian, German, and later studied French and English. "Being able to speak five languages and to communicate with people from other countries has always brought richness to my life. That's what I would love my students to achieve," she wrote. "Learning a language often feels like jumping into cold water and not being sure how to swim. Yet, once you learn, you find out how wonderful it feels to float. I work on creating a place where the children feel safe enough to take the risk to jump into the water and gain confidence speaking Spanish."

The Lower Division's Spanish curriculum enables Merlo to follow her students from first through fifth grade, when they are introduced to foreign language studies and develop into speakers. "The children's curiosity, motiva-

tion, and willingness to work have been a priceless inspiration for me.”

Merlo thanked Tina and David Bellet for initiating the award process that enabled her to reflect on her goals as a teacher. She also thanked the Horace Mann School community for the opportunity to teach at HM, and “for the long-time support” of the “administration in creating the Spanish curriculum at the Lower Division. Without the teamwork of my colleagues, Marielle Coadic and Carole Ellis, the curriculum would not be where it is today. This incredible place is the main reason I chose to stay in the United States.”

Merlo gives back to HM as well, translating technological knowledge she gained through HM professional development opportunities into technology training for her colleagues. She also co-writes curriculum guidelines—and even teaches Pilates on campus. “Monica’s training and creative brilliance breathe life into a colorful and engaging Lower Division Spanish curriculum,” noted Dr. Kelly.

TIMOTHY HO: GIVING VOICE TO ALL

Guests participating in the Award dinner got a taste of the passion that Tim Ho brings to his lessons when he expressed his appreciation for his honor through song. In so doing he demonstrated how he, literally, helps students find a voice.

A native of Hawaii, Ho told those gathered that *kumu*, or teacher in Hawaiian, “is the same as the word for tree, or the part of the tree that connects with the earth. It also means ‘foundation’ and ‘origin’. In Hawaiian thinking, a *kumu*, a teacher, must not only provide knowledge to students, but also stability, structure, inspiration, understanding, and nurturing. Music and Hawaiian culture are completely linked,” he said, explaining why he turns to his early cultural influences in building a foundation for his students to connect with music.

“I want my students to experience the joy they can find through music and help them build *laulima*—communities that are uplifting. Rather than telling you

how I teach, I would like to have you help me remember this night through song.”

Picking up a ukulele—Hawaii’s iconic instrument—Ho strummed as he strolled from table to table, singing in his mellifluous voice. As he went through each stanza of Ingrid Michaelson’s “The Way I Am” he demonstrated “Mr. Ho’s Awesome Singing Basics.”

“Number one—no stalkers” he said, gesturing the guests to join in. “Two: No Muppets—sing through an ‘o’. Three: Strong and Wrong,” he urged the singers to take risks. “Four: Know with whom you can joke freely. Five: Don’t take yourself too seriously. Six: Have fun! Seven: Break a leg!”

Little by little the guests joined in. This teacher’s encouraging charm has helped the most retiring students enjoy singing and playing an instrument. Some have even discovered a hidden talent and new love of music. Ho’s dedication was apparent that evening. Or, as Dr. Kelly said of the singer/teacher: “Tim, you had us at Aloha.”

In his teaching statement Ho described an experience that showed him he could make “a difference in the lives of others” through music. “I was 13. As I and my 449 fellow freshmen settled into our gymnasium to rehearse for the upcoming Song Contest my stomach sank as I realized the teacher was absent and that I, by default as the Song Contest leader, would have to improvise a lesson on the spot. My class finished only about eight measures of music that day, but I remember feeling a tremendous sense of accomplishment for having taught my classmates those 32 counts of music. Those 55 minutes changed my life.”

That life-changing experience led Ho to his career as a music and music history teacher who holds advanced degrees in ethnomusicology. Ho’s classes employ Hawaiian storytelling, combined with formal Western music education traditions. Horace Mann School’s professional development programs have given him opportunities to pursue interests in such things as Jewish music, participate in music festivals, and master the technology he implements in his courses, he wrote with appreciation.

NOMINEES HONORED

Honoring the 2011 Bellet Award nominees, Lower Division Head Wendy Steinthal described Katie Diaz as a lover of technology turned into a lover of teaching, whose work as head of the Division’s science department has made her “a real connector” with the other departments in the Division. Steinthal and Nursery Division Head Marcia Levy described how music teacher Barbara Marin plies her magical abilities with young children on two campuses, encouraging their musical growth. And Upper Division Head Dr. David Schiller spoke about his English department colleague Harry Bauld thus: “I have watched Harry teach for almost 30 years. His students love him.” ■



photo by Ruth Seligman

David and Tina Bellet appreciated the words of the winners of the teaching excellence award they endowed at Horace Mann.

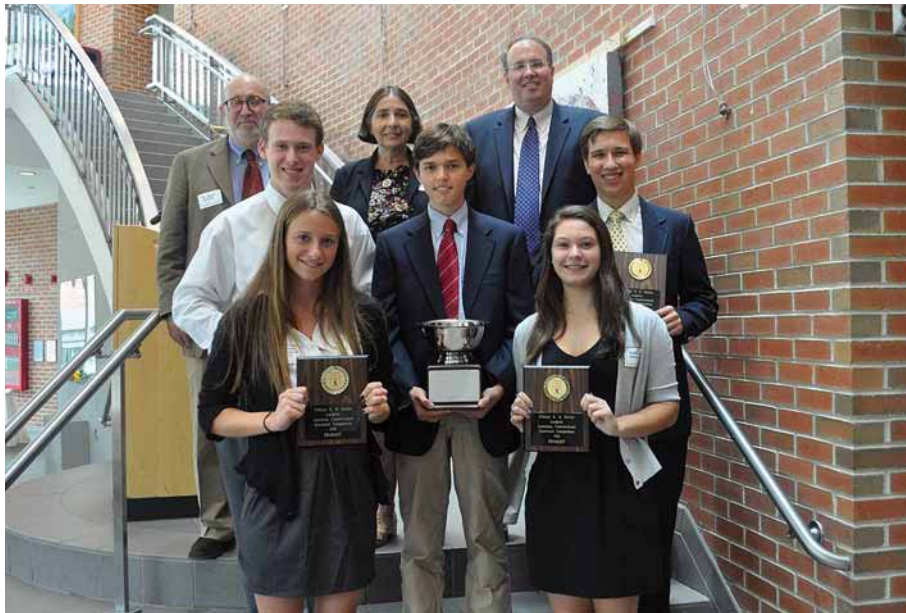


photo by Ruth Seligman

Langfan Finalists Address Press Freedom on Competition's Tenth Anniversary

For the past ten years members of Horace Mann School's tenth-grade class have studied the U.S. Constitution, and examined an issue through its lens as participants in the William K. and Marion Langfan American Constitutional Oratorical Competition.

The 2011 tenth-anniversary competition engaged finalists Susannah Cohen '13, Daniel Elkind '13, Jacob Gladysz-Morawski '13, Alexander Posner '13, and Elizabeth Rosenblatt '13 with the question of "How Free is a Free Press?" Each earned a plaque in recognition of the thoughtful arguments they presented. Alex Posner took home the winner's trophy.

The final round of the competition took place on September 11, 2011. Coinciding with the tenth anniversary of 9-11, Dr. Barbara Tischler, history

teacher and Director of Curriculum and Professional Development, who coordinates the Langfan award, observed: "It seems fitting that we celebrate free speech with free speech, the freedom of our students to speak their minds, to be critical, and to disagree. That's what the Langfan Competition, indeed, what a Horace Mann education, is all about."

The Langfan Competition was launched at Horace Mann in 2001 by Mark '78 and Dayna '79 Langfan to honor their father William, and their late mother Marion Langfan, whose love of the U.S. Constitution and of oratory inspired the event. The goal is to encourage students to learn how the Constitution applies to daily life in the U.S., and offers them a public speaking experience at a young age.

Since the award's inception, the competition has been fine-tuned to

make the most of its pedagogical possibilities. The topic is introduced to the entire tenth grade at an assembly at which Horace Mann School Theater Arts Director Woody Howard and English teacher Gerri Woods discuss the nature of oratory. Students then have the opportunity to meet with members of the History Department to discuss possible topics. Students who decide to participate in the competition receive further training in oratory, and review their research with their history teachers. One semi-final round yields the finalists. The 2011 competition culminated in a Sunday brunch in the rotunda of Fisher Hall, which the speakers' family members, and HM teachers and administrators attended. Audience members were welcomed by Dr. Tischler, Horace Mann Head of School Dr. Tom Kelly, and Upper Division Head Dr. David Schiller. Dr. Kelly led the gathering in a moment of peace in memory of the victims of 9-11, and Dr. Schiller emphasized the importance of fostering an education that teaches young people to think through issues in the humanistic tradition. In discussing issues of freedom of the press the students invoked historic press/freedom court cases to support their arguments.

A panel of student judges, who were finalists in 2010, selected the winner, with history teacher Pasquale DeVito guiding their deliberations.

Shaan Hathiramani '04 captured the Langfan prize in its first year at HM. The alumnus recalled the Langfan experience as "memorable... both for the opportunity to deliver a speech on big issues in a rapidly changing world, and the privilege to hear the speeches of friends. We addressed topics like civil liberties and censorship that seemed only appropriate to read about in class or watch on the news. The Langfan competition gave us the opportunity to engage with those issues directly and with confidence," he said. "The gravity of that year (2001-2002), the preparation and practice of the speech itself, and the spirit of the occasion, provided for a lasting experience." ■

Horace Mann School Names New Trustees

The Horace Mann School Board of Trustees named new members in spring 2011.



Farrah Kleiner was elected President of the Horace Mann School Parents Association (HMPA) in spring 2011 after serving

as First Vice President for the past two years. She has been a member of the Horace Mann community since her daughter Carson '14 entered the Nursery Division in 1999, and has been intimately involved in the HMPA since that time. Farrah Kleiner is an associate at Sloane Square LLC, a boutique residential real estate firm in Manhattan. Prior to working in the real estate field, Kleiner worked in the fashion industry for *Glamour* magazine, *Elle* magazine and Calvin Klein.

Farrah is a graduate of the University of Southern California. She lives in New York City with her husband, Ken. They are the parents of Carson '14 and Devin '18.



Trustee **Manish Mittal** has been a parent at Horace Mann School since 2009 when his oldest daughter, Saiya, entered Horace

Mann's Nursery Division. In that short time, he and his wife, Ritu, have made a positive impact on the administration, faculty and Board of Trustees with their commitment to supporting Horace Mann School and their willingness to help achieve our goals. The family lives in New York City.

Manish is a portfolio manager at Kingdon Capital Management. The firm invests in public market securities across the globe. Prior to Kingdon, Manish was the CIO of Kailix Investment Advisors, a long/short glob-

al equity fund that he initially formed with The Blackstone Group in 2006. Before Blackstone he was a managing director at Perry Capital and a portfolio manager at SAC Capital. He started his career as a private equity analyst at Goldman Sachs.

Manish is a 1994 graduate of the University of Pennsylvania's Wharton School. He also serves on the Board of Directors at the University Settlement.



Andrea Olshan '98 serves as Chief Operating Officer of Mall Properties, Inc. overseeing the firm's operations and asset

management functions and is responsible for the financial performance of the company's commercial and residential portfolio. Olshan guides and directs the day-to-day functions of the MPI operating units—Leasing, easing, Property Management and Asset Management, and establishes forward-looking strategic plans for the portfolio of properties. She also represents the company in its third-party investments which include the "RCG Longview" series of debt and equity funds as well as the "Normandy Realty Partners" fund, where Olshan is responsible for evaluating new real estate investment opportunities through her membership in the Investment Committee. Mall Properties is owned by Andrea's father, Mort Olshan, who served on the Horace Mann School Board of Trustees from 1996-2008 and was elected Trustee Emeritus in 2008.

Andrea Olshan graduated magna cum laude from Harvard College in 2002 and earned her MBA from Columbia University. In addition to her real estate career, Andrea is actively

involved in numerous civic and social service organizations. She lives in New York City with her husband, fellow HM alumnus Michael Odell '92.



Amanda Salzhauer has been a parent at Horace Mann School since 2003. She has been an active and engaged

member of the HM parent community whose involvement includes serving on the Head of School Committee since its inception in 2006, active participation in the Horace Mann Parents Association (HMPA) including chairing the Lower Division Book Fair and volunteering as an Annual Fund grade representative since 2003. Amanda graduated from Dartmouth College in 1993 with a degree in art history and went on to earn a Masters in Social Work from NYU in 1998. She specializes in Cognitive Behavioral Therapy for Anxiety Disorders and previously worked at NYU's Child Study Center. Amanda and her husband Michael Salzhauer are the parents of Rebecca '18, Abigail '20, and Emily '23.

Amanda's brother is Jordan Roth '93, who served on the HM Board of Trustee from 1998-2007 and was elected Trustee Emeritus in 2007. ■



photo by Jasmin Ortiz

Horace Mann School Graduates 176 in the Class of 2011

As the members of each class at Horace Mann School grow together over the four, six, twelve, or fifteen years they study and participate in activities with one another, the class as a whole seems to take on a defining characteristic.

The Horace Mann School graduating Class of 2011 provided a prime example of this phenomenon, as HM Head of School Dr. Tom Kelly pointed out in his address to the graduates at their commencement ceremony last spring, when he thanked them for “being among the most active, energetic, engaged and *inventive* classes” he had come to know in his years as Head of School.

The Class’ Grade Dean, Alicia Hines, affirmed that description in her words to the students she had come to know so well in the four years she served as their advisor. The Dean thanked her Upper Division faculty colleagues for their “accepting and attentive support

for this class of poets and mathematicians, research scientists and sculptors, great debaters and peacemakers.” She also thanked the students’ parents, families and friends for supporting and encouraging them, and “most of all for maintaining our partnership to send out into the world passionate and engaged citizens with the strength of character to master themselves and the challenges they will undoubtedly face.”

Congratulations and words of encouragement were also offered by Board Chair Steve Friedman ’72, by Upper Division Head Dr. David Schiller, and by the Class’ valedictorian, Eric Singerman ’11 on that blisteringly hot but beautiful June 7th day when the Class of 2011, their teachers, families and friends gathered under the tent on Clark Field to bid one another farewell.

The members of the Class of 2011 are, by now, well situated in their coursework and extra-curricular activities at colleges

and universities across the country, or in gap-year experiences. But, Horace Mann School remembers its most recent graduates as their efforts on behalf of the school continue, largely because of the foundation they laid. *Fad* magazine, a creation of the Class of ’11, was published early in the 2011-2012 school year by an editorial board of students who were part of the magazine’s invention, and now carry on the excitement it generated. The 2010-2011 *Review* contained content of unprecedented depth, and its current editorial board is following this tradition. While 2011’s athlete and theater standouts have moved on, a new crop of talent, inspired by their predecessors, emerges from the wings.

Thus, in tribute to the Horace Mann School Class of 2011, and to the history of Horace Mann on its 125th anniversary, here are the words addressed to its members by Dr. Kelly and by valedictorian Eric Singerman upon the class’ graduation.

**COMMENCEMENT ADDRESS
TO THE HORACE MANN SCHOOL CLASS OF 2011
BY HEAD OF SCHOOL DR. TOM KELLY**

Good morning. Thank you, Mr. Friedman, for your thoughtful words to today's graduates and for your dedication to this school throughout your relationship with our community for over 40 years, as a student, a parent, an active trustee, a visionary officer, and, for the last six years, as the Chair of our Board of Trustees who has worked tirelessly to not only secure the health of Horace Mann School today, but for the future.

Your dedication serves as a role model for all of us. It is echoed in the dedication of all of those it is my privilege to greet and acknowledge here today. First—the parents, stepparents, and grandparents of this Class. We thank you for your dedication to our mutual enterprise of the education of your children—our students—and for all you have done over their years at Horace Mann to help bring them to this day. From the support you have given each and every one of them by placing your trust in us, to the athletic contests you have cheered, the theatrical and musical performances you've applauded, to the countless car pools you have navigated, to the late night and weekend trips back to campus for this book or that book—we thank you. You've done an amazing job!

Welcome and thank you to the siblings, caregivers, friends and relatives of our graduating class. Your dedication to our graduates—your love and support—will always be a part of the fine people these students have become.

To the members of the Horace Mann School Board of Trustees—we appreciate your tremendous efforts on behalf of our School. Thank you for *your* dedication and guidance.

Will our alumni in the audience and on stage please stand? Your dedication to Horace Mann is a testament to the lasting impact this School has had on your lives, and your continued involvement makes us stronger in many ways.

That strength emanates perhaps no more powerfully than from the dedication of those who have put their all into teaching the members of the Class of 2011—the faculty of Horace Mann School. With gratitude, I ask our faculty members to stand so we may salute your talent, expertise, and untiring efforts on behalf of our students.

This is no formulaic phrase—not when it comes to the Class of 2011. For, this was a class we *all* had to keep up with. As I now turn to acknowledge you, our graduates, I must also extend thanks on behalf of all who have taught you, coached you, advised you, cooked meals for you—for being among the most active, energetic, engaged—and *inventive* classes it has been my privilege to experience at Horace Mann.

We need only think back to a few days during this past school year—your senior year—to capture the spirit of your entire Horace Mann experience, no matter how many years you spent with us. The first assembly of the school year is the first thing that comes to my mind. Each year Woody Howard asks students filing into Gross Theater to keep moving toward the stage, so they can fill the front row seats of our auditorium. Not so *this* year—at least not for the members of the Class of 2011. You all took your seats at the front toward the stage—because that's who you are—a front row kind of class. That trait was apparent in your academics and in your activi-

ties. I saw it with my own class in Spence Cottage, where, each year, on the first day of school, students scope out seats near the windows in the back of my office. Not so *this* class. You congregated right up front, wherever you could find room, because we were quite a crowd. Then with classes over—and on a day you did not need to be here—you asked to tour the brain exhibit at the American Museum of Natural History with dinner to follow. My teaching colleagues agree. Few of them had trouble encouraging any of you to speak up in class. You always had a question or response that challenged us. You always enjoyed spending time together.

