



# THE BULLETIN

November 2001

*Published jointly by the Horace Mann School and the Parents Association*

## Mullady's Statement Concerning the Events of September 11th

*by Dr. Eileen Mullady, Head of  
School (Excerpted from the RECORD)*

Nothing prepares us for tragedy that comes in the form of evil. The terrorist attacks of Tuesday morning are both shocking and frightening; how do we respond to devastation that is out of our control. Across the country, people have offered their help, blood, homes - their lives, even - for those in need. People have responded with heightened humanity, with all the decency and compassion they can muster. In the end, our individual generosity is what we can control, and aside from the basic good that it represents, it is a powerful counterbalance to terror imposed from without.



The whole community of Horace Mann reached out on this Tuesday to help students and families through a difficult day and night. Compared to the needs of people downtown, ours were mercifully small, but the outpouring of support was enormous. Students comforted friends who had no news from a missing parent. Families took students in for the night; faculty, staff and administrators stayed until every student was safely placed. We were mobilized by the good will of thousands of people; everyone could feel its force.

As the sorrow of others and the horror of what has happened overwhelms us in the days ahead, we should take comfort in a community that has shown its full and open heart.

## A Normal Week

by Patricia Zuroski, Head of Nursery Division

When October arrived we felt relieved. It was, after all, not September, a month that challenged us all emotionally, physically and spiritually.

October 1, 2001 was a brisk fall Monday morning. We turned up the heat and within minutes of the 9:00 arrival time the heat detector in the boiler room set off the new alarm system. Evacuation has taken on new meaning in schools everywhere. The children, who had not yet had a chance to practice a fire drill, responded with confidence to the clear directions of the adults. It was reassuring to know that we had begun to gain the trust of the children so they would follow our lead when it mattered the most.

On October 2, 2001 we had our first gym class in Riverdale. Asphalt Green is under renovation this year and we arranged to hold gym classes in Riverdale. Two kindergarten classes were the first to try this new arrangement and went by school bus to the gym on the Upper School campus. Their gym teacher, Mrs. Surhoff, greeted them at the field. Her familiar face, in this less familiar setting, made them feel "at home" in Big Horace Mann School.

October 3, 2001 was the morning of our new parents reception. We decided to involve parents in a learning experience to help them "wear their children's shoes". We chose three curriculum topics: block building, writing and music. When adults are asked to take learning risks just as children do every day there is a lot to be learned about how it feels to be a child in school. "It wasn't that easy," one parent remarked after negotiating with her teammates to build a space ship. The start of the evening was telling in itself. When parents discovered that we had assigned

them to groups and had separated couples, the separation anxiety was palpable.

On October 4, 2001 the Nursery Division kindergarten had its first gardening day in the Nursery's Riverdale garden. The garden, located across from the Lower School, was started last spring. We had two specific goals for the day's gardening. One, to pot the geraniums we'd planted in the spring and take them indoors for the winter. Two, to plant mums in their place. When the first shovels went into the ground the children quickly discovered worms, spiders, grubs, and other creepy crawlers. The excitement over these creatures and the acorns that blanketed the lawn, turned out to be the day's lesson. The children guided the lesson with their enthusiastic response to discovery and to quantifiable tasks.

Friday, October 5, 2001, was the 5th day of our first 5-day week of school. The children's energy for work was somewhat tempered by five consecutive days of school. Their energy to be outdoors was increased by five days in school. At the end of a full week there is a rhythm to the days that become part of the routine of school. Friday marked the end of a normal week.

Are we back to normal? Yes, as long as we agree on our definition of normal. In school normal means predictable and dependable routines. Normal is having open communication among adults. Normal is listening to one another so that we can be responsive to the needs of the community. Normal is not simply what we did before September 11th. Normal is what we do every day to ensure the safety of our school community, to keep the life of the mind our priority, and to maintain a healthy connection and balance between home and school life for our children.