You have the ability to wrap yourselves around the model of “Living out Loud”—and we've all benefited from your zest to do so. I mean, when was the last time we saw not one but *two* fire trucks pull up to Horace Mann with their sirens blaring early in the morning. Thankfully—never! Or, at least, not until a bunch of you rode those fire trucks to school the morning of your Senior Absurdity Day. Now, *that's* loud.

When it came to self-expression, and encouraging others to express themselves, your class has left Horace Mann with some powerful new traditions to try to perpetuate. Ten issues of *The Horace Mann Review*, drawing over 100 students in grades eight-through-twelve to write about current events and world affairs, not for an assignment, but on their own time—*that's* engagement. Speaking of publications, your class launched *FAD* magazine. Exceptional in its own right, many of us saw the beauty of your celebration of the human spirit that jumped from *FAD's* pages in the way you also made it into a movement—a movement open to all of your classmates and friends from around the school. The variety of student faces and personalities who graced your pages showed how you extended yourselves to all, and how everyone was excited about joining in.

This class also opened our school to the world, hosting our first-ever TEDx Youth conference, an innovation that brought students from our neighboring schools to present their own innovative ideas, as we live-streamed our event around the world. You, as a Class, have tried so many new things. You've soared over our stage, broken records in the annals of state and city sports, sat in classes from your bedrooms via Skype on a snow day, unleashed a thunderstorm in our theatre, and launched new ideas about self-governance in your discussions in meeting rooms and assemblies. In so many ways, you are a Class that greatly respects tradition, but is also ready to embrace change.

One final day of your senior year stands out in my mind: Class Day, when we came together to utter our appreciation for all that you've done, and honor the myriad ways you have made a difference. For one student, making a difference was seeing a brand new approach to solving a problem in math. For another, it was a way of conveying her understanding of science to others in her class, enabling them to move along collectively to learn more advanced concepts. For others it was the ensemble approach they applied to musical, dance and theatrical performances, supporting one another so that each individual could shine. Still others made a difference by logging the greatest number of community service hours a graduating class has ever amassed—not only through Horace Mann, but in our neighboring community, our city and suburbs and even abroad, as teachers, artists, musicians, environmentalists, advocates for the needy, and as patient guides. The world called to you and you answered.

Now comes the moment when you step out into the world. The world you step into is a challenging one indeed—as you have witnessed, discussed and become involved with—particularly during the last half of your senior year. While your class of young citizens was involved with developing your thinking and analytic skills to enable you to address the issues you will encounter in the future, your peers across the globe were engaging verbally, and en mass, spreading their call for freedom from the public squares of their capitals through the world’s social networks. Our virtual presence at those gatherings across the world gave us all an opportunity to think about freedom, about the characteristics of freedom that compelled so many to pour into the streets at the risk even of their lives.

Seventy years ago President Franklin D. Roosevelt outlined Four Freedoms in an address to Congress. The first was “freedom of speech and expression—everywhere in the world.” The second was “freedom of every person to worship in his (or her) own way—everywhere in the world.” The third was “freedom from want, which,” the President said, “translated into world terms, means economic understandings which will secure to every nation a healthy peacetime life for its inhabitants—everywhere in the world.” The Fourth Freedom was “freedom from fear, which, translated into world terms means... that no nation will be in a position to commit an act of physical aggression against any neighbor—anywhere in the world.”

“That is no vision of a distant millennium,” the President went on to say. “It is a definite basis for a kind of world attainable in our own time and generation.” Yet, today, here we stand, in a millennium new to President Roosevelt’s days, with you as the quintessential generation of this new millennium. But have we attained these freedoms?

Freedom of speech and expression? We have already seen how you and your classmates have little hesitation when it comes to expressing yourselves, and, perhaps more significantly, encouraging expression among others. But, how to adopt the responsibility of expression into exercising this freedom is something the world is still trying to grasp. We hope you have learned one way to do so *throughout* the years of your education at Horace Mann, when we encouraged you to ask questions, to investigate issues in class and on your own, and to incorporate the pursuit of truth within your eloquence. We ask you to continue to emphasize this essential element of education—to include *inquiry* into your ongoing pursuit of knowledge, so that when each one of you speaks, as we anticipate and call on you to continue doing, you articulate the responsibility of this precious freedom, loudly and clearly, for all to hear.

Freedom to worship in one’s own way? During the years this graduating Class has spent at Horace Mann, through your classroom reading and discussions, and through new diversity initiatives within the school, you have learned about, come to understand deeply, and have championed the right of all to their own beliefs. We ask you to take that understanding with you in all that you do.

Freedom from want? So many of you have done so much already in your young lives to assist others in realizing this right—through your personal philanthropy, as advocates, and as teachers who have supported and encouraged other young people with compromised resources to achieve *their* potential, even as we have encouraged you to pursue yours. Those similarly engaged among the Horace Mann School alumni body you join today are legendary—far too numerous to name.

Freedom from fear? You, of all people, a generation that has grown up in a country at war, know that fear is no abstract idea. You have also already learned how acceptance of and advocacy relating to the first three freedoms is one way of realizing the fourth. When I think of this freedom my mind goes, once again, to that Class Day we celebrated together. One of your teachers, on stage to deliver her department’s honors, looked out at all of you and your family members there that day and asked that you look around at one another, yourselves. “Know that these are your friends, the people who will always be with you. As you go through life, do not hesitate to turn to them” to collaborate on ideas, and for support in all that you do.

Looking out at this Class today, I am assured of the voracity of this notion, and I repeat it to you, and then some. Look to one another for friendship throughout the years ahead. Look to your family members here to celebrate you today. You will always have all of their support. And, please, look to us—your teachers, your advisors, your deans, your coaches, your mentors and those who cared for you deeply over your years at Horace Mann, from our security officers, to those who have built, and planted, and pruned so that you could learn in the most nurturing atmosphere. We, too, will always, always, be here for you, to help you along the mission of striving and helping the *world* strive toward achieving each aspect of freedom, before another millennium dawns.

As you did on your first day of school this year—we ask you to take a front row seat in the quest for our collective future.

Congratulations Class of 2011. We love you.



Horace Mann School Class of 2011 valedictorian Eric Singerman '11 addressed his classmates.

photo by Jasmin Ortiz

ADDRESS TO THE CLASS OF 2011 BY VALEDICTORIAN, ERIC SINGERMAN '11

Good morning Dr. Schiller, Dr. Kelly, Herr Mueller, members of the board, and Class of 2011. Give yourselves a round of applause.

Not going to lie, it's an honor to have been elected to speak for the next five minutes. Normally, if I talk for that long, my parents just start rolling their eyes. Here's the thing though, I may have been elected to speak, but no one told me WHAT to speak about.

In preparing my speech I really got to thinking about what a valedictorian should do. I started looking for other speeches, hoping for ideas. All of them started out with a good morning, which I've done. And then there was usually some sort of basic string of thank you's, so, thank you Dr. Schiller, Dr. Kelly, Ms. Hines, siblings, parents, grandparents, pets, obliging friends, creepy people who just come to graduations to hang around.

Unfortunately, all Youtube had to offer past that were guys taking their shirts off in front of their senior class, so I was left on my own.

So, I got out one of those yellow legal pads where I like to do all my thinking. After breakfast on Saturday mornings I would sit around on my kitchen floor, thinking about my speech. I won't recreate the scene, nor will I take my shirt off. Anyway, I eventually made a list of all the things I could and couldn't do.

Of course, there was number one: Keep all clothing on. I would like to go on living in the Singerman household, at least until college, and I don't think my mom would let me back in if I did that on stage.

Number two: Don't be toooo outlandish or inappropriate. Dr. Schiller may not be able to throw me in jail anymore, but, again, my mom may be 5'4" and middle aged, but she still is kinda scary.

Number three: Don't try to sum up my years at Horace Mann. It would take too long, I wouldn't do it justice, and, as much I've loved it here over the years, I really don't need to relive my days of being a six foot tall middle-schooler with long hair and a mustache.

Number four: Don't give advice. To be frank, I have the maturity of about a 5-year-old. In fact, I still find toilet humor kind of funny, as you can see from the slump shirts we sold. It's not my job as a fellow teenager to give advice. I am no wiser than any of you, despite my ability to grow a prodigious amount of facial hair and then go like this with it. All of us are setting off on the same road of confusion and mistakes, where we will graduate not only from high school, but also from potty humor, into college and jokes about things you shouldn't be doing when you're under 21. I wish I could give advice about how to succeed or how to be happy, but I don't think it's my job even to try.

Lastly, number five: Don't try to represent the whole grade. There's simply no way that I can. Look around you, to the left and to the right. All the people surrounding you are unique. Everyone here possesses some amazing set of skills that I may not even know about and that I personally would never attempt. If I tried to live the lives of Bryan Knott, Saribel Paiges, or Michael Davis, I would end up with a broken back from a back flip, getting poked in the eye in a quidditch match, and getting hit by a bus. You're surrounded by artists, poets, athletes, rappers (shout out to the dream team), video producers, and comedians. If you ask me, it's a truly amazing thing. It's been a real privilege to spend the last four years among the people in this tent. I will always try to emulate you all, but not to imitate, lest I end up with that broken back.

Fortunately, there are two things that I do feel myself capable of doing. I can say thank you, and in the true fashion of a valedictorian, I can say goodbye.

I'll always remember, freshmen year, after a grueling Mr. Lenner bio test, I fell down into my parents' bed shaking my fists at the gods, proclaiming how much I hated high school. It was hard, it was annoying, it took up eight hours of my day, and I could have been on my couch eating Coco Puffs and watching quality daytime television. Things didn't get too much better; in fact, I've complained about this to my parents just about everyday since then. Winter of that year, Varsity Wrestling came into my life, thereby taking over my life, and school kept on being hard. Dr. Milkes...you give a lot of homework. Luckily, by the time I became an upperclassman I got much better at homework, and recently I became so good at it that I just don't do it anymore.

But in the process of struggling through Dr. Wesely's problem sets, writing papers for AP World, and practicing my silent ommmmmm for Mr. DeVito I realized that, don't let my parents hear this, I had actually learned something, that, perhaps, all the complaining wasn't justified one bit. Granted, I've already forgotten half the equations I've learned, and I certainly won't remember the governmental structure of the Zulu Nation 60 years from now; in fact, I'm sure most of us won't even remember this speech, unless I take my shirt off of course, but I already promised I wouldn't. But, hopefully, we'll remember the people and this place.

As I said, these past four years, the past 15 even, I've been among some very brilliant minds. I find myself every day being held to a higher level of excellence, even if that means figuring out the best way to hang my hammock. To share in your thoughts and conversations has made me a better person. I've been constantly challenged to reevaluate myself, and for that I thank you all.

I also thank this school itself.

I owe a lot to my family at home, thank you again mom, dad, and Lydia, but I also owe a lot to my other family, the one on this campus. I read somewhere recently that all the things you really need to know in life are learned in the sandbox in kindergarten. To quote the American author Robert Fulghum:

"Share everything. Play fair. Don't hit people. Put things back where you found them. Clean up your own mess. Don't take things that are not yours. Say you're sorry when you hurt someone. Wash your hands before you eat. Flush. Warm cookies and cold milk are good for you. Live a balanced life. Take a nap every afternoon. When you go out into the world, watch for traffic, hold hands, and stick together."

Horace Mann constantly reminded me of those lessons, and taught me to go beyond them.

I've learned the value of respect, hard work, and mindfulness, among other things, and I'll carry those with me forever. Each one of us has picked up some sort of lesson from someone here that we'll remember the rest of our lives. It might have been as small as crafting a sentence or as large as parking a fire truck on Tibbett Avenue. If you get the chance, when I'm done, try to thank them.

So, now for the goodbyes. I can say goodbye to the walls of this school, to the things in them, even to all of you. But, there is one last thing I can't do. I can't say goodbye to the memories, nor can I really say goodbye to the lessons learned. Fortunately, they will follow me

the rest of my life. I suppose most of my goodbyes are really just “goodbyes for now.”

I certainly hope that high school is not the pinnacle of my life. It is just a small blip on the map of the things to come. In the scale of the universe, it doesn't really mean much. But when I look back 50 years from now, wondering who in the world told me to “have a great summer” in the *Mannikin*, all the things that I must say goodbye to will mean the world to me. But let's be honest, none of this is really a true goodbye. All that I've gained here at Horace Mann will help

me again and again, whether it came from my teachers, coaches, or classmates, and, for that, I am truly grateful.

So, please, just take the moment and appreciate everything here. The good, the bad, what-have-you, because, after so many years, our experiences at Horace Mann have shaped us. Go ahead and think of this day as your “escape from high school,” but at least acknowledge that without this school you wouldn't be the person you are now. Thank you all so much, and goodbye. Or—goodbye for now. Congratulations Class of 2011. We did it. ■

Honors and Awards

Each year, Horace Mann School presents honors and awards to members of the graduating class.

They are noted here. Several departmental awards were also presented to members of the Class of 2012.

CUM LAUDE SOCIETY

Joseph Allen Abadi
Megan A. Childs
Maya I. Chung
Andrew James Demas
Lori Bowe Dershowitz
Katherine Alexandra Dinan
Danielle Bella Ellison
Cordelia Loomis Francis
Suman Umesh Gidwani
Julia Goldberg
Steven Maxwell Henick
Gregory David Heon
Justin Scott Katiraei
Robert C. Kivell
Harrison Lyle Klaperman
Jordan Lea Kolinski
Megan W. Lu
Sinclair Devereux Marber
Danielle Aisa Marcano
Devon Emily McMahon
Sophie Eve Miller
Deependra Mookim
Nicholas Moon
Jesse Stephen Swyer Novak
Aaron Orwasher
Alex Perry
Yasmin Rawlins
Maia Alexandra Salholz-Hillel
Samantha Jordan Schiff
Sarah Violet Sicular
Eric Paul Singerman
Sarah Swong
Aryenne Wexler
Ken Ichimaru Yanagisawa
David Hershel Yassky

Alexis Chloe Ziebelman

Honors in Academic Subject

COMPUTING & COMMUNICATIONS

Erika Whitestone
Harrison Klaperman
Muizz Salami
Aaron Orwasher
Dan Evangelakos
Pamela Mishkin
Gabrielle Rivkin
Michael Felix

ENGLISH

Joseph Abadi
Anna Christina Arvanitis
Allison Bienenstock
Katherine Cacouris
Andrew Catomeris
Jessica Chi
Maya Chung
Michael Davis
Lori Dershowitz
Katherine Dinan
Danielle Ellison
Cordelia Francis
Julia Goldberg
Aaron Goldman
Evan Griffith
Gregory Heon
Rachel Hollander
Justin Katiraei
Jordan Kolinski
John Liss
Megan Lu
Sinclair Marber
Danielle Marcano

Devon McMahon
Sophie Miller
Alex Perry
Maia Salholz-Hillel
Samantha Schiff
Sarah Sicular
Eric Singerman
Jessica Skoczylas
Sarabeth Spitzer
William Stern
Sarah Swong
Alice Taranto
Lauren Tomasulo
Aryenne Wexler
Jonathan Wolf

Paul Block '56 Award for Creative Writing Fiction

Rebecca Matteson '12 for “Beat the Clone”
Runner-up: Jasmine Mariano for “16 mm”
Poetry
Avital Morris '12 for “Just Before the Doors Close”
Runner-up: Jacob Moscona-Skolnik '12 for “Latin America”

Edward H. Simpson Essay Award

Rebecca Matteson '12 for “Who's There?: Religion, Revenge, and Uncertainty in *Hamlet*”;
Runner-up: Sarah Swong for “Repression of Memory in the Post-WWII Era,” by John Cheever”

Alan Breckenridge Prize

Megan Lu for “Street Scarves”
Runner-up: Harry Manin '12 for “Never the Shrinking Violet”

The Randal Castleman Prize in English

Anna Meredith

ARTS Music

Evan Griffith
Alexa Lambert
Sarah Swong

Beethoven Medal

Sarah Swong

Special Recognition in Music

Maya Chung
Sophie Miller
Ian Singleton

Glee Club Pins

Amanda Ainetchi
Jessica Chi
Megan Childs
Andrew Demas
Nicholas Demas
Suman Gidwani
Carter Glatt
Julia Goldberg
Olivia Greer
Kia Hampson
Megan Lu
Anna Meredith

Orchestra Pins

Katherine Cacouris
Maya Chung

Evan Griffith

Alexa Lambert
Ji Won Park
Sarah Swong
Ken Yanagisawa

Chamber Wind Pins

Erica Chiang
Akash Goyal
Michael Hwang
Sophie Miller
Jacob Salzman
Aryenne Wexler
Ken Yanagisawa

Jazz Ensemble Pins

Philip Lee
Sophie Miller
Jacob Salzman
Ian Singleton

Theatre

Commendations

Amanda Ainetchi
Zachary Bretton-Granatoor
Tucker Caploe
Cindy Chen
Jessica Chi
Charlotte Christman-Cohen
Michael Davis
Miles Frankel
Suman Gidwani
Wilfredo Gomez
Steven Henick
Cindy Huang
Nefeli Pire Iliou
Frances Ikwuazom
Jordan Kolinski
Megan Lu
Liana Mack
Danielle Marcano

Jasmine Mariano

Caroline Marin
Anna Meredith
Sara Nishimura
Yasmin Rawlins
Gabrielle Rivkin
Jonathan Robertson
Muizz Salami
Maia Salholz-Hillel
Andrew Sklar
Carla Thé
Spencer Whitehead
Erika Whitestone
Samantha Zuckerman

Frederick H. Little Theatre Award

Production
Andrew Sklar
Cindy Chen
Jasmine Mariano
Jonathan Robertson

Anne Somary Musical Theatre Award

Jessica Chi
Tucker Caploe

Arnold Cohen '57 Dance Award

Carla Thé
Suman Gidwani

Curtis Beech Award in Design Excellence

Zachary Bretton-Granatoor
Jonathan Robertson
Sara Nishimura
Samantha Zuckerman
Wilfredo Gomez