**TABLE OF CONTENTS PAGE 3**

## A Letter From the Editors

### Dear Parents,

We, the new editorial board of the Bulletin, wish to introduce ourselves and to share with you our plans for this year. It is our goal to continue to serve as another source of information and communication between the school and the parent community. As such we join with the HM Website, the Record, all of the other mailings, and the Notification Chain that are in place to keep you informed about issues and events at school.

The beginning of this school year, even before the tragic events of September 11th, was extraordinary. Our students in the Middle and Upper Division were returning to a campus under construction. Faculty and Administration were scattered, classes were taught

in trailers, books were sold in the cafeteria. Computers, the library, and even the switchboard were to be found in new quarters. Despite all of this there was a wonderful spirit of adventure. There was a sense of cooperation at every level to make the best of a potentially disruptive environment.

When the news of the attack on our city and our country reached the school, our administrators, faculty, and students all came together at each level to draw strength as a unified community. Horace Mann provided comfort and safe haven to all of its members until arrangements could be made for each and every person. Parents, grandparents, uncles, guardians, and friends all pitched in to make sure that every student was housed until he/she could be reunited with family.

This extraordinary collaborative effort proved that we are a community. This extraordinary event showed us the need for enhanced communication and planning. This coming year we will feature articles which will allow us to reflect, rebuild, rethink and eventually return to a normal way of life, which will ultimately, deepen our sense of community. It is to this end that we, the new editorial staff of the Parents Association Bulletin, hope to serve our school. We welcome your thoughts, and we most certainly appreciate your readership.

Thank you.



# THE BULLETIN

Published jointly by the Horace Mann School and the Parents Association

#### EDITOR IN CHIEF

Dominique Horah-Nañez

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Bernice Hauser

#### MANAGING EDITOR

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*Lower:* Nicole Eisenberg, Julie Farr, Danna Levy Riback, Bellanca Rutter

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Arlene Lieberman

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#### CONTRIBUTING EDITORS

Toni Bernstein, Lauren Bloom, Renee Brodie, Peg Crane,

Nicole Felton-Ginsburg, Cynthia Frankel, Lisa Fuld, Wendy Gold, Benita Goldstein, Mindy Heyer, Wendy Philips Kahn, Betsey Kent, Dani Koplik, Olivia Koppell-Levy, Martha Kosyk, Nicole Kubin, Marjorie Kuhn, Deborah Lamm, Antonio Nañez, Judith Quincy, Ann Salinger, Pam Stuchin, Joyce Taylor, Beth Torres, Lisa Yeh

#### Please submit articles, ideas and opinions to:

Dominique Horah-Nañez at 3050 Independence Avenue, Riverdale NY 10463

Phone: 718.549.6405 | E-Mail: Nanez@worldnet.att.net

Bernice Hauser at Horace Mann, 231 W. 246th St., Riverdale, NY 10471

Phone: 718. 432.3831 | Fax: 718. 432.3604

### Counseling Services

The Department of Counseling and Guidance throughout the school divisions has made itself available to the students at all times and has also set aside specific periods of the day to meet with students in groups and individually. The department is also available to parents and faculty as needed or requested.

The psychologists and guidance personnel have dispersed literature to assist the adults in speaking with students about current incidents and trauma in their lives. Some of the articles distributed include *Talking with Children When the Talking Gets Tough*, *Managing Traumatic Stress: Tips for Recovering from Disasters and Other Trauma Events*, *the American Red Cross Helping Young Children Cope with Trauma*, and *About Our Kids.Com Attack on the U.S.: Guidelines for Teachers in the Classroom*.

On Friday, September 14th, the Guidance Department, along with Dr. Lawrence Weiss, convened a voluntary breakfast meeting in the cafeteria for all faculty members who wished to get together to talk about the recent events and how they can help their students. They plan to make this a continuous series in which invited guests who are experts in dealing with this kind of situation will address the faculty and converse with interested individuals.