Photography

Gregory Barancik
Jazmine Goguen
Frances Ikwuazom
Megan Lu
Sinclair Marber
Nefeli Pire Iliou
Saribel Pages
Miranda Shapiro
Jessica Skoczylas

Drawing & Painting

Cindy Chen
Alexa Ginsburg
Christian Kasilag
Zoë Kestan
Jennifer Lim
Liana Mack
Jasmine Mariano
Victoria Marlin
Samantha Michel
Sara Nishimura
Jonathan Robertson
Alice Taranto
Daphne Taranto
Robert Tuck

Ceramics

Charlotte Christman-Cohen
Nicole Dalessandro
Reuben Dizengoff
Cordelia Francis
Jack Hildick-Smith
Justin Katiraei
Jordan Kolinski
Sarabeth Spitzer
Spencer Whitehead

Video Production

Charlotte Christman-Cohen

Ion Theodore Award for Excellence in Visual Arts Photography

Frances Ikwuazom
Megan Lu

Drawing & Painting

Cindy Chen
Danielle Marciano
Alice Taranto
Daphne Taranto
Zoë Kestan

Ceramics

Spencer Whitehead

Donnette Atiyah Award for Leadership in Visual Arts Photography

Sinclair Marber
Miranda Shapiro
Drawing & Painting
Alice Taranto

Daphne Taranto

Zoë Kestan

Ceramics

Spencer Whitehead

Art History

Arielle Amzallag
Alex Baudoin
Justin Burris
Zachary Gad
Jazmine Goguen
Zoë Kestan
Katherine Leibholz
Rainer Lempert
Sinclair Marber
Samantha Michel
Justin Reinsberg
Emma Specter
Samuel Turner

Henry Geldzahler '53 Award in Art History

Sinclair Marber

Dan Barr '80 Award in Art History

Justin Burris

FOREIGN LANGUAGE French

Sophie Miller
Joseph Abadi
Julia Goldberg
Katherine Dinan
Maya Chung
Yasmin Rawlins
Justin Katiraei
Evan Griffith
Maia Salholz-Hillel
Jazmine Goguen
Nefeli Pire Iliou
Lauren Tomasulo
Stephanie Cai
Cordelia Francis
Samantha Michel
Justin Reinsberg
Emma Specter
Rachel Hollander

Japanese

Philip Lee
Nicole Dalessandro
Jasmine Mariano
Caroline Marin

Latin

Frances Ikwuazom
Aaron Goldman

Spanish

Danielle Ellison
Lori Dershowitz
Ian Singleton
Ariel Hernandez
Sarah Sicular

Rodrigo de Oliveira Paula
Sarah Swong
Gregory Barancik
David Yassky
Alex Perry

Franca D'Amico Award for Dedication to Foreign Languages and Culture

Evan Griffith

Thomas P. Reilly Award for Excellence in Foreign Language

Danielle Ellison
Maia Salholz-Hillel

SCIENCE

Joseph Abadi
Antonia Antonova
Gregory Barancik
Maya Chung
Lori Dershowitz
Katherine Dinan
Daniel Evangelakos
Cordelia Francis
Sara Gabriel
Suman Gidwani
Julia Goldberg
Akash Goyal
Debayan Guha
Gregory Heon
Ariel Hernandez
Christian Kasilag
Justin Katiraei
David Kim
Robert Kivell
Harrison Klaperman
Alexa Lambert
Philip Lee
Philip Lin
Sinclair Marber
Devon McMahon
Sophie Miller
Deependra Mookim
Nicholas Moon
Jesse Novak
Aaron Orwasher
Alex Perry
Yasmin Rawlins
Maggie Reinfeld
Maia Salholz-Hillel
Samantha Schiff
Rafael Seltzer
Naira Setrakian
Sarah Sicular
Sarabeth Spitzer
Aryne Wexler
Ken Yanagisawa

American Chemical Society Award for Outstanding Achievement in Chemistry

Katherine Dinan

Robert J. Cairo Science Award

Gregory Heon

Outstanding Achievement in Science Research

Nicholas Moon:
Intel and Siemens
Semifinalist

Special Achievement in Science Research

Devon McMahon
Pamela Mishkin
Jack Hildick-Smith

MATHEMATICS

Joseph Abadi
Antonia Antonova
Andrew Demas
Lori Dershowitz
Katherine Dinan
Danielle Ellison
Cordelia Francis
Suman Gidwani
Carter Glatt
Julia Goldberg
Akash Goyal
Daniel Grafstein
Steven Henick
Gregory Heon
Christian Kasilag
Justin Katiraei
Robert Kivell
Harrison Klaperman
Brian Knott
Jordan Kolinski
Megan Lu
Alexander Ma
Kabir Malkani
Devon McMahon
Sophie Miller
Pamela Mishkin
Nicholas Moon
Jesse Novak
Aaron Orwasher
Maia Salholz-Hillel
Samantha Schiff
Eric Singerman
Sarabeth Spitzer
Aryne Wexler
Jonathan Wolf
Ken Yanagisawa
David Yassky
Soren Zeliger
Alexis Ziebelman

Joan Brady Bowen Award

Katherine Dinan

Joseph Chase Award for Mathematics

Gregory Heon

Runner-up:

Harrison Klaperman

HISTORY

Tucker Caploe
Maya Chung
Michael Davis
Katherine Dinan
Danielle Ellison
Sara Gabriel
Julia Goldberg
Aaron Goldman
Daniel Grafstein
Rachel Hollander
Justin Katiraei
Robert Kivell
Jordan Kolinski
Philip Lee
John Liss
Sinclair Marber
Jasmine Mariano
Devon McMahon
Deependra Mookim
Jesse Novak
Yasmin Rawlins
Samantha Schiff
Rafael Seltzer
Sarah Sicular
Eric Singerman
Ian Singleton
Jessica Skoczylas
Sarabeth Spitzer
William Stern
Sarah Swong
Lauren Tomasulo

Daniel Alexander '49 Award for Excellence in Economics

Danielle Ellison
Deependra Mookim

Philip D. Lewerth History Award

Sarabeth Spitzer

Gordon I. Newcombe History Award

Rachel Hollander
Sarah Swong

PSYCHOLOGY

Anna Christina Arvanitis
Megan Childs
Alexa Ginsburg
Joshua Goodstein
Chloe Kling
Avery McCann
Maria Ocampo Lalinde
Rodrigo de Oliveria Paula
Maggie Reinfeld
Siddharth Saxena

Special Awards**2011 National Merit Scholarship Semi-Finalists**

NONE

2011 National Merit Scholarship Finalists

Joseph Abadi
Gregory Barancik
Cindy Chen
Jessica Chi
Danielle Ellison
Suman Gidwani
Julia Goldberg
Gregory Heon
Justin Katiraei
David Kim
Robert Kivell
Harrison Klaperman
Alexa Lambert
Philip Lee
Philip Lin
Megan Lu
Alexander Ma
Sophie Miller
Pamela Mishkin
Deependra Mookim
Nicholas Moon
Rodrigo de Oliveira Paula
Sarah Sicular
Eric Singerman
Sarabeth Spitzer
Sarah Swong
Aryne Wexler
Matthew Zeitler

National Merit Scholarship Recipient

Aryne Wexler

National Merit Moody's Scholarship

Philip Lin

National Merit University of Chicago

Eric Singerman

National Merit Northwestern University

Matthew Zeitler

National Merit Tufts University

Julia Goldberg

2011 National Achievement Scholarship Finalists

Matthew Elmore
Frances Ikwuazom
Yasmin Rawlins

2011 National Hispanic Achievement Recognition Program Scholars

Rodrigo de Oliveira Paula
Ariel Hernandez
Sophie Miller
Rafael Seltzer
Honorable Mention
Alexander Familant
Wilfredo Gomez
Mervin Liriano
Rebecca Rosen-Checa

Congressional Certificate of Merit, Representative Eliot Engel

Wesley Close
Nicole Dalessandro
Malcolm Taylor

New York State Senate Student Leadership Award—Awarded by State Senator Jeffrey D. Klein

Jordan Kolinski
Tucker Caploe

New York State Comptroller Achievement Award

Nicholas Demas

The State of New York Office of the Attorney General Triple "C" for Character, Courage and Commitment

Wilfredo Gomez
Anna Meredith

American Association of Teachers of French

Sophie Miller

Peer Tutoring Recognition Award

Samantha Schiff
Jesse Novak

Health Peer Leader Award

Daniel Grafstein
Maggie Reinfeld
David Goodman
John Liss

Anti-Smoking Peer Leaders

Jessica Chi

Tucker Caploe
Chloe Kling
Evan Griffith

Gordon I. Newcombe Community Service Award

Anne Schechner
Steven Henick

David Shelton '76 Memorial Fellowship Award

Alex Perry
Suman Gidwani

Allard Lowenstein '45 Alumni Award

Andrew Demas

Lizzie Koch '05 Heart and Hand Award

Frances Ikwuazom

Ambassador Maroon Key

Allison Bienenstock
Stephanie Cai
Tucker Caploe
Maya Chung
Andrew Demas
Nicholas Demas

Danielle Ellison
Matthew Fox
Julia Goldberg
David Goodman
Joshua Goodstein
Steven Henick
Jack Hildick-Smith
Megan Lu
Sinclair Marber
Devon McMahon
Sophie Miller
Daniel Mishkin
Maia Salholz-Hillel
Samantha Schiff
Naira Setrakian
Sarah Sicular
Kevin Somar
Sarabeth Spitzer
Sarah Swong
Lauren Tomasulo
Arynne Wexler
Erika Whitestone

Award for Excellence in Middle School Mentoring

Maia Salholz-Hillel
Eric Singerman

AAA Driver Education Award

William Stern

Athletic Awards

Varsity Club—Boys

Michael Felix
Matthew Fox
Robinson Strong
Gideon Wertheimer
Daniel Evangelakos
Alexander Baudoin

Varsity Club—Girls

Margot Penn
Zoë Kestan
Miranda Shapiro
Lori Dershowitz
Samantha Schiff
Clara Hill
Chloe Kling

Lud-Bock/Bill Rowley Award

Steven Henick

Robert A. Thomason Cup

Joseph Abadi

Walter Bernson '56 Award—Athletes of the Year

Female: Samantha Schiff

Male: Matthew Fox

Sirena WuDunn '81 Award

Zoë Kestan

Robert Buzzell '51 Medal (Fall)

Braxton Brewton

Robert Buzzell '51 Medal (Spring)

Rámon Perez

William Quinn '40 Wrestling Award

Gideon Wertheimer

Stanley Shier Memorial Baseball Award

Reuben Dizengoff

The Jonathan Kleier '01 Leadership Award (Athletics)

Reuben Dizengoff

Colleges and Universities

Members of the Horace Mann School Class of 2011 are enrolled at the following colleges and universities

American University	1	Hamilton College	2	Rutgers, The State University	
Amherst College	4	Harvard University	8	at New Brunswick	1
Bard College	2	Johns Hopkins University	3	Sarah Lawrence College	1
Barnard College	6	Kalamazoo College	1	Smith College	1
Bates College	1	Kenyon College	1	University of Southern California	2
Berklee College of Music	1	Macaulay Honors College at CUNY	1	University of St. Andrews	2
Boston College	2	Maryland Institute College of Art	1	Stanford University	4
Boston University	1	Massachusetts Institute of Technology	1	Swarthmore College	1
Brown University	1	University of Miami	2	The University of Texas, Austin	1
Carleton College	1	University of Michigan	2	Trinity College	1
Carnegie Mellon University	3	Middlebury College	3	Tufts University	4
Case Western Reserve University	1	New England Conservatory of Music	1	Tulane University	3
University of Chicago	7	The College of New Jersey	1	United States Military Academy	1
Claremont McKenna College	3	New York University	4	Vanderbilt University	2
Colby College	2	University of North Carolina School of the Arts ..	1	University of Vermont	2
Colgate University	3	Northwestern University	2	Washington University in St. Louis	1
Columbia University	13	Oberlin College	1	Wellesley College	1
Cornell University	7	Occidental College	2	Wesleyan University	4
Dartmouth College	8	University of Pennsylvania	7	Wheaton College MA	2
Duke University	4	Pomona College	1	Williams College	2
University of Edinburgh	1	Pratt Institute	1	Yale University	4
Emory University	1	Princeton University	1		
Eugene Lang College The New School	1	Purchase College	1		
Fordham University	1	Purdue University	1		
The George Washington University	1	Rensselaer Polytechnic Institute	1		
Georgetown University	4	Rhode Island School of Design	3		
Grinnell College	2	University of Richmond	1		

Andrew Demas '11 is honored with Allard K. Lowenstein '45 Award



Andrew Demas '11 made an indelible mark on Horace Mann School through activities in the arts, publications and service. He was honored for his dedication to Horace Mann on Class Day 2011 with the Allard K. Lowenstein '45 Award. The award is given each year by the Horace Mann School Alumni Association in memory of Lowenstein, an educator, a Congressman, Ambassador to the United Nations, and a tireless supporter of civil rights. Members of the graduating class select a classmate they feel exemplifies Lowenstein's qualities of citizenship and leadership, demonstrated by constructive concern for others and distinguished service to the Horace Mann School Community. Andrew Demas "not only contributed to daily life at HM, but inspired others to do so as well, elevating the entire school community. His genuine concern

for others is unparalleled and his ability to have made such a substantial impact at our School is truly remarkable," said Director of Development Melissa Parento '90 who presented the award on behalf of the Alumni Association.

Demas was active in HM publications. As *Cinemann* editor-in-chief he transformed the publication's layout, design, and content. As executive editor of *The Review*, he set a new standard for excellence in production and layout. He frequently contributed to *The Record*, *Folio 51*, and *Insight* while also mentoring others in the StuPub. Andrew was president of the Glee Club, and music groups The HarMannics and HarManny. He organized fundraisers, community concerts and the newsletter *Harmony* to share Glee Club life. "His leadership in the choral community, coupled with his commitment to community service, inspired him to produce, organize, and direct HM's Acappellooza, a multi-school charity competition to support neglected music programs in New York City," Parento said.

Demas joined the Horace Mann Service Learning Team at its inception in 2007, and helped develop the team into a vehicle for the educational development of elementary students who participate in activities at the Kingsbridge Heights Community Center (K.H.C.C.). He assisted in developing Service Learning Day, accelerating the growth of the Service Learning program, and introduced a recorder program at K.H.C.C. to help spread the thrill of being able to learn to play an instrument. Andrew was also an HMO Peer Leader, a Dororientation volunteer and a Student Ambassador. A dedicated member of the varsity swim team, he contributed greatly to the success of this title-winning team by "constantly encouraging and wildly cheering for his fellow teammates," Parento said. The 2011 Allard K. Lowenstein Award thus recognized Demas' "commitment to the well-being of Horace Mann and the greater community, his desire to mentor and lead, and his dedication to making HM a better place." ■

Reuben Dizengoff '11 is honored with Jonathan Kleier '01 Award



Reuben Dizengoff '11 was honored on Class Day with The Jonathan Kleier '01 Leadership Endowment Award. The award was established by Ian and Michele Kleier and Samantha Kleier Forbes '90 and Sabrina Kleier Morgenstern '94 in memory of their son and brother Jonathan Kleier '01. While a student at Horace Mann School, Jonathan was an avid sports competitor and team leader whose best memories

were of his time spent with teammates. The award recognizes an athlete who best exemplifies the characteristics for which Jonathan Kleier was so appreciated: passion, pride, and leadership. In honoring Dizengoff, the Kleiers and Horace Mann School recognized a student and athlete who put a great deal of time and energy into Horace Mann athletics. A three-sport athlete who was captain of two teams, Reuben made it a priority to support other players, teams and fellow students at athletic and non-athletic events, when he was not competing himself. An inspirational

player and a mentor to young players, his teams rallied around him. The water polo team voted Reuben captain in 2011, as well as MVP at the end of the season, and credited its success, in part, to his efforts to create an environment in which all members thrived. Reuben was also a standout on the swim team, constantly pushing himself and his teammates to their limits, resulting in the team's fourth straight Ivy League title. As captain of the baseball team he led by example as the first on the field each day and last off, honing his skills as a player and encouraging others to follow suit. ■



Greetings from the Alumni Council:

Horace Mann School is currently commemorating the 125th anniversary of its founding in 1887. The Alumni Council is deeply involved in these observances and celebrations, and I am thrilled to invite the entire Horace Mann School alumni community to participate in as many of these events as possible.

The 2011-2012 school year has already been a momentous one for Horace Mann and for the Alumni Council. In October, the Alumni House and Development Office launched a series of professional guidance sessions in which alumni in various fields discussed their professions with other alumni, including those in college exploring various areas of study, and alums considering career choices or transitions. Members of the Alumni Council have been very involved in these events, serving as panel members. The first of these sessions, in October 2011, addressed the topic of investment banking. A discussion on the real estate profession is scheduled for February 16, 2012, with Alumni Council members again serving as panel members.

October 2011 also saw Alumni Council members participating in HM's annual day of Homecoming and reunions. This year was made memorable by a heavy snowfall that covered the campus—the first October snowfall in New York since 1952. While some of the activities planned for the day, including the varsity football game, had to be canceled because of the snow, alumni from the past six decades gathered for reunion dinners in Manhattan that night. An article on Homecoming 2011 can be found at http://www.horacemann.org/cf_news/view.cfm?newsid=297.

In November, the Alumni Council hosted the annual Distinguished Alumnus dinner. This year former United States Attorney General William Barr '67 was honored with the Horace Mann Alumni Association Award for Distinguished Achievement. This award, which was inaugurated in 1939, is given to graduates who exemplify the best of Horace Mann through distinguished achievement in their chosen fields. The honoree is selected by the Alumni Council's Distinguished Alumni Committee, chaired by Bill Nightingale '49, Mickey Littmann '52, and Wesley Mittman LePatner '99. Suggestions for candidates for the Award for Distinguished Achievement for 2012 can be sent to Eleni Jivaras, Alumni and Development Associate at eleni_jivaras@horacemann.org.

Coming up on the calendar for Horace Mann School alumni from all classes is the Alumni Council's annual Winter Gathering. An informal cocktail party, this year's event is scheduled for February 23, 2012 in Manhattan. Please look out for invitations and notices for this fun evening.

Each year, alumni also participate in the Women's Issues Club (WIC) dinner, with HMAAC members helping to organize the event. The annual dinner includes a panel discus-

sion on a topic of interest to our students and community, with members of the alumni body appearing as speakers in these discussions. The theme of this year's dinner is Heroes, and WIC is recognizing alumnae who are "heroes" in their professions or in their everyday lives. The dinner, on April 11, 2012, promises to be an exciting evening. The following day is Book Day in Horace Mann's Upper Division, when the entire Upper Division will discuss a book read by all Upper Division students and faculty. Alumni are among the scheduled workshop speakers. All alumni are invited by the school to participate in Book Day.

As part of HM's 125th anniversary observances, the Alumni Council is honoring all Horace Mann School alumni who have contributed and continue to contribute to our school as faculty, staff, and administrators at a dinner on May 7, 2012 at Horace Mann. A special recognition will be presented to Dan Alexander '49, a former HM Assistant to the President, history teacher, coach, and Alumni Council member. We know you will want to be a part of honoring your former teachers, and recognizing "Mr. Alexander." We look forward to seeing you on campus that night.

The keystone event of this commemorative year takes place on Saturday night, May 19, 2012, when members of the entire Horace Mann School community of alumni, teachers, staff, families, administrators and Trustees will gather for our gala anniversary reception. This year, the Alumni Council and the Parents Association are combining our annual benefit parties into this one event that will celebrate our school's history, and also raise funds for its students and programs for the coming years.

The Alumni Council exists to bring you closer to the school we all love. If you would like to become more involved with Horace Mann, or have any questions or concerns, please e-mail me at justin_lerer@horacemann.org. I look forward to hearing from you.

Remember to watch your mail and e-mail, and keep informed about alumni activities by reading HM's online newsletter "Across the Divisions" when it hits your inbox, and by keeping up with alumni news and with news of the school at www.WWW.HORACEMANN.ORG.

I look forward to seeing you soon!

Justin Lerer '95

Alumni Council President

VOLUNTEER OPPORTUNITIES

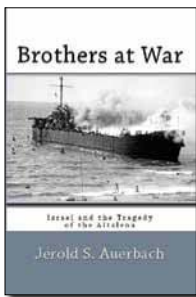
Horace Mann School's alumni have many opportunities to volunteer on behalf of their school. Among these are serving as a **Class Agent**, a **Class Correspondent**, an **Annual Fund Parent Grade Representative**, or as a **Summer Job/ Internship Provider**. These and other opportunities are described at <http://www.horacemann.org/page.cfm?p=356>

Horace Mann School celebrates our many alumni authors in this column, and by showcasing alumni-written books in the Olshan Lobby of the School's Mullady Hall. Please share news of a new book you or another alum has written. The Alumni House and Development Office makes every effort to keep up to date on recent publications by alumni. Keep us posted at (718) 432-3453 or alumni@horacemann.org.

Brothers at War

By Jerold Auerbach '53

Quid Pro Books, June, 2011



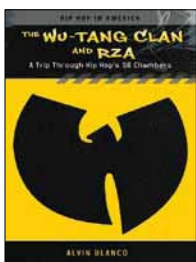
Brothers at War is Jerold Auerbach's '53 probing and poignant exploration of the tragedy of the *Altalena*, the doomed ship whose arrival in Israel ignited Jewish fratricidal conflict

only weeks after the 1948 declaration of statehood. This is the first history of the *Altalena* by a historian and the first to explore it within the context of ancient Jewish and contemporary Israeli history. The *Altalena* remains embedded in memory, Prof. Auerbach suggests, still framing unresolved issues of political legitimacy in Israel. The first full book in English on this event, and the ninth book by Auerbach, Professor Emeritus of History at Wellesley College, the book tells the story, and the profound implications for the present, of a moment in the birth of modern Israel.

The Wu-Tang Clan and RZA: A Trip through Hip Hop's 36 Chambers

By Alvin Blanco '95

ABC-Clio, April, 2011



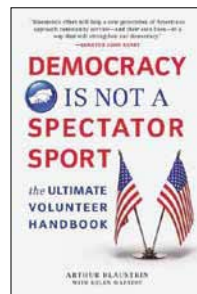
The Wu-Tang Clan and RZA: A Trip through Hip Hop's 36 Chambers by Alvin Blanco '95 is an insightful biography that looks at the turbulent lives, groundbreaking

music and lyrics, and powerful brand of hip hop's infamous Wu-Tang Clan. The Wu-Tang Clan is one of the greatest hip hop groups of all time, with six platinum albums, more than 40 million records sold, and extensive influence on both the music business and fellow artists. Notwithstanding the Wu-Tang Clan's success, their language and the mythology that guides it have been difficult to understand—until now. *The Wu-Tang Clan and RZA* chronicles the rise of the Wu-Tang Clan from an underground supergroup to a globally recognized musical conglomerate. The telling is enhanced by Blanco's one-on-one interviews with group members.

Democracy is not a Spectator Sport: the Ultimate Volunteer Handbook

By Arthur Blaustein '50

Skyhorse Publishing, January 2011



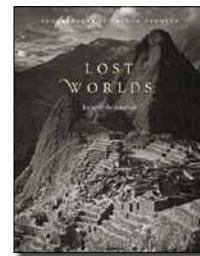
Senator John Kerry called Prof. Arthur Blaustein's '50 latest book *Democracy is not a Spectator Sport: the Ultimate Volunteer Handbook* "A blueprint and a guidebook to help us all get involved." A professor at the University of California, Berkeley, where he teaches community development, public policy, and politics, Prof. Blaustein has also served on the board of the National Endowment for the Humanities and was chair of the President's National Advisory Council on Economic Opportunity. The advice he offers comes from experience. Readers can learn how to get in the game with this comprehensive collec-

tion of more than 200 community service opportunities and experiences. Wrote one reviewer: "Arthur Blaustein has been leading the charge for social justice and economic sanity since the Carter Administration, and his new book serves as an opus for all he has learned and all he has seen. This book is insightful, emotionally engaging and potentially world transforming."

Lost Worlds, Ruins of the Americas

Photographs by Arthur Drooker '72

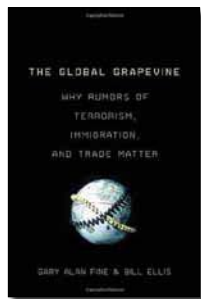
Verve Editions, October 16, 2011



Lost Worlds is a powerful visual meditation on the cultures, conflicts and conquests that forged the New World. This beautiful book of stunning photographs

represents the culmination of an intensive three-year project by photographer and writer Arthur Drooker '72 who traveled to 33 sites in 16 countries. An Emmy-winning writer and director of television documentaries, in this book Drooker turns his eye to significant ruins in Mexico, the Caribbean, Central America and South America. *Lost Worlds* offers a unique pictorial survey of the geographical, architectural and historical diversity that defines the Americas, and moves from little known gems to monumental temples of Mexico's Maya civilization, to Inca citadels in Peru's Sacred Valley. Drooker's luminous images, shot with a specially adapted digital infrared camera, expose crumbled walls, weathered facades and overgrown flora in new ways. Brief, informative text describes the rise, fall and lasting significance of each site. *Lost Worlds* follows on the success of Drooker's 2007 award-winning *American Ruins*. An accompanying exhibit of Drooker's photographs will travel the country over the next five years. <http://www.lostworldsbook.com/travelexhibit.html>

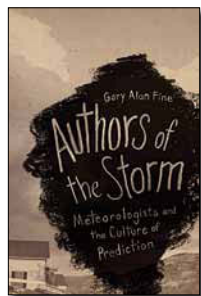
**The Global Grapevine:
Why Rumors of Terrorism,
Immigration, and Trade Matter**
By Gary Alan Fine '68 and Bill Ellis
Oxford University Press, June 2010



In *The Global Grapevine: Why Rumors of Terrorism, Immigration, and Trade Matter*, Dr. Gary Alan Fine '68, John Evans Professor of Sociology at Northwestern

University, and Dr. Bill Ellis, professor emeritus at Penn State, examine the rumors and legends that circulate about the risks of our interconnected world in their examination of the most ancient source of news. The authors explore the influence of rumors in the intimidating global community of the 21st century, particularly in the arenas of terrorism, immigration, international trade, and tourism and make a persuasive case that since rumor shapes how people think and then respond to the world, its propagation is a fundamentally political act.

**Authors of the Storm, Meteorologists
and the Culture of Prediction**
By Dr. Gary Alan Fine '68
University of Chicago Press, June 2010

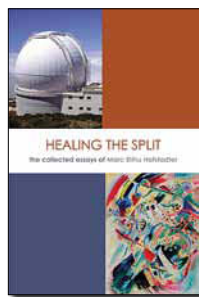


Whether used as an icebreaker in conversation or as the subject of serious inquiry, "the weather" is one subject that everyone talks about. Though we recognize those

who bring us the weather on television, how government meteorologists and forecasters go about their jobs is rarely scrutinized. In *Authors of the Storm*, Prof. Gary Alan Fine '68 offers an inside look at how meteorologists and forecasters

predict the weather. Through field observation and interviews at the Storm Prediction Center in Oklahoma, the National Weather Service in Washington, D.C., and a handful of Midwestern outlets, Prof. Fine finds a supremely hard-working, insular clique of professionals who often refer to themselves as a "band of brothers." We learn their lingo, how they "read" weather conditions, how forecasts are written, and how those messages are conveyed to the public. Weather forecasts, Fine shows, are often shaped as much by social and cultural factors inside local offices as they are by approaching cumulus clouds. One reviewer called the book "a major contribution to understanding the role of organizations in the production of scientific knowledge" by "a superior social analyst."

Healing the Split
By Dr. Marc Elihu Hofstadter '63
Dog Ear Publishing, LLC, March 18, 2011

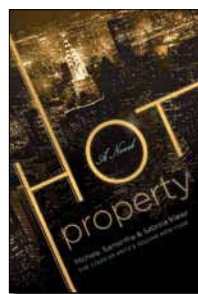


Healing the Split offers the collected essays of poet, literary critic and philosopher Dr. Marc Elihu Hofstadter '63. The essays stretch from Hofstadter's early scholarly articles

about poets William Carlos Williams (HM 1903) and Yves Bonnefoy through articles published in the *Redwood Coast Review* about poetry, art, music, science and politics, to recent articles concerning the "split" between the sciences and the humanities and reason and feeling/intuition/faith. In the view of Dr. Hofstadter, who has taught American literature at the University of California, Santa Cruz, in France and in Israel, the differences between science and the humanities are differences of degree of objectivity, not of essence, and the knowledge the humanities display is less certain than science but rich in

tangible, felt experience. *Healing the Split* is an attempt to bring reason and feeling together, to show how they are intimately related.

Hot Property
Michele, Samantha '90 and
Sabrina '94 Kleier
Harper Collins, September 13, 2011



Horace Manners may want to turn first to the "Acknowledgments" page of *Hot Property*, a novel by Michele Kleier, Samantha Kleier-Forbes '90 and Sabrina Kleier-Morgenstern

'94 to read the following: "And last, but never least, to the mighty Horace Mann and our favorite English teacher, Dr. David Schiller, who gave Samantha her first and last C plus on an English paper, and thus inspired an English major: for all the great books you taught us that inspired our own voices and for your wise and heartbreaking answer to why we can't be HM students again, 'You can never go back.'"

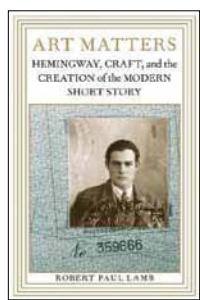
But don't stop there—if you don't want to miss out on this novel that takes readers behind the scenes of the glamour and grit of New York's high-end real estate world. The novel follows Elizabeth Chase and her daughters, Kate and Isabel, who are the leading ladies of New York City real estate at Chase Residential, their family-run firm. They spend their days walking the city's high society through the most luxurious properties in the most fashionable neighborhoods. But, life behind closed doors isn't always as glamorous as it seems. Drama abounds, and when Chase Residential's very existence is threatened by a terrible betrayal, the family comes together to save the business at the center of each member's lives.

The authors know their material. Michele Kleier is the president and

chair of Gumley Haft Kleier real estate brokers. She and her daughters—both executive vice presidents at GHK—are costars of HGTV's hit real estate reality television series *Selling New York*.

Art Matters: Hemingway, Craft, and the Creation of the Modern Short Story

By Robert Paul Lamb '68
Louisiana State University Press,
January 2010



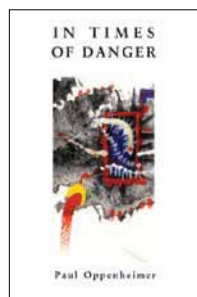
In *Art Matters*, Prof. Robert Paul Lamb '68 provides the definitive study of Ernest Hemingway's short story aesthetics. Lamb locates Hemingway's art in literary historical contexts and

explains what he learned from earlier artists, including Edgar Allan Poe, Paul Cézanne, Henry James, Guy de Maupassant, Anton Chekhov, Stephen Crane, Gertrude Stein, James Joyce, and Ezra Pound. Examining how Hemingway developed this inheritance, Lamb, a professor at Purdue University, insightfully charts the evolution of the unique style and innovative techniques that would forever change the nature of short fiction. *Art Matters* opens with an analysis of the authorial effacement Hemingway learned from Maupassant and Chekhov, followed by fresh perspectives on the author's famous use of concision and omission, and analyzes how he created an entirely unprecedented role for fictional dialogue, exploring his methods of characterization, and categorizing his settings in the 53 stories that comprise his most important work in the genre.

A major contribution to Hemingway scholarship and to the study of modernist fiction, *Art Matters* was honored by the American Library Association

as "An Outstanding Academic Title for 2010" and called "Essential, All readers" by *Choice* journal.

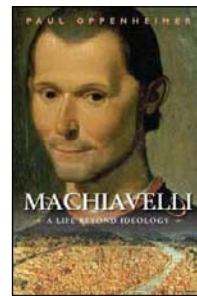
In Times of Danger Paul Oppenheimer '57 Spuytyn Duyvil Press, November, 2010



In his fourth collection of poems, *In Times of Danger*, novelist, journalist, professor, translator and widely-published short story writer Paul Oppenheimer '57 presents a love story

told almost entirely in brisk, often racy modern sonnets set against a background of the rural Hudson Valley and New York City—before, during and after the catastrophe of 9/11. "I need a form that I did not invent," writes Oppenheimer, "tuned by ancient anguish to impart/the strain of modern doubt: an instrument/just right, just now, on which to test my heart." His test turns into a struggle that sweeps up history, elusive love, preparations for war and the war in Iraq in more than 90 accomplished renderings of poetry's oldest and still most powerful form. *The Adirondack Review* wrote: "Focusing on New York City circa 9/11, Oppenheimer's poetry is in tune with the city's initial aloof insularity, and its post-attack fiery search for retribution, its brittle conscientiousness, and fragile heart. Yet, despite all this fireball and building-crumbling terror, hope is omnipresent throughout this book and adds an undeniable humanization to the work's whole." Dr. Oppenheimer, a professor at The City College and The Graduate Center of the City University of New York, is also the author of the broadly-cited investigation of the origin of the sonnet in thirteenth-century Italy, *The Birth of the Modern Mind: Self, Consciousness and the Invention of the Sonnet*.

A Life Beyond Ideology, Paul Oppenheimer '57 Continuum, December 29, 2011



A Life Beyond Ideology is a major new scholarly biography of Machiavelli, the first published in 30 years. Niccolò di Bernardo Machiavelli is not

only one of the most fascinating figures of the Italian Renaissance but indisputably among the most influential political theorists of any age. Machiavelli's adventurous life led him to notable heights as a diplomat and reformer of the Florentine military. His fall, exile and eventual rehabilitation came as swiftly as his rise. His experiential insights led to a shift in the perception of statehood, war and society from forms of stasis to those of process. All this unfolds in Prof. Paul Oppenheimer's '57 compelling recreation of Machiavelli's life as he actually lived it, from his family background and childhood, to his years as advisor to the Medici family, to his death and historical legacy.

See Yourself Sensing; Redefining Human Perception By Madeline Schwartzman '79 Black Dog Publishing, August, 2011

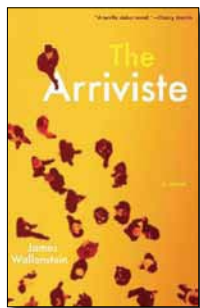


Did you know that we can see with our tongue? Or that we can plug our nervous system directly into a computer? With cybernetics, prosthetics, robotics, nanotechnology and neuroscience altering the way we perceive and experience space, the body has re-emerged as an important architectural site, revealing its astonish-

ing potential as a creative medium. In *See Yourself Sensing: Redefining Human Perception* Madeline Schwartzman, architect, filmmaker, artist and professor of architecture and art at Barnard College and Parsons School of Design, presents an explosive and unique survey that captures the fascinating relationship between design, the body, the senses, and technology. A timely discussion with cutting-edge design, *See Yourself Sensing* examines work from the last 50 years by artists, architects and designers who have been experimenting with the boundaries of our senses, changing the way we experience the world.