**Roundtable  
Discussions with  
Dr. Lawrence Weiss,  
Head of Upper Division**

Meeting location to be announced

5:30 PM

January 31, 2002

April 25, 2002

RSVP Wendy Gold (212) 472-2531

**“Coffee with Marian”  
Head of Middle Division**

Meetings are held in the

Lower Division

Barnard Room

9-10:00AM

November 16, 2001

February 15, 2002

**Friday Morning Coffee  
with Dr. Tobolsky  
Head of Lower Division**

Meetings are held in the

Lower Division

Barnard Room

9:30-11:00 AM

January 11, 2002

April 5, 2002

**Coffee with  
Patricia Zuroski  
Head of Nursery  
Division**

Meetings are held

in the Lobby

9:15-10:15 AM

December 11, 2001

March 8, 2002

May 9, 2002

**Table of Contents**

**In Every Issue**

News of the School.....P4-5

Helping Hands.....P 6

Seeds From Our Garden...P10

Sports & Recreation.....P18

HM Theatre Schedule.....P14

Calendar.....P18

**Featured Articles**

A Normal Week  
by Patricia Zuroski.....P 1

Barry Scheck  
by Wendy Gold.....P 7

Diversity Training  
by Juliet Bailey.....P11

Counseling in The After-Math  
by Pam Stuchin.....P 6

Marcel Parker, Dir. of Diversity  
Nursery Division  
by Lissette Mallary.....P10

**Curriculum Hi-Lights**

**New Grade Web Pages**  
by Bellanca Rutter.....P12

New Upper Division Courses  
by Sara Deutsch.....P13

Lower Division Social Studies  
by Lynn Koch.....P10

Chess in the Kindergarten  
by Patricia Zuroski.....P12

Middle Division Sports  
by Deborah Lamm.....P15

On to St. Petersburg  
by Anita Hathiramani.....P8

**A Joyous Holiday Season and a  
Happy New Year to our students and  
parents from Dr. Eileen Mullady,  
Head of School, and the Horace Mann  
Board of Trustees.**

The *HM Directory* is mailed to the parent body prior to the opening of school. If you did not receive your new directory by the beginning of October, please contact your Parents Association representative. All additions and changes must be made in writing, and mailed to the Admissions Office at Horace Mann. Please call Linda Mandel at (718) 432-3841, if you need an extra copy.

# News of the School

## UPPER/MIDDLE DIVISIONS

**Frank Caparelli**, Upper Division Math Faculty, was prominently mentioned in an article written for the Academy of Science by Allison L.C. de Cerreno, a former HM student, who is the director of the New York City's Academy of Science's Science and Technology Policy Program. Mr. Caparelli had convinced Allison not to drop math in her senior year at HM and persuaded her to take calculus. Allison commented how important it was in her life to have had that persuasive personal discussion take place.

**Karen Johnson**, photography teacher, is participating in a group exhibit at the Sinclair Art Galleries, Coe College, Cedar Rapids, Iowa. She is showing a 30 by 45 inch photograph with text.

**Kim Do**, Middle/Upper Divisions Visual Arts Chair, showed two large paintings in the lobby of 717 Fifth Avenue. It was part of an exhibition of art inspired by the Hudson River. The show was held during September and October of this year.

**Geraldine Woods**, Upper Division English Faculty, has written English Grammar for Dummies. It is now available in most bookstores.

**Dora Barlaz**, Middle/Upper Divisions Science Department, was a recipient of the Fulbright Memorial Fund Teacher Program. She visited cultural sites, local industries, had a home stay with a Japanese family and visited primary, secondary, and Japanese teachers colleges during her stay. She earned this honor from a national pool of over 2700 applicants. This program allowed Ms. Barlaz to travel over this past summer to Japan for three weeks in an effort to promote greater inter-cultural understanding between the two nations. The trip was fully funded by the government of Japan.

**Don Yates**, Upper Division Art Faculty, took pictures of the World Trade Center site Thursday, September 13<sup>th</sup>. They can be seen at [www.hawk.net/NewYork](http://www.hawk.net/NewYork).