The Arriviste

By James Wallenstein '81
Milkweed Editions, June, 2011

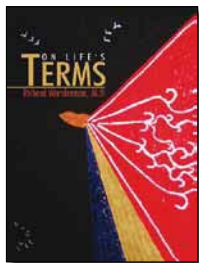


In a starred review *Booklist* described *The Arriviste*, James Wallenstein's '81 first novel as having "the muscular grace of an expert tennis player or strong swimmer," and as a nuanced tale of miserliness and ambition, emotional bankruptcy and betrayal. The narrator, silver-haired lawyer and venture capitalist Neil Fox, lives alone in his palatial house on Long Island during the 1970's. His wife has left him; his 17-year-old daughter keeps her distance; and he is still mourning his young son's death. Cigarette and drink in hand, Neil is cold, hostile, caustically witty, and adamantly solitary. But Bud Younger, the energetic and naïve 'arriviste' who has moved in next door with his loving family, wangles his way into Neil's fortress of anger and into a treacherous deal with Neil and Mickey, Neil's eccentric, avaricious brother and business partner, to set up a factory on a Caribbean island, setting in motion

events that hurtle to a startling and haunting conclusion. The story unfolds in scenes of hallucinatory intensity, from a commuter train ride to bacchanal parties. Author Clancy Martin called the book "A beautifully written story about all of the many different reasons we need love and are terrified to lose it."

On Life's Terms

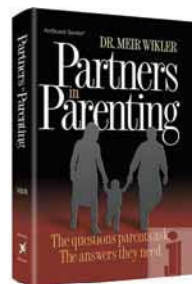
By Dr. Richard Wanderman '61
Xlibris, March 2010



In *On Life's Terms* poet, author and doctor Richard Wanderman '61 paints the animated world through lyrical verses and rhyme in this rich poetry collection. He expresses his artistry and humanity as he reveals his thoughts in poignant verses that encourage readers to ponder a variety of subjects, including imagination, choices, goals, healing the soul and more. A pediatrician who had a private practice, and who also practiced Clinical Ecology/ Environmental Medicine for 30 years, Dr. Wanderman notes that the focus of his writing is on "emotion and positive attitude which grew out of people watching and experience." One poem from the collection, "Choices in Life" begins: "Visions float in and out of our consciousness/Reminding us of past experiences and future desires. Each has its emotional value/A price tag exacted from our being..."

Partners in Parenting: The questions parents ask. The answers they need.

By Dr. Meir Wikler '65
Artscroll, March 2011



From the moment of their birth our children are our greatest pleasure—and often, our greatest challenge. Colicky newborns, a 2-year-old's tantrums, home-sickness at sleep

away camp, or the roller coaster adolescent years—being a parent can be puzzling, perplexing, and confusing. In *Partners in Parenting* psychologist and therapist Dr. Meir Wikler addresses the kinds of questions he has heard in his years of practice, and in providing advice to parents as an author and lecturer. Some of the issues seem simple, and are encountered by parents on a daily basis, but even these can become more complex, when it comes to agreement or disagreement between the parents, on such issues as strictness vs. leniency, relieving a child's anxieties, and many more. Dr. Wikler is a renowned family counselor and practitioner in the Orthodox Jewish community, and some of the questions he addresses and the answers he gives apply specifically to members of that community, but his advice is sound, and can be applied by all. ■

Send us a note to let us know how you're doing, online, via email, or through the mail. New class notes are posted online on a weekly basis until they appear in print in *Horace Mann Magazine*. Class notes received prior to March 1, 2011 can be found in the Class Notes Archive section on WWW.HORACEMANN.ORG/ALUMNI. Some of the notes that appear here have been shortened from the original material we received, in order to include all the news by alumni who keep in touch with Horace Mann School. However, these notes appear in their entirety on our website. We thank you for keeping us up-to-date.

1942

Benjamin Wormser wrote: This past July 1st, my wife and I celebrated our 67th wedding anniversary. Where did we meet? At the Field House at a Spring Dance hosted by the Class of 1940. My buddies (**Artie Aufses**, (the late) **Jay Pack**, **Edgar Simon** and **Earl Bronsteen**) and I went to the dance hoping to meet some nice girls. I spotted a pretty girl dancing with my classmate, **Merrill Garfinkel**, and I said "I'm going to cut in", a popular term used in those days. We danced and then we strolled around the football field twice. I knew right then and there that she was "the one" (imagine, at age sixteen!) While I was on leave from the Marine Corps, Edie and I were married and Dr. Arthur Aufses was my best man and is still a best friend today. Our first apartment, right after WWII, was available thanks to another classmate, **Alan Posner**, the owner of the property. It gives me great pleasure to share my story with the Alumni of HMS. I'm proud to say that I am a graduate of this prestigious school. **Don Hillman** continues to stay connected with Horace Mann School, as a member of the HM Alumni Council and attending HM events. He recently shared memories of his HM experiences for a history of the school being prepared in honor of Horace Mann's 125th anniversary. Don was the first executive producer of National Educational Television (NET) which became PBS. An interview with him about his work with Eleanor Roosevelt is archived in the Roosevelt Library.

1944

Dr. Jocelyn Schoen Malkin was elected president of the Association of Yale Alumni in Medicine in 2007, and was featured in a profile in the Yale Medicine alumni magazine in 2009. The article described Dr. Malkin's journey as a woman in medicine, and the challenges she faced after choosing to become a psychiatrist, going through her medical internship and psychiatric residency, and then seeking a position at a psychoanalytic institute—one she was denied as a young mother at the time. Dr. Malkin and her family eventually settled in Bethesda, MD, where she practiced, taught and supervised trainees for decades. Dr. Malkin has since settled in New Haven. Her term as president of the alumni association ended in June 2009, but she remains active with the Yale Medicine alumni association, and is also on the Board of Trustees of the Center for Advanced Psychoanalytic Studies (CAPS), a group of psychoanalytic professionals that meet throughout the year to compare cases, study procedures and discuss topics related to their practices. **Don Maggin** is completing a biography of jazz musician/drummer Max Roach, titled *Make it New: The Life of Max Roach*. Maggin worked with Roach and valued the drummer's openness to new forms of music. Maggin is the author of *Stan Getz: A Life in Jazz (1997)* and *Dizzy: The Life and Times of John Birke Gillespie*.

1949

Class Correspondent **Irwin Spiegel** sent in the following class notes this past summer.

Hello again. Carol and I are back in New York and getting used to the Third Avenue city sounds outside our living room window. Despite some minor medical issues, it was a good winter for both of us.

Before continuing, however, a brief word of apology to **Dick** and **Bob Miller** (and their respective wives). In my last class notes I published information from Dick Miller but erroneously attributed it to Bob Miller. It was clearly my error, for which I am deeply sorry to all the Millers concerned. Now for more current news:

As usual, I organized a SE Florida mini reunion lunch; the turnout was gratifying and a great time ensued. Those attending included: **Dick Asher**, **Dick Greene**, **Arthur Irwin**, **Dick Kleid**, **Mitch Rosenheim**, **Marv Rubin**, **Andy Taub**, **Jay Tischenkel**, **Peter Tishman**, and myself. After lunch, I asked for e-mail up-dates from those attending. Following are the replies I received.

From **Dick Kleid**:

"**Peter Tishman** and I now live in the same building in Palm Beach and recently attended the south Florida reunion luncheon. I am in my seventh year as a Town Councilman for the Town of Palm Beach and serving on the Centennial Commission planning for the 100th anniversary of the Town of Palm Beach. In May, I received the "Emeritus" award from the Palm Beach County Legal Aid Society for my long service to this organization."

From **Jay Tischenkel**: Thank you for putting together a really fun afternoon at Henry's with old friends. You asked for an update from each of us. I still work full time as Director of Institutional Advancement at Nova Southeastern University in Fort Lauderdale. NSU is the sixth largest private university in the country out of 1,600. That makes it larger than my alma mater, Columbia. I have three

children: two graphic artists and a doctor. From **Dick Asher**: I am an Affiliate Professor at Florida Atlantic University (unpaid) and do a lot of committee work in our community here in Florida. We go to our home in Kiawah, SC from spring until fall. Lots of golf and communicating with old and new friends both in Florida and at Kiawah. Not very exciting news, but it is all I have, unless you want to discuss medical problems and other problems of advancing age. Regards." From **Arthur Irwin**: "I wish I could relate something exciting to you, but my life is quiet and pretty unexciting. I just had my 80th birthday and my children made me a lovely party. I play golf a few times a week and still have a few friends to have lunch with. Other than that, life pretty mundane. See you next winter. All my best." From **Jerry Diamond**: "Hope this finds you all well. My son Gregory recently released an album titled 'Conduit'. It's all original music and so far we've received amazing feedback from everyone who has had a chance to listen. Regards." From **Peter Tishman**:

"Enjoyed joining classmates at the annual FL lunch. Proud to report my wife Lynn recently earned her Ph.D. from Columbia. Look forward to next winter's FL get-together. Regards." From **Marv Rubin**: "After many years, I'm finally cutting back on my real estate activities. As usual, enjoyed seeing classmates at our annual luncheon, and looking forward to next year's 'FL reunion.'"

1952

Alan Sklar, an Audiobooks star narrator, lent his sonorous voice to delight children throughout the Westchester Library system in a series of readings of appropriately spooky stories during the month of October 2011, and Christmas stories in December.

1958

Fred Flaxman has produced almost 200 hours of his "Compact Discoveries" public radio series since it started in

2002. You can listen to any and all of them at www.compactdiscoveries.com. Fred's book *Sixty Slices of Life... on Wry: The Private Life of a Public Broadcaster*, was awarded a 2011 Pinnacle Book Achievement Award in the memoir category in August. These awards have been given for more than 21 years by the North American Bookdealers Exchange (NABE) to honor some of the finest independently-published books in a wide variety of different fields. *Sixty Slices of Life... on Wry: The Private Life of a Public Broadcaster* is a tongue-in-cheek memoir, proceeding chronologically from what the author learned about life from his dog when he was eight, to when he learned that he was an old man in the Paris Metro at age 68. In between the reader experiences his humorous, behind-the-scenes adventures in public radio, television, and journalism.

1959

Tom Gutheil's wife, Shannon, won a development grant from the New York Drama League for her play.

1960

John (Jack) Lowe is still teaching and supervising residents at DC Children's Hospital. As President of the Chesapeake Bay Vexillology (flag) Society, he hosted the International Vexillology Society Congress in Alexandria, Virginia in August 2011. He spends his free time traveling to North Carolina and California to visit his four grandchildren. **Fred Clarke** writes: My wife (of 47 years in December) and I are retired since 2007 and live in Gibsonville, NC. We spend much of our time traveling, trying to keep up with nine grandchildren, trying to stay fit, and reading tons of ebooks (never thought I would give up the real books). Of course there is time spent on yard work and gardening. Occasionally we substitute teach or pick up a short term consulting assignment, but we are truly retirees. This is just a great time to do things we have never had the time to do. **Peter Waldman** writes:

"Blessed with three grandchildren in Mill Valley and Culver City, CA and teaching for 42 years in syncope between Venice, Barcelona and Jefferson's Piedmont Condition. Come visit." (Editor's note: Peter Waldman is William R. Kenan, Jr. Professor of Architecture at the University of Virginia. Read about his publications and awards at: <http://www.arch.virginia.edu/faculty/PeterWaldman/>)

1963

From **Kenneth Casazza**: "Hi class of 1963. Hope all is well with everyone. It's hard to believe that in two years we will be celebrating our 50th Reunion. It sure would be fun if we could all make it to HM for the reunion. Hope to see you then."

1964

Ed Beck has reestablished contact with many of his classmates through Facebook. Dr. Beck was presented with a Lifetime Achievement Award by Scholars for Peace in the Middle East in Jan. 2011 in Miami. He was also a nominee for The Jewish Federations of North America's National Jewish Heroes award, the annual award honors Jewish communal heroes from all walks of life. Dr. Beck, a Professor of Mental Health Counseling at Walden University, is being recognized for creating a network of international higher education academics, Noble Laureates, and college and university presidents to promote academic, peer-review researched debate about Israel, and for many more accomplishments. To learn more about Ed's work go to <http://www.jewishcommunityheroes.org/nominees/profile/edward-beck>. **The Rev. Dr. Peter C. Bower** participated in the recent Congress of *Societas Liturgica* (international and ecumenical society for liturgical study and renewal) in Reims, France. He presented a paper on "Enacting the Responsibility in Reformed/Presbyterian Congregations for Nurturing Baptized Members in the Christian Life."

1965

Meir Wikler's latest book, *Partners in Parenting: Questions Parents Ask and the Answers They Need* was published by Artscroll/Mesorah Publication in 2011.

1966

George Lowe retired from clinical practice of internal medicine on January 1, 2009, but is still active administratively, developing and running two large multi-specialty clinical practices for Mercy Health System-Baltimore. He and Betsy spend much of their time cruising around the world. **Martin Rogowsky** decided not to run for re-election in November. He retired after 13 years as a Westchester County legislator.

1968

Robert Paul Lamb received his Ph.D. in the History of American Civilization from Harvard University and came to Purdue University in 1991, where he is Professor of English and American Studies. The author of dozens of scholarly articles, his books include *James G. Birney and the Road to Abolitionism* (1994), *A Companion to American Fiction, 1865-1914* (2005), *Art Matters: Hemingway, Craft, and the Creation of the Modern Short Story* (2010); and *Reading the Hemingway Short Story: The Return and Value of Craft Criticism* (forthcoming 2012). Bob has received over forty teaching awards, including Harvard's Stephen J. Botein Prize, and Purdue's Liberal Arts Award for Teaching Excellence, the Charles B. Murphy University Outstanding Undergraduate Teaching Award, and induction into the Purdue Teaching Academy and Book of Great Teachers. Fifty-seven of his graduate students are now professors, and seventy-three of his undergraduates have gone on to graduate and law schools. In 2008, he was named the Indiana Professor of the Year by the Carnegie Foundation for the Advancement of Teaching, awarded to the top educator in the state in any discipline.

John Saunders is working on a production of Benjamin Britten's spiritual chamber opera "Curlew River," to be performed in September/October 2012/2013. The work will be among the first productions to be performed during the season commemorating the 100th anniversary of Britten's birth. John's proposal was one of nine that won Britten 100 Awards in an international competition. He hopes to receive enough sponsorship for the performance scheduled to be held in Israel, where Saunders lives and works in music and computer technology. Learn more at <http://curlewrivier.com>. **Ken Browne** premiered his film "Small School, Big City" in May 2011. The 30-minute documentary chronicles the story of Pace's School of Education in partnership with the City of New York in creating the groundbreaking Pace High School. Called an inspirational film for more information and a look at the trailer, go to: www.kbprods.com/smallschool.

1970

Franklin Lowe reported that the Lowe family had a marvelous experience visiting son and brother, Jensen Lowe '10 in the Peace Corps in the Philippines in May 2011. Frank is still active as a US Soccer Federation referee. **Bill Davis'** book *Autism Tomorrow* is available for groups to order. It provides advice on dealing with major issues in the lives of people with autism as they get older and includes contributions by Temple Grandin, Elaine Hall and others noted in the field. Davis is also available to speak on the subject at conferences and trainings for audiences ranging from educators, to attorneys, to law enforcement and emergency service providers. He can be contacted at 717-808-6122.

Hal Oringer reports that his daughter Molly, a student at Smith, is majoring in Arabic and religion. She was studying in Egypt, but left five days before the March 2011 revolution. She next worked in Israel for an organization that does mediation; she primarily will be acting as a translator for the

Palestinians. His son is at Endicott College on a merit scholarship where he is studying sports training therapy as well as playing on the baseball team. **Danny Moss's** daughter Rosie was recently in two TV commercials. One was for Kit Kat which was on MTV and the other for CarMaxx which went national.

From **Ken Flatto**: "Gov. Daniel P. Malloy has appointed me as executive director of the Connecticut Division of Special Revenue, which regulates gambling. This is quite an opportunity to help the State of CT and a great team assembled by our Governor Dan Malloy. It was a really hard decision to make to leave a job as Mayor which I have truly loved for 12 years and was still fairly strongly favored to win if I ran again, but this is a unique opportunity to work with an entire State government and to help hopefully to solve problems and make things work better!!!! My family is well (Liz still teaching middle school; Michael is working at a bursars office in University up here; Sarah is at Teachers College doing international education graduate work and working there too; Diana is honors roll at Brandeis, and Evan at University of Michigan).

1972

Arthur Drooker's *Lost Worlds: Ruins of the Americas*, was published in fall 2011 by ACC (Antique Collectors' Club), publishers of books about art and culture. This book of photography offers a powerful visual meditation on the cultures, conflicts and conquests that forged the New World. *Lost Worlds* represents the culmination of an intensive three-year project by Drooker, an award-winning photographer and writer whose research took him to 33 sites in 16 countries. His award-winning book, *American Ruins* (Merrell, 2007), was the first photographic survey of historic ruins throughout the United States. Drooker is also an Emmy Award-winning writer and director of television documentaries. Please visit: www.lostworldsbook.com

1975



Nicholas Chen has launched iChinaForum.com (<http://www.ichinaforum.com>), which brings together a network "of seasoned China experts with decades of success, sharing practical hands-on lessons from the front lines of Greater China, by presenting to the world the real face of a rapidly changing China." The site presents "candid views and inside knowledge on current trends in China from Chinese and international direct participants, through online interviews, live events, customized programs and publications, and traveling exhibits." Nicholas is also involved with www.goldenbridges.org which is leading Project Pengyou ("Friends" in Chinese), a 10,000 strong initiative between China and the U.S. On a June 2011 business visit to the U.S. Chen saw **Dan Levitan, Tony (Anthony) Billera** and **John Pai** in Seattle. "They were well," he reports. Nicholas also saw **David Rose** in NYC, and enjoys connecting with classmates on Facebook.

1976

Todd Morrison is very happy to report that his horse, Bongiorno Johnny, got up in the late stages to win the Vandal Stakes at Woodbine Racetrack in Ontario on Aug. 2, 2011. The son of Mr. Greeley-Mycupoftea provided great excitement for the whole Morrison Clan.