**Mr. Lionel Garrison**, Upper Division Mathematics Chair, gave a presentation at the Eastern Regional Conference of the National Council of Teachers of Mathematics in Somerset, New Jersey, in October. His presentation was entitled Computer Algebra Systems on the College Board Math Test Implications for Math Curricula.

**The Orchestra and Jazz Ensemble**, under the leadership of **Darin Lewis**, Chair of the Middle/Upper Divisions Music Department, traveled to England with our students during the summer. Forty-three students gave concerts in London, Birmingham, and St. George.

**Dr. Jeffrey Weitz**, Upper Division Science Department, was prominently featured in the publication *Private School Insider*, Sept.-Oct. issue, 2001. Dr. Weitz had participated in a panel discussion (along with George Davison, Head of Grace Church; Susan Estess, Head of Lower School at Allen Stevenson and William Pahlka, Director of Studies at Riverdale Country School.) His comments regarding, the *content of curriculum*, were relevant and reflected the values and mission of HM.

**Bernice Hauser**, Director of Intercampus Activities, led two workshops at the New York State Adoption Conference on Sunday, November 18<sup>th</sup>, in Rye Brook, New York.

## MIDDLE DIVISION

At the ATIS fall meeting at the Brearley School on November 8<sup>th</sup>, **Marian Linden**, Head of Middle Division, took part in a panel discussion entitled *Working with High Maintenance Parents*.

**Marsha Kleinman**, Middle Division English Chair, participated on the Middle School Classroom panel entitled *Spotlight on Literature*; **Dr. David Schiller**, Upper Division English Chair, participated on the Upper School Classroom panel of *Spotlight on Literature*.

Two students in the Middle Division were selected as winners by the New York City Department of Environmental Protection in their 2001 Water Conservation Art and Poetry Contest. **Naomi Mishkin** prepared a three dimensional clay painting called Dutch Water. Naomi was chosen as Bronx Boro winner. **Natasha Tonge's** poem, The Unknown Giver, was chosen as city wide winner.

## LOWER DIVISION

**Connie Tobolsky**, Technology Consultant, and **Dr. Steve Tobolsky**, Head of Lower Division, took part in the Alaska AIDS Vaccine Ride. During their summer vacation, they rode their bikes over 400 miles in the very hilly terrain between Fairbanks and Anchorage. The Tobolskys raised \$12,000 for the Aids vaccine research.

## FACULTY EDUCATION

**Meredith Cullen**, Physical Education Dept., was awarded an MS from Manhattan College.

**Caroline Bartels**, Librarian, received a MLS from Queens College.

**Jacqueline Burke**, Financial Aid/Admissions Office, was awarded a BA from Nyack College.

**Sheldon Wertheim**, Technology Department, received a BA from Queens College.

## New Faces at HM

### Nursery Division

Abraham Diaz Assistant Teacher  
Meibelle Ku Assistant Teacher  
Rafael Velez Assistant Teacher

### New Role at HM

Kanoe Bunney Head Teacher  
Andrea Heffner Head Teacher

### Lower Division

Michelle Terry Assistant Teacher  
Sharon Sparrow Library Media Specialist  
Heather Cook Assistant Teacher  
Lauren Fisher Assistant Teacher  
Lin Snider Music/Drama  
Jessica Sabel Assistant Teacher  
Marielle Coadic French/Spanish  
Christof Knoche Music

### Middle Division

Cynthia New Learning Specialist  
Kathy George English  
Louise Parmis English

### Upper Division

Sarah Wigodsky Science  
Christine DeRunk Science  
Manna Ohmoto-Whitfield Science  
Lea Elliott Math  
Ann Pfau History  
Nicky Enright Art  
Shengli Zhu Math  
Andrew Trees History

### Dorr

Russell Glenn Teacher  
Catherine Rawson Teacher  
Christine Harwzinske Teacher

### Development

Christine O'Connor Assistant Director of Annual Giving  
Ruth Seligman Director of Publications

### Administration

Dana Haddad Assistant Director Nursery & Lower Divisions Admissions

### New Role at HM

Jacqueline Burke Assistant Director of Financial Aid

### Support Staff

Nurie Hasandjekaj Development Assistant  
Margo Kennington Admissions Secretary  
Sandra McNeill Library Aide  
Marlene Myhal Admissions Secretary

## Summer on the Hill Thanks Goldman Sachs

Dr. John McIvor, Director of Special Programs at Horace Mann, has announced that Goldman Sachs has given a grant in the amount of \$85,000 to Horace Mann's Summer on the Hill Program. The grant supports the expansion of this academic program for 180 public school children in grades three through eight.

It provides the children with fifty percent more class time than the school has been able to offer in the past. Classes in language arts, math and science, will now begin at 8:30AM and end at 2:00PM. Students will have lunch and a recreation period. They will have access to private busing to and from Horace Mann. Also included in the grant are funds for the further development of services that the program offers its alumni.

There are presently 125 students from the program who have been placed in thirty five different independent, private and specialized public schools in Manhattan and the Bronx. This grant helps foster the academic counseling and guidance that the program will be able to offer its students as they advance towards their college careers.

Dr. John McIvor is Executive Director of Summer on the Hill, an enrichment program for public school children who attend required Saturday classes in preparation for the Summer on the Hill program at Horace Mann.

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[WWW.horacemann.org](http://WWW.horacemann.org)

**THE GENERAL STORE** is a one stop shop for books and more for the entire family. The store is operated by the Horace Mann Lower Division Parents Association for use by the entire Horace Mann Community. The store offers the latest selection of books and more via an on-link to Amazon.com. When you shop at **THE GENERAL STORE**, the Horace Mann Lower School Library receives up to 15% of the proceeds from the sale  
**SUPPORT YOUR SCHOOL AS YOU SHOP**

# Helping Hands

## Counseling in the Aftermath of 9/11/01 with Dr. Jeremy Leeds '72

by Pam Stuchin

September 11th began as a routine day at Horace Mann until Dr. Mullady interrupted classes to tell the news that we now know so well. Our children first heard of the destruction of the Twin Towers from their teachers and heads of divisions. Our world changed that dark morning. Emotions were stirred as never before. Suddenly the role of the Guidance and Counseling Department, headed by Dr. Jeremy Leeds, had to focus to find ways to help our community deal with this horrendous act. They have reached out to faculty, parents and students, lending support and guidance, offering concrete advice and organizing referrals to help us through this critical time.

The school's initial response required organization, flexibility and sensitivity by the entire community. Dr. Mullady gave her faculty license to handle the crisis with their classes. With tireless effort, our devoted teachers met with the students in assemblies and small groups, allowing time to answer questions and listen to the children's concerns. Everyone worked to arrange places for the students to go at the end of the school day. Parents quickly arranged emergency phone chains to deal with news to come. The school was mobilized for some students to stay overnight. Our community worked together, with extraordinary effort and care, to get through that day.

The next day, there was no school and there was time to think about the enormity of the events of the day before. Dr. Leeds started to develop a new program to deal with this new trauma. The best way to bring the community together and lend support would be through meetings with staff, assemblies with students and contacting families through the Horace Mann website.

On Thursday, September 13th, Dr. Mullady, Dr. Weiss, Dr. Leeds and Mr. Castleman began by meeting with faculty and staff. Some of the teachers lost people close to them in

the attack and were very affected. Dr. Leeds listened to concerns and distributed materials that offered options for dealing with the crisis. His staff remained available throughout the day to listen to anyone who needed to talk. In small and large groups, in classrooms, in hallways, in the cafeteria, conversations were heard everywhere. Helping was the goal.

This crisis highlighted how much we, as a community, are already involved with helping and caring for others. Students quickly developed plans for food drives, money collections and sales of ribbons and cookies to aid families of the victims of the WTC attack. Making sandwiches to give to the rescue workers became the activity for the day. Parents called, offering their services to help the school deal with the crisis. At Horace Mann, the road to healing was paved with caring for those in our school, city and nation.