1978

Margaret Frank wrote: "I've been out of touch for a while, living in West Bengal, India. I went there on a Fulbright-Nehru

grant to do an experiential arts project exploring Western photography in Indian villages, from Colonial times to the present. The work is called Portraits for People (www.portraits4people.com). I know that there are a lot of HM folk who work overseas and even more who are photographers. I'd love to discuss the work with anyone interested."



Andy Caploe met up with world-class singer Fonzi Thornton '70 at NYC's landmark Lower East Side Sammy's Roumanian Steakhouse restaurant on April 21, 2011. Both were there to roast legendary comedy writer Tom Leopold ("Cheers"/"Will & Grace"/"Seinfeld") on his last night as a Jew: he converted to Catholicism on Good Friday, the next day, during Passover. At the end of the uproarious evening, which was attended by comedy writers from all over the country, roastmaster and the evening's host, Paul Shaffer, brought out a star-studded Gospel choir, which is where Thornton came in to join Leopold in "Oh Happy Day". Caploe was cast as "The Amazing Mishkin" an outer borough mentalist making a disastrous Manhattan debut, in "Tom Leopold Presents"—a post-modern variety show Leopold wrote with comedy writer Bill Persky, and presented at the famous Duplex Cabaret Theater on Christopher Street in NYC. Andy is also appearing as an improve actor at The PIT (Peoples; Improv Theater) in NY.

1979

Lynn Novick is the co-producer, with Ken Burns, of "Prohibition" the PBS series that aired in October 2011 and

is available on DVD. The three-part, six-hour documentary is set in the era of speakeasies and bathtub gin and tells the true story of the rise, rule and fall of the 18th Amendment to the Constitution. In conjunction with the broadcast PBS and Burns' Florentine Films partnered with the National Constitution Center in Philadelphia on a joint initiative to foster a national conversation about "Civility and Democracy" that aims to engage the public through educational resources, online discussions and a speaking tour. More information at: <http://www.pbs.org/kenburns/prohibition/>. **Paul Engelmayer** became a U.S. District Judge for the Southern District of New York on July 27, 2011 a day after he was confirmed by the U.S. Senate in a 98-0 vote. Engelmayer had been nominated by President Obama on Feb 2. A former law clerk for U.S. District Judge Patricia Wald and Supreme Court Justice Thurgood Marshall, Engelmayer was an assistant U.S. attorney in Manhattan (1989-94), rising to deputy chief appellate attorney in 1994. After serving as an assistant to the Solicitor General from 1994-96, he returned to the U.S. Attorney's office in Manhattan as chief of the major crimes unit from 1996-99, then was a partner at Wilmer Hale until becoming a judge. **Madeline Schwartzman**, a filmmaker, architect and professor in the Barnard and Columbia Colleges Architecture Departments and at Parsons School of Design, has published *See Yourself Sensing: Redefining Human Perception*, a fascinating study on the subject. Book launches and signings were held in September at the Diana Center at Barnard College, and at Eyebeam Institute for Art and Technology, in NYC.

1981

Regina Kulik Scully is Executive Producer of "Miss Representation", a film that explores how the media's misrepresentation of women has led to the underrepresentation of women



Regina Kulik Scully '81 with Gloria Steinem

in positions of power and influence. Acclaimed at the July 2011 Sundance Festival, the film premiered on the Oprah Winfrey Network on Oct. 20, 2011. Screenings at schools and colleges around the world are accompanied by related educational programs and curricula for students K-12, university age, and beyond. Combining interviews with film and TV stars and with girls, women and men of all ages the film is having a major impact. Several Horace Mann School alumni and administrators attended a screening in New York in October. For information on the film, curriculum or hosting a screening, please go to: Missrepresentation.org. A 28-year communications veteran, Regina is the founder of RPR Marketing Communications, a premier public relations firm representing clients such as Johnson & Johnson, Neutrogena, and Aveeno. Her work with young women in the beauty industry led her to found CareerPeeks, a nonprofit focused on expanding career options for young women. Regina has produced "Boyhood Shadows", a social-issue documentary about male survivors of child molestation. A passionate education reform activist, Regina and her husband John Scully opened their own successful charter school called Making Waves.

1982

Winnie Stachelberg and partner, Vickie Phillips, have twins, Will and Charlie (named for their Dads). They are great 3rd graders at DC's Horace Mann public school.

1983

Congratulations to **Michael Jivaras** who was awarded the Secretary of Defense Meritorious Civilian Service Award which is the second highest Civilian Award given by the United States Government. He received this award for his career work supporting the Department of Defense Expeditionary Airfield (EAF) Program with special emphasis on efforts supporting the Global War on Terrorism, support of White House Aviation Missions and development of the next generation Joint Strike Fighter Program. Michael is the Engineering Team Leader of EAF.

Pamela Rodman's daughter, Melissa '14 started 10th grade at HM in fall 2011. Melissa has been at HM since Nursery.

1984

Steven Chait and wife Lisa are delighted to share the news of the birth of their daughter Eliana Joelle born on September 21, 2010. The family including, older sister and brother, Hannah and Joshua, are happily living in Riverdale.

1986

David S. Bennahum is President and CEO of the American Independent News Network (AINN), which publishes a network of investigative news sites in six states and Washington D.C. AINN reaches over 500,000 readers a month. Reporters with AINN have won over 40 awards for excellence in journalism. Its mission is to investigate and disseminate news that impacts public debate and advances the common good in the interest of fostering an informed

citizenry. David's career in new media began as a founding writer with Wired magazine in 1994. His reporting on the rise of the Internet and its impact on our culture was published in The New York Times, New York magazine, and The Economist. David's business career included guiding online strategy for several Fortune 500 corporations and partnership in a New York-based private equity fund that invested in next generation wireless mobile services. His book, Extra Life: Coming of Age in Cyberspace, published in 1999, recalls the early days of teaching computing at Horace Mann in the 1980s. Learn more about his current work at <http://tainews.org/about/>

1988

After being re-elected in November 2010 to his fifth term in the New York State Assembly representing the East Side of Manhattan, **Jonathan Bing** accepted in July 2011 a position in the administration of Governor Andrew Cuomo as the superintendent of the New York Liquidation Bureau, The NYLB protects the interests of policyholders and creditors of insurance companies that have been declared impaired or insolvent, managing 60 distressed entities with more than \$3 billion in assets with a budget of over \$50 million. The Bureau's 260 employees are all based in Lower Manhattan, allowing Jonathan to forgo the Albany legislative session commute and spend more time with his wife, Meredith Ballew, their daughter Charlotte, and a baby boy expected in December 2011.

Congratulations to **Jennifer Slaybaugh** who was elected into the Franklin & Marshall Athletics Hall of Fame. She was a member of the soccer, softball and basketball teams at F & M. A three-time All-Middle Atlantic Conference (MAC) team selection in softball, Slaybaugh led the Diplomats to the MAC Southwest Championship as a sophomore and junior. **Jessica Lynn** is a lawyer working in NYC for the Manhattan District Attorney.

1989

Jennifer Melamed Ianuzzi is the founder of Strength for Sydney and the SMS Research Foundation, which supports research on Smith-Magenis Syndrome, a neurological condition which affects her daughter Sydney and about one in 15,000 people worldwide. The organization held its first walk/run (5K) in October. Details can be found at www.strengthforsydney.org. **Ilario Pantano**, appeared on “Fox & Friends” morning show the day after 9/11, as part of a segment on Veterans of Iraq and Afghanistan who are now running for Congress. Pantano discussed how his experiences serving our Country in the military motivated him to run for Congress. **David J. Goldsmith** and his wife Jennifer Ocean are thrilled to announce the birth of their son, Ethan Andrew, on September 11, 2011. Ethan brought pure joy and happiness to his family on an otherwise solemn day. He joins proud big sister Molly, HM Class of 2024. **Gil Shaham** has a busy concert schedule this year, including one that HM alumni will gather to hear. On October 8, 2011 Shaham played Brahms’ Violin Concerto in D Major with the Orpheus Chamber Orchestra at Lafayette College in Easton, PA. On October 25, he joined the New York Philharmonic in its “A Night at the Movies” performance of film music. Conductor John Williams invited Gil to be the featured artist at this concert. In March, the Alumni House and Development Office has reserved a block of tickets to hear Gil Shaham perform at its “Modern Beethoven” series. Conducted by Alan Gilbert, Shaham will perform Beethoven’s Symphonies No. 1 and 3 on Thursday, March 15, 2012. If you can’t join HM alumni for this concert you can hear Gil at an open rehearsal that morning at 9:45 a.m. The series continues with a concert Friday morning, March 16, 11 a.m., Sat. March 17, 8 p.m., and Tuesday, March 20, 7:30 p.m.

1990

David Leonhardt won the 2011 Pulitzer Prize, journalism’s highest honor, for commentary. The prize, announced on April 18, 2011, was awarded to Leonhardt for his weekly *New York Times* column, “Economic Scene” for what the Pulitzer committee described as Leonhardt’s “graceful penetration of America’s complicated economic questions” from the federal budget deficit to health care reform.” In winning the Pulitzer Prize David Leonhardt became the fourth former Horace Mann School *Record* editor-in-chief to be so recognized. Former *Record* editors Anthony Lewis ’44, Richard Kluger ’52 and Robert Caro ’53 were also awarded Pulitzers for their reporting or for the books they penned. Horace Mann School alumni have also won Pulitzers in music (Elliot Carter ’26), poetry (Anthony Hecht ’40) and biography (Justin Kaplan ’41). *The New York Times* appointed Leonhardt its Washington D.C. Bureau Chief in July 2011. The appointment was the first change in the Times’ editorial lineup, since Jill Abramson became executive editor. She described David as “one of our finest writers and most elegant thinkers” and said, “His keen understanding of how Washington works and the nexus of politics and economic policy make him a perfect leader of the Washington bureau at this moment.” David Leonhardt won the 2011 Pulitzer Prize for commentary for writing in his “Economic Scene” column. He joined the Times in 1999 and has taken on various writing assignments over the years, including economics reporter, staff writer for the Sunday Magazine and contributor to the Economix blog, which he helped create. Leonhardt said his goal in Washington is to help decode and demystify the ways of the capital in every respect.

On September 13, 2011 **Samantha Kleier-Forbes ’90**, along with her sister Sabrina Kleier-Morgenstern ’94 and their mother Michele Kleier, published a novel *Hot Property* (Harper Collins),

that takes readers past the doormen and into the glitz, gilding, and gossip of Manhattan society—via the world of high-end real estate. The authors are also President (Michele) and executive vice-presidents (Samantha and Sabrina) of Gumley Haft Kleier real estate brokerage, and co-stars of HGTV’s hit real estate reality television series “Selling New York.”

1992

David Itskowitch is the COO of Golden Boy Promotions, an international boxing promotional company established in 2002 by Oscar de la Hoya. The Los Angeles-based company is working on promoting a monthly boxing series at the Barclays Center in Brooklyn beginning in 2012. David and his wife Kim recently moved back to New York from Los Angeles (where he moved in 2007). He will be heavily involved in promoting the events.

1994

On September 13, 2011 **Sabrina Kleier-Morgenstern**, along with her sister Samantha Kleier-Forbes ’90 and their mother Michele Kleier, published a novel *Hot Property* (Harper Collins), that takes readers past the past the doormen and into the glitz, gilding, and gossip of Manhattan society—via the world of high-end real estate. (see note, 1990).

1995



Jonathan Fuld and his wife Elizabeth welcomed the arrival of their first baby,

Jack James Edward Fuld, on December 9, 2010. Jonathan is President of Fuld Fine Art in Manhattan, advising on the purchase and sale of high-end works of art. He may be contacted via FuldFineArt.com.

Many Horace Mann School alumni participated in "Action for Jackson" at the Sherry Netherland Hotel on Oct. 26, 2011. The annual fundraiser supports the Jackson Gabriel Silver Foundation (JGSF) launched by **Alex Silver** and **Jamie Grossmann Silver** to raise funds for research for Epidermolysis Bullosa (EB) and other rare diseases. The Foundation is named for their son who has EB.

Lee Rom and her husband Emmanuel Tesone are excited to reconnect with HM now that they have moved back to New York from London.

1996



Suzanne Bellet Price opened Sprout San Francisco, a natural and organic children's boutique, in San Francisco in 2009. She opened a New York City branch of the store in Manhattan on September 24, 2011. Sprout New York is located at 79th Street and Third Avenue. Suzanne was also named "Super Mom of the Week" by NYC's "Big City Moms" website that features events and information for mothers and families. To read the Big City Moms article about Suzanne and her all-natural mission go to http://www.bigcitymoms.com/SuperMom_SuzannePrice.php. To learn more about her innovative store go to www.sproutsanfrancisco.com. Suzanne is the mother of 2-year-old daughter

Hannah and, at this writing, another on the way.

Lindsay Franklin Taylor and Matthew Taylor '95 welcomed their first daughter, Kate, on March 3, 2011. Her proud brothers Maxwell HM '24 and Charlie HM '26 are thrilled with the addition of a girl to the family.

1997

David Koplik is currently an associate producer at MLB Network where he won a Sports Emmy for his work on the network's flagship show, MLB Tonight. MLB Tonight won for the category of Best Daily Studio Show beating out competition such as SportsCenter and Inside the NBA on TNT. MLB Network launched on January 1, 2009 and is currently available in approximately 60 million homes and continues to grow in just its 3rd year of operation as Major League Baseball's national cable outlet. David has been at MLBN since it first came on the air to cover "Our National Passtime All The Time."

1998



An exhibit of photographs and films by **Ben Lenzner** was featured in the HM Gallery from October 5th to Oct. 31s, 2011. Lenzner visited Horace Mann to speak with students about his work. The show included two recent bodies of photographic work, one about the Van Gujjar community of Northern India and another about the human interaction with the living world. Lenzner completed his MFA degree in documentary media from Ryerson University in Toronto in June 2011, and began a

Ph.D. program in screen and media studies at the University of Waikato in New Zealand in December 2011 on a fellowship. Scheduled to be in New Zealand for the next three years Ben said he will be "studying the cultural and social implications of the fact that for the first time in history more people, everywhere, than ever before, are documenting their lives. What does this mean for communities, culture, story telling traditions, the archive, etc.? He will be writing a lot but also creating short films as part of his Ph.D. field-work. He also plans on "finally pursuing (his) life-long dream of learning how to surf and getting in more earth time..." Ben has traveled widely and his images include work from various parts of the world. Images can be seen at <http://www.benlenzner.com/> and films at <http://www.vimeo.com/benlenzner>

1999

On March 15, 2011 **Nia Shepherd van der Velden** gave birth to a beautiful baby boy, William Walker van der Velden. Nia and her husband Mark are enjoying parenthood.



Pictured from left to right, **Bram Alden**, **Wesley LePatner**, **Soraya Slocum**, **Chris Lee**, **Nyssa Fajardo Lee**, **Chondita Chatterjee**, **Erica Battle**, **Anita Gupta**, **Andrew Brill**.

On Saturday, October 16, 2010, **Nyssa Fajardo** married **Chris Lee** at St. Patrick's Cathedral in New York City. The couple was honored to have former classmates **Berta Matos**, **Soraya Slocum**, and **Anita Gupta** as bridesmaids. The reception took place at the Mandarin Oriental, where guests danced late into the night. Other

Horace Mann alumni in attendance included **Bram Alden, Wesley LePatner, Chondita Chatterjee, Erica Battle, Andrew Brill**, Melissa Brown Eisenberg '95. The couple currently resides in Manhattan. Nyssa is a Senior Lecturer at Fairleigh Dickinson University and Chris is a Principal at Apollo Global Management, LLC.



Andrew Kane was married to Jenny Sharfstein, Fieldston Class of 2000 in November 2010. **Peter Bernstein, Charles Birnbaum** and **John Meckler** were all groomsmen and **Wesley LePatner** and **Michelle Bernstein** also attended. Charles' mom Ellen Birnbaum and Andy's parents Priscilla and Gerry Kane are also in the photo.

2000



Alan Blackwell opened Metropolis Wine Bar & Cocktail Lounge in Brattleboro, Vermont in July 2011. Alan and partner Alyssa Blittersdorf completely redesigned the interior of an existing restaurant to include a

downstairs lounge with couches and wingback chairs. The restaurant offers a rotating cycle of infused liquors made in-house by Blackwell and Blittersdorf, serves Tapas-style dishes, made mostly of Vermont meat and produce and vegetarian and vegan options. It's worth a visit. www.metropoliswinebar.com/

2002

Lauren Mavroudis and Michael D. Camarinos were married on June 25, 2011 at The Greek Orthodox Archdiocesan Cathedral of the Holy Trinity in New York City. A reception in celebration of their wedding followed at The Grand Ballroom at The Plaza Hotel. Lauren is the Vice President of Rio Vista Companies, a diversified real estate development and health care group in Northern New Jersey. Michael is an Assistant District Attorney at the Bronx County District Attorney's Office. Lauren has taken her husband's name.



2003

Nicholas Frisch and **Michael Pareles** are both studying in China on Blakemore Fellowships. Michael is at Tsinghua University in Beijing, and Nick is at National Taiwan University in Taipei, "but we'll still be getting together to eat Chinese food on Christmas," Pareles wrote. A former Editor-in-Chief

of *The Record* Michael Pareles, also commented on the "great news about David Leonhardt '90" who won a 2011 Pulitzer Prize for Commentary honoring his economics writing. "I remember when he took *The Record* on a tour of the NYTimes building in 2003. Couldn't have happened to a nicer a guy."

2004

Shaan Hathiramani and his brother Raj '03 have launched Harvey Prince, a beauty and fragrance company dedicated as a gift to and inspired by their mother. The company features boutique-quality yet affordable scents manufactured in the U.S. that are free of toxic chemicals, and use no animal testing. The company draws on the expertise of leading dermatologists, scientists and scent experts to create individual fragrances. Learn more about the company's fascinating story and products at www.harveyprince.com.