By the end of that Thursday, Dr. Leeds started contacting parents who are psychiatrists, psychologists and social workers to explore possible initiatives and activities we might undertake to help our community. A meeting was set up for the next day, to include the guidance department, the heads of divisions, Marjorie Kuhn, representing the Parents Association, and the parent helping-professionals. Those present at the meeting worked to understand the needs of the community and considered ways to offer support in an appropriate and effective way. Trauma experts stressed that it is best to return to normal routines, as much as possible, and not be deterred or immobilized by the shock, sadness or fear. They offered their hospitals and agencies to lend expertise to our staff. School, at its best, gives routine and stability, and Horace Mann put its energies to this end. Therapists emphasized the need to be available to talk with the faculty, students and parents as needed. Abby Wolk offered her time to meet with parents of all divisions

at the Nursery School. Wendy Reiter felt that faculty and students needed a continuing support system set up. Selected staff members and student mentors were taught to help others by lending an ear. The idea of an ongoing information center, a central location where students could meet to get updates, fund raise or just talk with adults was very popular. Flexibility and responsiveness will be key as our needs change in the future.

The Horace Mann website, [HoraceMann.org](http://HoraceMann.org), has facilitated communication efforts and allowed Dr. Leeds to reach out to the entire community. Since September 11th, he has offered a continuous series of links with a wide range of articles giving guidance to parents and teachers. The articles address ways of talking with children about the attack, teaching gentleness to our children touched by violence, different emotional reactions experienced over time and advice on when to seek professional help. Curriculum recommendations cover multiple subjects from conflict resolution to economics to world history. Articles will continue to evolve and promise to be helpful to parents, faculty and staff in dealing with their grief, fear and anger.

The events of September 11th sparked a new meaning to the word community. Our school, our city and our nation must help each other through this crisis and move on. With the efforts of Dr. Jeremy Leeds and the Department of Counseling and Guidance, Horace Mann offers a place to grapple with our feelings as we reach out to others to offer support. Dr. Leeds' office will serve as a clearinghouse for activities related to the events of 9-11. He and his staff remain available to help any members of our community in need.

## Professor Barry Scheck '67 Receives the 2001 HM Alumni Association Award for Distinguished Achievement

By Wendy Gold

Professor Barry Scheck was awarded the Horace Mann Alumni Association's Award for Distinguished Achievement at a reception on September 25th at The "21" Club in Manhattan. Professor Scheck, who graduated with the class of 1967, is currently Professor of Law, Director of Clinical Legal Education, and Co-Director of the Innocence Project at the Benjamin N. Cardozo School of Law of Yeshiva University as well as a respected author. He is the 63rd recipient of this award, joining an illustrious list of others including Arthur Hayes Sulzberger '09, Charles C. Tillinghast, Jr '28, Anthony Lewis '44, James R. Schlesinger '46, Allard K. Lowenstein '45, Honorable S. William Green '46, I. Michael Heyman '47, and Morris Lasker '34.

David Jacoby '72, President of the HM Alumni Association, welcomed the gathering of alumni, administration, faculty, distinguished guests and friends of Horace Mann. He introduced Fred Graham, Managing Editor and Chief Anchor of Court TV, who then introduced Barry Scheck. Professor Scheck is one of today's most celebrated defense attorneys. He primarily handles civil rights cases, and he represents clients who are well known (O.J. Simpson and Abner Louima) as well as unknown. In the late 80's Prof. Scheck recognized the potential importance for the use of technologically sophisticated DNA proof in the determination of guilt or innocence. His work since 1992 has helped to exonerate 95 people who were wrongfully convicted, and he receives thousands of letters from those who seek his help in proving their innocence.

In their dialogue about "actual innocence and public attitudes" Mr. Graham asked Professor Scheck whether we should err on the side of wrongful conviction or wrongful exoneration. Scheck emphasized the need to reduce the chance of convicting the innocent while increasing the ability to incarcerate the guilty, who



*Lawrence Bailey, Barry Scheck, and distinguished guest  
Picture provided by Development Office*

may go free and may commit other crimes while the wrong person is in prison, possibly facing the death penalty. Prof. Scheck spoke of how his efforts have caused some states to set a moratorium on the use of the death penalty. He described his attempts as a New York State Commissioner of Forensic Science to accredit forensic laboratories and to determine why existing procedures often give distorted reports. Speaking of his book, Actual Innocence, he described cases where people were wrongfully convicted due to bad defense, junk or fraudulent forensics, or unreliable eyewitness reports.

Professor Scheck is very much involved in improving the process of law enforcement. He stated that the unique opportunity to prove someone innocent is time limited. Unfortunately our forensic system, unlike that in the U.K., is not able to handle the screening of over 400,000 backlogged cases in a timely manner. He feels that testing all those who are arrested in order to establish a data bank for future identification is important but impractical. It is very expensive to use DNA testing. His work for the Innocence Project is unique in that it is pro bono, and he relies on foundations and private donations along with the help of students and faculty from 27 schools of law and journalism

around the U.S. to handle those cases which he accepts.

Dr. Mullady then greeted the evening's guests and spoke about Barry Scheck and the class of '67. She noted that in the 34 years since Prof. Scheck graduated there have been many changes: in dress code, in the conversion to co-education, in the introduction and improvement of technology, and in the organization of the school. However, she said that the standards of the school remain high and the students "have as great a sense of activism and are as committed as ever." She found in the *Mannikin* of the class of '67 that Scheck had always been a vigorous advocate. He had served as president of the Debate Society and as a contributor to *The Forum*, a HM newspaper, for which he had interviewed Norman Thomas, F. Lee Bailey, and Allard Lowenstein. His inspiration to make an impact took Scheck while an undergraduate at Yale and later as a law student at UC Berkeley to New Hampshire to work on the "Dump Johnson, Elect McCarthy" campaign and to Chicago to the Democratic Convention to protest against the Vietnam War. Dr. Mullady commented that today's HM students are equally as energized and likely to become as influential in their future pursuits as is Professor Barry Scheck.

## ON TO ST. PETERSBURG...

by Anita Hathiramani

The airport lounge was filled with chatter and excited faces as a group of forty-eight Horace Mann students and alumni checked in for their flight to St. Petersburg, Russia, this past spring. Joining them were two choral groups: the AmorArtis and the Fairfield Choral Company. Leading the concert tour were Anne and Johannes Somary, members of the Horace Mann Arts Faculty. Mr. Somary, who is internationally renowned, has conducted innumerable concerts in Eastern Europe.

The group performed at the beautiful Glinka Cappella Hall with the Youth Chamber Orchestra. The concert was a wonderful learning experience for HM students and was well received by the full audience. They next performed in the Sheremetev Palace, also known as the "Fountain House." This palatial residence was once a center for St. Petersburg's elite residents and is now the

Museum of the Performing Arts. The AmorArtis Chamber Chorus performed an all-Mozart Concert there.

Once in quaint Tallinn, Estonia, (on the Bay of Finland), HM students participated in a Baroque Classical Concert at Toom Kirik (Dom Church). Their next performance, consisting of the Chamber and Mixed Choirs of Estonia Society, the visiting choral groups plus a Verdi Orchestra, took place at the Kaari Kirik (St. Charles Church). The concert was a resounding success!

The group also attended receptions hosted by Melissa Wells, the United States Ambassador to Estonia, as well as other dignitaries. The concert tour concluded with a fun-filled journey across the water on a hydrofoil to Helsinki, Finland. The students enjoyed the last few days of their trip sightseeing, shopping for souvenirs and singing in harmony!