Jonathan Weissberg graduated from Hunter College and started Medical School at SUNY Upstate Medical College at the end of August 2011. Jonathan notes that none of this would be possible without the many positive experiences he had and valuable lessons he learned at Horace Mann.

After spending a period of time traveling in Australia, New Zealand and sundry other places, playing ultimate frisbee with the Australian National Team, **Tom Manewitz** is now studying law at the University of Minnesota Law School.

Logan Lowe is currently working for Prophet Capital, a hedge fund specializing in mortgage backed securities. He plays soccer at Chelsea Piers and Asphalt Green with HM classmates **Adam Parker, Brett Kasner, Chris Taussig** and **Ben Liss**.

2005

Kendra Howard graduated from Temple University with a BA in communications in 2009. She has since taught English in Italy, and has traveled and

done freelance writing for online travel and food publications. Kendra works as a freelance writer, and is seeking a full-time writing position. Examples of her lively writing—about New York, France, and more—can be seen at <http://kendrawanderlust.wordpress.com/>.

2006



Exciting news from **Ben Sann**: “I founded a website called BestParking.com in 2006, while attending Horace Mann. I came up with the idea while watching an episode of Seinfeld in which George refuses to pay for a parking space. I then rode around (during senior year) on my three-speed bicycle documenting all the parking facilities and their rates throughout Manhattan. Over the past five years, much has changed. We now employ 10 full-time employees and 50+ part-time rate surveyors, and have expanded to 18 cities and 79 airports throughout North America, with 47 more cities coming in 2011. BestParking.com is visited by over 150,000 loyal users each month and our iPhone, Android, and BlackBerry apps have been downloaded onto over 100,000 devices. Our API and XML feeds (our core data) is also distributed via licensing agreements with Google and Microsoft. Recently, BestParking won the “Investor’s Choice” and “3rd Place Overall” awards at the NYC Big Apps competition, backed by the City of New York and BMW i Ventures: <http://www.youtube.com/watch?v=YwyBJZkpy28>. The award was presented by Mayor Bloomberg, and the judges included prominent VCs, CEOs, and city officials, including Fred Wilson of Union Square

Ventures, Jack Dorsey of Twitter, and the Commissioner of the New York City Department of Information Technology and Telecommunications.” **Rachel Williams** is president of the student body at Goucher College.

2009

Congratulations to **Zach Malter** who was elected Student Body President of Wesleyan University for the 2011-2012 academic year.

2011



Katie Dinan won the Gold Medal in the Adequan FEI (International Equestrian Federation) North American Junior and Young Rider Championships (encompassing the US, Canada and Mexico) in Lexington, KY on July 31, 2011.

Sophie Miller was one of 70 high school graduates from 15 countries accepted to study at the Weizmann Institute of Science in Rehovot, Israel through the International Summer Science Institute (ISSI). Working in organic chemistry Miller assisted a PhD student who was examining a new conductive polymer recently discovered at Weizmann. Miller participated in harvesting the nanoparticles of the polymer dissolved into a solution. The

conductivity of the particles may make them useful in a variety of products, from windows to solar particles.

John Liss is taking a gap year to explore the real estate industry before entering Harvard in September 2012. A licensed salesperson, he is working at Gumley Haft Kleier, where Samantha Kleier Forbes '90 and Sabrina Kleier Morgenstern '94 are executive vice presidents. ■

Memorials

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.

Please note that the names of several alumni appear in the Memorial listing, but they are not eulogized here. Their memorials will appear in the next issue of *Horace Mann Magazine*.

Dante Salvatore “Bick” Caputo ’38 Community Leader

(excerpted from The Riverdale Press)



Horace Mann School mourns the passing of Dante Salvatore “Bick” Caputo ’38 on April 7, 2011 at the age of 91. He was affectionately called “Mr. Riverdale” by friends and members of the Riverdale community, earning the title through his service to his

neighbors and his neighborhood.

The youngest and smallest of five Italian children, his parents called him “Piccolino.” Eventually shortened to “Pick” and mispronounced “Bick” by his friends, the name stayed. When Bick Caputo arrived in Riverdale as a 10-year-old in 1930, ground had not yet been broken for the Henry Hudson Bridge and the Henry Hudson Parkway.

Caputo was a proud graduate of Horace Mann School, and remained in touch with the school throughout his life. He went to Williams College earning a bachelor’s degree before entering the Army as a private in 1942, and leaving as a captain. He pursued a six-decade-long career in insurance at New York Life Insurance. A year after joining the company Caputo qualified for its Top Club, and remained a Top Club, President’s Council or Million Dollar Roundtable member every year of his long career. Always involved with “helping others” he raised money for many organizations, including the Riverdale Neighborhood House, where he served as vice president for many years. He was also treasurer of the Williams Club in Manhattan. When his first wife, Kathleen Buckner, whom he married in 1943, died of polio in 1950, Dante Caputo became involved with the March of Dimes’ fight against the disease.

He married his second wife, Emily Stull, in 1976. Tending crops of eggplant, tomatoes and basil at his home overlooking the Hudson River, he was also a passionate Yankees and Rangers fan, known to all at Madison Square Garden. The Rangers honored him with a ceremonial hockey stick. In 2009 the Riverdale Yacht Club, where Caputo was an active member, named its clubhouse for him. Dante Caputo is survived by Kathy Caputo, Thomas

Caputo, Patricia Andersen, Penny Blevins, Pamela Potter and Peter Potter, eight grandchildren and four great-grandchildren.

John Avery Tillinghast ’44 Distinguished Scientist and Engineer

With sadness Horace Mann School notes the passing of John Avery Tillinghast ’44 on May 7, 2011 at the age of 84. He was the son of the late Dorothy and Charles Carpenter Tillinghast, Horace Mann Head of School from 1920-1950. John A. Tillinghast was educated at Horace Mann, and then studied at Columbia University, while serving in the U.S. Navy V-12 Program. From 1948 to 1949, he earned a BSME and a MS degree, and was the Honor Graduate.

John Tillinghast began his career in 1949 at American Electric Power Service Corp. rising to the position of vice chairman and senior executive vice president of engineering and construction in his 30 years there. Upon retiring in 1979, he joined Wheelabrator Frye Inc., in Hampton, New Hampshire as senior vice president of technology. He held various executive positions in Allied Advanced Technology Group, Allied Signal International, Science Applications International Corp., TILTEC, Great Bay Power Corp and BayCorp Holdings LTD. His professional knowledge and experience spanned steam turbines, nuclear energy systems, fossil fuel plants, transmission and distribution systems, alternative energy projects, cogeneration and other innovative technologies, including patentee of generative unit control system. He was a member of the National Academy of Science and a Fellow of the American Society of Mechanical Engineers.

Tillinghast was an Elder of the Reformed Church of Bronxville, N.Y., and a member of the United Church of Christ of North Hampton. He gave generously of his time supporting many non-profit and professional associations. He was predeceased by his beloved wife of 52 years, Mabel, and is survived by his daughters Katherine Brickley and husband John, Susan Trainor and husband John, and Abigail Ryan and husband Sidney; four grandchildren, one great-grandchild, and his brother David Tillinghast ’47, and several nieces and a nephew.

In a memorial in *The New York Times* upon John Tillinghast’s death Horace Mann Head of School Dr. Thomas Kelly and Board Chair Steven M. Friedman ’72 wrote: “Generations of Tillinghasts have come through our School doors and we remain grateful for their contributions and impact. We extend our heartfelt condolences to Mr. Tillinghast’s loving daughters, Katherine, Abigail and Susan and their families; brother David Tillinghast HM 1947 and his wife, Lisa; his nieces, nephews and many friends. He will be deeply missed.”

Hans Julius Baer '45

Former Chair of the Julius Baer Group and Volker Commission Member



Horace Mann School is saddened by the death of Hans J. Baer '45, who was a head of the Julius Baer Group, and one of Switzerland's most prominent bankers. Hans J. Baer died on March 21, 2011 in Switzerland at age 83.

For nearly 50 years, from 1947 to 1996, Baer devoted his creative energy and professional life to developing what was at first the family-controlled Julius Baer Group, a company engaged in domestic and international banking and global asset management, based in Zurich, Switzerland. He served the company as partner beginning in 1958, as president of the executive board from 1975 until 1993, and as chairman of the board in the three years before his retirement. Milestones under his leadership included the initial public offering of Julius Baer Holding Ltd. in 1980 as well as the opening of branch offices in New York in 1982 and London in 1984. Hans Baer also played a leading role as a member of the Volcker Commission investigating Holocaust assets, and serving, in his words, "as a connecting bridge" between the World Jewish Congress and the Swiss Bankers Association.

Baer went to Lehigh University following Horace Mann. In his memoir, *It's Not All About Money—Memoirs of a Private Banker*, Baer recalled his active student life at Lehigh, as president of his fraternity, editor-in-chief of the student newspaper, winner of varsity letters on the swim team, and cello player in the orchestra. Baer graduated from Lehigh in 1947 with a B.S. in industrial engineering. In 1950, he received his M.A. in economics from New York University. He was a Christ Church Visiting Fellow at Oxford University and a Visiting Fellow for the Weatherhead Center for International Affairs at Harvard. He became a Lehigh trustee and was given an honorary doctorate by the University in 1997. Baer was a passionate supporter of the arts who served as Chair of Switzerland's Tonhalle Society from 1982 to 1992, as the founding President of the Board of Trustees of the Zurich Festival in 1997, and endowed several arts-related initiatives at Lehigh. Baer was predeceased by his wife, Ilse, and is survived by his daughter, Monique, son, Raymond, and his wife Gabriele, and four grandchildren

Ira Harvey Cohen '51

Poet, Photographer, Filmmaker, Publisher and Editor

With sadness Horace Mann School notes the passing of Ira Harvey Cohen '51 on April 25th, 2011 at the age of 76.

Ira Cohen was an innovative and original poet, photographer, filmmaker, publisher, and editor, and a self-described "Electronic Multimedia Shaman." Educated at Horace Mann, Cornell and Columbia, he spent the early 1960s in Tangier, Morocco, where he lived and worked with William S. Burroughs, Brion Gysin, and Paul Bowles. While there, he prepared his first major work; editing and publishing the anthology *Gnaoua* (1964). This volume contained work by Burroughs, Gysin, Jack Smith, and others. In the late 1960s, Cohen developed a photography process in his "Mylar Chamber", producing distorted, iconic photographic portraits of Jimi Hendrix, Smith, Robert LaVigne, Angus MacLise, Pharaoh Sanders, and Burroughs, among others. In 1968 he made his first film, "The Invasion of Thunderbolt Pagoda", a baroque, underground experimental film. The following year he produced the experimental film "Paradise Now in Amerika" documenting the Living Theatre's 1968 tour. In the 1970s he lived in Kathmandu, Nepal, and operated the publishing house Bardo Matrix, publishing books and broadsheets on handmade rice paper by authors including Gregory Corso, Charles Henri Ford, Bowles and MacLise, as well as several books of his own, including *Gilded Splinters* and *The Cosmic Crypt*.

Returning to New York City in the early 1980s Cohen continued to write and publish poetry and stage exhibitions of his photography. In 1986, he directed the film "Kings With Straw Mats", a documentary about the Kumbh Mela festival, India's annual pilgrimage and gathering of holy men. From the early 1990s on he wrote poetry and edited numerous books and periodicals (*Ins & Outs*, *Third Rail*, *Nexus*, and *15 Minutes*). In the last years of his life, in increasingly declining health, Cohen gave local poetry readings and received a wide array of friends and admirers to his home on 106th Street, where they would listen as he told stories, read poems and cast insights. Cohen is survived by children Raphael Cohen, Lakshmi Cohen, David Schleifer, and Rafiq el Shenawi of Egypt, and daughters-in-law Kristina Cohen and Janet Schleifer, as well as two grandchildren, and his loving sister Janice Honig and devoted brother-in-law Charles Honig.

Melvin Friedland '53
of Friedland Properties

Horace Mann School regrets the passing of Melvin S. Friedland '53 on July 12, 2011. A graduate of the Albany College of Pharmacy, he was a retired pharmacist and a retired veteran of the U.S. Air Force. Together with his brother Lawrence '56 Melvin Friedland built upon a family history of property ownership and founded Friedland Properties in 1960. The brothers developed a portfolio of over 100 properties on the East Coast, and became the largest landlord on the gold coast of Madison Avenue. Known for his generosity and his story-telling Melvin Friedland was also a generous supporter of Horace Mann School. He was predeceased by his wife Pauline Friedland, and is survived by Merilyn and Joseph Geisberg, Gayle and Roberto Glik, and Jennifer and Eric Friedland, and by eight grandchildren. He is also survived by his brother Lawrence '56 and sister-in-law Marilyn Friedland.

Edward R. Busch '54
Attorney, and Devoted Horace Mann Alumnus

With sadness Horace Mann School reports the passing of Edward R Busch '54 on December 10, 2010 in Savannah, Georgia after a long illness. Ed Busch's wife Ellen shared with Horace Mann the deep affection he had for his alma mater, writing, "He loved Horace Mann dearly and told me so many wonderful stories of his experiences," and "continued his close, cross-country friendship with Joel Kluger '54 until Joel's untimely death."

After graduating from Horace Mann, Busch went to Princeton. There he majored in English as a member of the Special Program in Humanities and was inducted into the Phi Beta Kappa Society. He graduated from the Harvard Law School in 1962. Combining his legal education with security analysis he joined the New York Society of Security Analysts. He held executive positions in: commercial printing, telecommunications and recorded music. Upon his Princeton class' 50th reunion Busch wrote: "In 1985 my wife Ellen and I left Connecticut and the corporate world, purchased a business in Hilton Head, S.C., and, in 2000 retired because of my ill health. I've done my share of travel, both domestic and foreign, and have lived throughout the country. Now I continue as an avid reader of American and foreign literature and occasionally perform some pro bono work. We are delighted to be living in Savannah, a city that inspired us with awe since our first trip to the Deep South over twenty years ago." Ed Busch is survived by Ellen Busch, to whom heartfelt condolences are extended.

Steven Klein '55
Former News Professional and Owner of
Mermaid Transportation Co. Inc. in Maine

Horace Mann School regrets the passing of Steven Klein '55 of Kennebunk, Maine on July 31, 2011 at age 74 after a brief illness. Klein graduated from Syracuse University graduating, in 1959 with a bachelor's degree in communications. He then worked in public relations and in news for CBS News, ABC and Katz Media Group covering historic events such as JFK's assassination. Moving to Woodbridge, Conn., where he lived for over 20 years, where he was an active civic member and worked in retail, commercial real estate and as a financial advisor.

In 1994, Klein moved to Kennebunk and purchased Mermaid Transportation, Maine's Premiere Passenger Transportation Company. Klein bought Mermaid in 1995 and operated the business for 16 years. During his tenure, the company provided transportation to more than 100,000 customers traveling to and from airports, hospitals and schools throughout New England. He was remembered by his employees as a person who cared about his workers and did what he could to help people... Klein's daughter, Crissa Klein, described her father as an outgoing guy, saying "Most people knew him for his jokes, laughs and his smile. I think a big part of his business in Maine was built around his relationships and his loyalty to people." Klein was also a gifted photographer.

He is survived by his wife, Sue; his daughter, Crissa Klein and son-in-law Jarret Lewis; two grandchildren; sister-in-law, Beth Trier, and brothers-in-law, Donald Klauber and Ken Meyerhoffer.

Dr. Richard J. Levine '56
Eminent Preeclampsia Researcher

Horace Mann School is deeply saddened by the death of Dr. Richard J Levine '56, an outstanding physician-researcher who died on April 12, 2011 in Washington D.C. at the age of 71 following a long illness. A graduate of St. Louis University and Harvard Medical School Dr. Levine made significant contributions to our understanding of preeclampsia, and worked tirelessly on problems important for the health of pregnant women and their unborn children while battling a devastating disease during the last three years of his life. His published results appeared as late as January 2011, and he was working on new manuscripts at the time of his death.

A physician who had a highly varied career of significant contributions Dr. Levine was a Peace Corps volunteer in Iran before focusing on epidemiology. He next served as an Epidemic Intelligence Service Officer with the Centers for Disease Control. Stationed in Bangladesh, he documented

that the effluent from a cholera hospital was responsible for the spread of disease to the surrounding villages. Next posted to the health department in Alabama he documented occupational lead poisoning at a smelter, and diagnosing epidemic hysteria at a high school. This diagnosis gained him recognition as a leading expert in this condition at that time. Dr. Levine moved on to the Chemical Industry Institute of Technology in Research Triangle Park, North Carolina, where he studied male fertility.

The greatest achievements of his career were yet to come. In 1991 he joined the National Institute of Health's Child Health and Development Division (NICHD) as a senior investigator in the Division of Epidemiology, Statistics, and Prevention Research.

For the next 20 years, he would focus on pregnancy research and preeclampsia, a complication that affects 3 to 5 percent of pregnancies. In the U.S. the condition is rarely fatal, but can lead to lasting health problems. In the developing world preeclampsia is a leading cause of maternal death, killing as many as 75,000 women a year.

Discovering that preeclampsia was still a major cause of maternal and fetal mortality, and how neglected research and funding was in this area, Dr. Levine spent the rest of his career working on related problems. During the 1990s he led the first major multicenter trial to determine if calcium supplementation could prevent preeclampsia. This work inspired others, and today the World Health Organization is embarking on both preventative and therapeutic calcium projects in countries where calcium intake is low. "Dr. Levine's NICHD career was an example in patience, persistence, and seizing opportunity," said Dr. Alan E. Guttmacher, a director at the NICHD. "Soon after he joined the institute, he undertook a large study... When the study showed the treatment didn't work... he held the biological samples from the study in storage for possible future use. Years later, he learned about the work of a promising young researcher who had a new theory of preeclampsia" and "forged a collaboration with the young scientist, contributing the stored samples to the effort. The two went on to confirm the theory and establish the biochemical basis for the high blood pressure central to the disorder."

Dr. Levine is survived by his wife Verena, and two daughters, Adele and Nicole.

Parviz Nafissian '58

of UBS, and a Devoted HM alumnus

Horace Mann School regrets to note the passing of Parviz Nafissian '58 on August 18, 2011. A graduate of Oberlin College and Brooklyn Law School he was a devoted Horace Mann alumnus. He was affiliated with Morgan Stanley for 20 years and UBS for eight years. He is survived by wife Barbara, and children David and Sheryl, and by granddaughter Elizabeth.

Timothy Neil Sundel '76

Mechanical Engineer

Horace Mann School mourns the loss of Timothy Neil Sundel '76 on March 21, 2010 at age 51. He attended Syracuse University, earning a B.S. in Mechanical Engineering in 1981. He was employed by Carrier Corp. and eventually worked for ENRON Energy Services. Since 2003, he was employed by United Technologies Research Center, East Hartford, Conn, and had moved to Hartford with his family. Timothy Sundel was most proud of the two patents he held in Marine engines. A true family man, he enjoyed grilling, reading, antiquing, swimming and visiting museums. Sundel earned renown through his swimming. While working as a lifeguard he was tapped for an Almond Joy commercial and sang the tagline "Sometimes you feel like a nut." He is survived by his wife Patricia Sundel, and children Matthew and Emily, and by his mother Penny Sundel and his sister Cathryne A. Sundel, and many nieces and nephews.

Thomas P. Reilly

Horace Mann School Foreign Languages Teacher



Horace Mann School mourns the loss of Thomas P. Reilly, who taught foreign languages in the school's Upper Division for 44 years, and chaired the department for 32 of those years. Mr. Reilly died on April 27, 2011 at the age of 85.

Horace Mann School administrators described the teacher, who retired in 1996, as "a dedicated, skillful teacher of foreign languages, a fastidious scholar who spoke 11 languages, who was also... a compassionate advisor to generations of students."

Born in Waterbury, Conn. on July 7, 1925, Reilly received his B.A. from the University of Connecticut, his M.A. from Middlebury College, and did graduate work at the University of Grenoble, France, Laval University, Quebec, the University of Mexico, Columbia University and NYU. He served in the army during World War II. An avid traveler who liked to tell stories, during his lifetime, he visited more than 150 countries and every continent. One of Mr. Reilly's hobbies involved traveling on each of his milestone birthdays. On his 40th birthday, he traveled to Timbuktu, his 50th was celebrated on the shores of the Amazon, his 60th in Russia, and his 70th birthday in Turkey. He served as president of the Kingsbridge Historical Society and was a member of the National Rail Society and Canal Society. He is survived by his sister, Ann Rutigliano, and her husband, Frank, his brother, Eugene J. Reilly, and several nieces and nephews. He was predeceased by his sister Mary Mukosey.

TOM REILLY REMEMBERED

Ken Roberts '58, who lives in London and was an exchange student at Horace Mann memorialized his former teacher and friend, Tom Reilly, in the following reflection:

I met Tom Reilly in the fall of 1957 when I came to Horace Mann as an exchange student, the first to visit from the UK in his fledgling international program. He became both my mentor, and a very special lifelong friend. He was a man whose principles were fiercely held, and followed with conviction, integrity and courage.

Thus, we should remember that he developed the Exchange Program at HM when the Cold War was getting colder, and isolationism finding strong advocates in the US. Moreover the first partner school he found for HM was in Germany, scarcely 10 years after the end of World War II. Whilst perhaps not a natural first choice for a school with a strongly Jewish tradition, its symbolism as a means by which to further new understanding and reconciliation was both real and striking.

Similarly he pioneered the teaching of Russian at HM in a decade when McCarthyism had cast a pernicious shadow of suspicion and false accusation—and one from which educators were far from immune. Tom told me, much later, that he had indeed felt vulnerable and faced fierce questioning and criticism at the time, but he persisted with his initiatives because he believed they were the right things to do, which would yield incremental benefits to the school and beyond. It is to the credit of HM that the bulk of its

faculty led by Dr Gratwick, and its wider community, supported him in both significant endeavours, which rightly flourished and impacted positively on the lives of many, including my own.

We met whenever and wherever our paths would cross, happy and convivial occasions when he would delight in reporting the ‘goings on’ at the School, usually with hilarious yet always kindly humour. As often as not, this was directed at himself, and especially so when he also recounted the many incidents—which lesser mortals would call disaster—that befell him on his constant travels.

But on his many trips around the world, he was no ordinary traveller, and not for him the dash to tick off a list of major tourist attractions. As the extraordinary person he was, his interest and passion was to find the unusual, the off-beat, the quirky, that special little island, or village, or restaurant, or bar that was like no other, and to enjoy to the full the local “specialities” and characters he always found there. So, it was actually dear Tom Reilly in 1963, in London where I was by then working, who introduced me to the Ebury Wine Bar and Gordon’s Vinters, two little gems which are still amongst my favourite haunts today. In turn I am happy to pass on his recommendations to all who may visit here—may you enjoy the experience as he did, and be sure to raise a glass, or several, to his memory.

Ken Roberts '58
London, October 2011

In Memoriam

Horace Mann records with sorrow the deaths of the following graduates and members of the Horace Mann School community and extends its sympathies to all family and friends who have lost loved ones. Memorials of some of these alumni will appear in the spring 2012 issue of Horace Mann Magazine.

- | | | | |
|--------------------------------|--------------------|-------------------------------|--------------------|
| Robert Markewich '36 | APRIL 25, 2011 | Samuel Messiter '46 | SEPTEMBER 27, 2011 |
| Rodney D. Dalton '37 | SEPTEMBER 15, 2010 | I. Michael Heyman '47 | NOVEMBER 19, 2011 |
| Howard L. Blum '37 | JULY 1, 2011 | Edward Elkind '48 | OCTOBER 8, 2011 |
| James H. Van Raalte '38 | AUGUST 18, 2010 | Samuel Hellinger '49 | AUGUST 2, 2011 |
| Dante S. Caputo '38 | APRIL 7, 2011 | Arnold Weinberg '49 | AUGUST 3, 2011 |
| Thomas Z. Van Raalte '38 | APRIL 16, 2011 | Ira Cohen '51 | APRIL 25, 2011 |
| James Sondheim '38 | AUGUST 6, 2011 | Mark Saulnier '52 | AUGUST 8, 2011 |
| Albert H. Lewis '38 | DECEMBER 6, 2011 | Michael Nussbaum '52 | OCTOBER 5, 2011 |
| Tania Khmel Markow '41 | MAY 14, 2008 | Daniel A. Cohen '52 | OCTOBER 29, 2011 |
| Ellen Irvin Newberry '42 | JUNE 7, 2011 | Melvin S. Friedland '53 | JULY 12, 2011 |
| Donald E. Wolf '41 | JULY 7, 2011 | Edward R. Busch '54 | DECEMBER 10, 2010 |
| Alan Posner '42 | NOVEMBER 12, 2011 | Stephen Klein '55 | JULY 31, 2011 |
| John A. Tillinghast '44 | MAY 7, 2011 | Richard J. Levine '56 | APRIL 14, 2011 |
| Piero Weiss '44 | OCTOBER 2, 2011 | Tor Mattsson '56 | APRIL 9, 2011 |
| Jay Manacher '44 | NOVEMBER 4, 2011 | Parviz Nafissian '58 | AUGUST 18, 2011 |
| Hans Julius Baer '45 | MARCH 21, 2011 | Paul Guberman '74 | SEPTEMBER 23, 2011 |
| Harold Russek '45 | AUGUST 23, 2011 | Timothy Sundel '76 | MARCH 21, 2010 |



THE CHARLES CARPENTER TILLINGHAST SOCIETY

Founded in 1990 to honor the memory of Horace Mann School's second headmaster, Charles Carpenter Tillinghast, **The Charles Carpenter Tillinghast Society** recognizes the generosity of those individuals who have made provisions for the School in their estate plans or have made a planned gift to the School. Their support ensures the contin-

ued excellence of Horace Mann School in the future. We are grateful to those who have chosen to support Horace Mann School in this personal way.

To learn more about planned giving opportunities, please contact Melissa Parento '90, Director of Development, at (718) 432-3456 or melissa_parento@horacemann.org.

Members of The Charles Carpenter Tillinghast Society

Matthew Abramson '91*
Howard Appell '28*
David Arnold '65
Jacqueline Aronson
Anthony Bentley '63
Liza Chianelli Bové '82
Michael Brintzer '50*
Jack Brown '31*
Helen Lehman Bутtenwieser '23*
Arnold Cohen '56
William Cooper '62
Edward Costikyan '41
James Couzens '34
Alfred Davidson '29*
Helen Ederheimer Dawes '36*
John Dirks '35*
Alfred Eisenstaedt '27*
Richard Eisner '52
Robert Eisner '47
Mark Ellman '63
John Erdman '42*
Joel Fairman '46
Richard Fisher '59*
Frederick Flatto '42*
James Fogelson '60*
John Freund '50
Eugenia Gale '27*
Margaret Gale '24*
Henry Geldzahler '53*

Alan Gilbert '53
Walter Goetz '32*
Ruth Smith Goodstein '78
John Green '24*
Margaret Armstrong Green '26*
Philippe Grelsamer '40*
Peter Gross '55
Norman Grutman '48*
Philip Harris '36*
Everett Hayes '38*
Horace Henry '33*
Melvin Hershkowitz '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 Kaufmann 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 Bazinet 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 Grossmann Nass '78
Herbert Neuman
H. Robert Nissley '38*
Helen Hirsdansky Ostrow '27*
Trevor O'Neill*
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 Steyer '65
Joseph Stetz, Jr. '60*
Alan Stroock '25*
Elouise Conte Sutter '42
Arthur Sweeny '24*
David Tillinghast '47
Robert Tishman '33
Melville Tucker '34*
John Turner '28*
Frederick Veit '31*
George Wallerstein '47
William Wallstein '32*
Efram Weiss '38*
Robert Werner '29*
Donald Wolf '41

* deceased

125 Years Create Multiple Memories, and Reasons to Support Horace Mann School


Celebrations in honor of Horace Mann School’s 125th anniversary are underway, with programs for students and alumni throughout the school. New initiatives on behalf of alumni continue to connect graduates of Horace Mann from across the generations with the HM community of today. As Horace Mann’s alumni visit campus, or gather at events, they inevitably exchange reflections on favorite classes and teachers, or the big games, theatrical performances or the pranks and pratfalls that create meaningful memories—and keep HM’s alumni and families connected to this school. These memories are also among the many reasons Horace Mann’s community supports its school through its Annual Fund. In honor of Horace Mann’s 125th year, we offer 125 of these recollections, in no significant order, to stir your own memories of your school. Please, keep the conversation going, by submitting your own memories to: magazine@horacemann.org, and add your support by clicking on

WWW.HORACEMANN.ORG/SUPPORT.

- | | | | |
|---|---|--|---|
| 1 What <i>is</i> in that time capsule we buried on Clark Field in 2001? | 16 The Dorms | 35 “Sleeping privileges”: \$2.50 | 50 “Hit the pause button.” |
| 2 “On the Hills Above the Hudson” | 17 “The flowers are freezing, awaiting the warmth of the spring. And then they bloom.” | 36 pehee-nuee-nuee | 51 The Quinnmen |
| 3 “Back to your nest, birdie.” | 18 Senior Slump | 37 Basketball Ivy team of ’65 | 52 Hazen Gymnasium |
| 4 The Trailers | 19 Lean-tos at Dorr | 38 “Things are more the way they are now than they’ve ever been before. And that’s gotta change!” | 53 “You would never wear your underwear outside your clothes, so don’t put a period or comma outside quotation marks.” |
| 5 Moment of silence in creaky Crazy Creek Chairs | 20 The Loeb’s Pond | 39 Ultimate! | 54 A. Bardena McIntosh |
| 6 Song Fest | 21 “The Bishop Orders His Lunch” | 40 “The Commandment” | 55 Chapel |
| 7 Gilbert and Sullivan | 22 “We’ll see.” | 41 Pedro homers over the tennis courts | 56 Dorr’mores |
| 8 Choice! | 23 “Men of Harlech” | 42 Scuba Club? | 57 Library Wall: “Be ashamed to die until you have won some victory for humanity.” |
| 9 Hatching chicks | 24 “There will be a war, and you will be in it.” | 43 “The time is now.” | 58 “No Limits!” |
| 10 Survivors | 25 The Lion Roars | 44 Lit Chat Sleepover | 59 Buzzell Game |
| 11 The Fourth Floor of Tillinghast | 26 “Be well.” | 45 Coach | 60 “Gloomy the Days When We Must Leave Our Beloved Horace Mann” |
| 12 “There is more to teenage life than sticking your face in a book for 70 hours.” | 27 Sixty seconds of Peace | 46 “You don’t tie, you don’t eat.” | 61 Graduation Leis |
| 13 The Purple “B” | 28 Middle Memories Time Capsules | 47 Wonder Walk | 62 Madame |
| 14 Senior Absurdity Day | 29 “Business is Is-ness” | 48 “All loyal to Horace Mann, fair Alma Mater” | 63 Fifth Form Carnival |
| 15 Game goes extra innings; bus driver leaves; team walks: Fordham Prep to HM | 30 <i>Record</i> polls | 49 “First let me see your combs, nail files, and handkerchiefs.” | |
| | 31 The rooftop playground | | |
| | 32 Middle Memories | | |
| | 33 The Barnard Bears | | |
| | 34 “What’s the Sig?” | | |
| | | | 64 Push ups |
| | | | 65 “The first rule of education: ask yourself questions.” |
| | | | 66 “Buy your candies at Andy’s. They’re dandies.” |
| | | | 67 Audrey!!!! |
| | | | 68 Red flag for Ms. Balletta |
| | | | 69 Singing “Hallelujah” at the holiday concert |
| | | | 70 “The Year of the Whale” |
| | | | 71 Cold Cut City |
| | | | 72 “SALVE!” |
| | | | 73 “It’s the poor workman who blames his tools.” |
| | | | 74 Trashketball |
| | | | 75 Camp Moosilauke |
| | | | 76 Dollar Day |
| | | | 77 The Siberians |
| | | | 78 Home Plate: Tibbett Ave. |
| | | | 79 Survivors |
| | | | 80 <i>MAGNA EST VERITAS</i> |
| | | | 81 White dresses |
| | | | 82 Exchange students |
| | | | 83 Lou & Tito’s: “Where the elite meet to eat” |
| | | | 84 “Buildering” up Tillinghast |
| | | | 85 Mr. B’s carpool |
| | | | 86 The <i>Record</i> 100 th |
| | | | 87 Fake dive 44—bootleg. T.D. vs. Riverdale |
| | | | 88 “Peas and carrots, peas and carrots...” |
| | | | 89 Saturday night dances |
| | | | 90 “Let’s get everybody in a room and talk about it.” |
| | | | 91 Killer Kane and Joe Badoogie |
| | | | 92 Stella’s |
| | | | 93 Trolley up Broadway |
| | | | 94 “The moment someone says he is better than someone else is the moment he loses his humanity.” |
| | | | 95 Tennis courts and wooden track on 4 Acres |
| | | | 96 Elevator passes: \$5 |
| | | | 97 Color war |
| | | | 98 “I was born at night but it wasn’t last night.” |
| | | | 99 Mark Twain teaches math?! |
| | | | 100 The Muscat Wall |
| | | | 101 The Breezeway |
| | | | 102 Dorrientation |
| | | | 103 Varsity Club |
| | | | 104 Saturday Morning Tutoring |
| | | | 105 Williamsburg, Grade 6 |
| | | | 106 <i>Mannikin</i> Dedications |
| | | | 107 The Commandment |
| | | | 108 The CAT |
| | | | 109 “Firsties” |
| | | | 110 The car in the cafeteria |
| | | | 111 The Forum |
| | | | 112 “Just walk away.” |
| | | | 113 Carnation Day |
| | | | 114 The Junior Carnival Goldfish |
| | | | 115 Advisory Groups |
| | | | 116 Cross Country Magic Circle |
| | | | 117 Class Day |
| | | | 118 Class Day <i>Record</i> Issue: Deadline 6 a.m. |
| | | | 119 Senior Scream |
| | | | 120 The Bookstore |
| | | | 121 Book Day |
| | | | 122 David’s Corner |
| | | | 123 “Those dancing feet, on 42 nd Street” |
| | | | 124 When Ms. Walker wanted to work for JetBlue |
| | | | 125 “We were strangers met in friendship...” |

COMMUNITY, COMMITMENT AND SUPPORT

Annual Fund 2012 runs from July 1, 2011 through June 30, 2012



The Annual Fund is Horace Mann School's yearly campaign to raise unrestricted funds in support of the School's daily operations and is the cornerstone of our Development program. Strong support of the Annual Fund means that our School is able to continue its proud tradition and fulfill its mission of giving each student the finest academic experience possible. Please call Kristen Pietraszek, Director of Annual Giving, or Elizabeth Barge, Assistant Director of

Alumni Giving, at (718) 432-3450 with any questions or to make your gift over the phone.

Thank You For Your Support.

HORACE MANN SCHOOL

ALUMNI HOUSE AND DEVELOPMENT OFFICE

231 WEST 246TH STREET, BRONX, NY 10471

(718) 432-3450 FAX (718) 432-3010 WWW.HORACEMANN.ORG



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To the parents of recent graduates:

Please help us update our records,
 with current address for our young alumni.

HORACEMANN
 calendar

January	February	March	April	May
27-28 UD Dance Concert	23 Alumni Council Winter Party	2 MD/UD Choral Concert	11 Women's Issues Club Dinner	19 HM's 125 th Anniversary Celebration
	25 Buzzell Games	12-14 LD Arts Festival	12 UD Book Day	
		15 Alumni at NY Philharmonic/Gil Shaham '89	20 Acappelloza	
SAVE THE DATE: May 19, 2012 125th Anniversary Celebration			26-28 Guys and Dolls	