## Horace Mann Acknowledges Mr. Johannes Somary

On July 25th at 7:30 PM at the Richmond County Bank Ballpark, the new home of the Staten Island Yankees, Johannes Somary led the AmorArtis Orchestra and Chorus in the opening of this new venue. Mr. Somary was formerly Chair of Horace Mann's Arts Department, and he is now in his thirty-ninth year as founder and Music Director of AmorArtis Chorus and Orchestra. He led the AmorArtis Orchestra in a performance on the opening night of the first Staten Island Yankee game. The performance consisted of Handel's Royal Fireworks Music, choruses from operas by Bizet, Verdi and Wagner, the Anvil Chorus from Verdi's *IL Trovatore*, and other familiar melodies.

Most recently, Cardinal Egan appointed Mr. Somary Music Director of St. Patrick's Cathedral. Mr. Somary conducted the musical programs in the special masses at St. Patrick's Cathedral honoring those firemen and policemen whose lives were lost in the World Trade Center tragedy. Mr. Somary also conducted the music program at the Memorial Mass held at Yankee Stadium on Sunday, September 23, 2001.

### Horace Mann Semifinalists in National Achievement Scholarship Program

Six students from Horace Mann have joined more than 1,500 other African-Americans students who have been named semifinalists in the 38th annual National Achievement Scholarship Program.

This program, a privately financed academic competition by the National Merit Scholarship Corporation for African-Americans, is geared to honoring outstanding students and increasing their opportunities for higher education. At the end of January 2002, the program will notify those semifinalists who have qualified as finalists and present them with a Certificate of Achievement.

The following Horace Mann students have been selected as semifinalists: Shana J. Cloud, Vinson T. Cunningham, Opeolu Eleyinafe, Mattea A. Harmon, Ikechi A. Ogbonna, Horace A. Patterson.

SAVE THE DATE  
This Year's  
Benefit will be held  
on  
Thursday  
April 18, 2002  
Please mark your  
calendars!

## EXCHANGE PROGRAM AT HORACE MANN

Thanks to the tremendous efforts of Karla Toledano, the Exchange Program of the Upper Division's French Department, has been revived and acknowledged as a true success.

Thirteen students from Horace Mann and their two chaperones boarded an Air France plane on March 18, 2001. Their French immersion began. These students made a decision to speak French, to go to a French school, to live with a French family, to eat French food, to embrace the rich French culture, and to live the life of a French teenager for two weeks.

The enthusiastic mood of these Horace Mann students was maintained throughout the whole trip. They had time to sit in a French café with their new French friends, to learn how to order food in French, to use the Paris Metro as well as to enjoy Parisian museums and monuments including the Louvre, Orsay and Versailles. They visited beautiful Parisian gardens and admired Paris from Montmartre or from the Eiffel Tower (not far from where the French school,

L'Ecole Active Bilingue Jeanine Manuel is located.) The L'Ecole students learn English from kindergarten and they are bilingual in French and English. In addition they learn Japanese, Italian, Spanish or German. L'Ecole has well established exchange programs not only with the United States but also with Japan, Spain and Germany. Such a multi-cultural environment creates a great spirit of friendship and appreciation of different languages and cultures!

Fifteen days go so fast, especially when you are in Paris. The day of departure came with a last hug and a last good-by in the schoolyard. It was not very sad at all because we knew that in a few days it would be our turn to receive our new French friends and to show them as wonderful a time in New York as we had enjoyed in Paris.

The time in Paris, both at the L'Ecole Bilingue and with the host families, provided far more than a mere tourist's exposure to a foreign culture. For these two weeks the students came as close to being

part of the French culture as a non-native can be. Through this Exchange, the participants returned changed. Their everyday selves were transformed by an experience which will, we hope, make a permanent difference in their lives.

Karla Toledano, Coordinator of the Exchange Program

Sonya Rotman, Coordinator of the Upper Division French Department

A memorial service was held September 28th at 4:30pm for Doug Gurian, class of 1981, at the Presbyterian Church, 55 Magnolia Avenue, Tenafly, New Jersey. Mr. Gurian died in the WTC tragedy. He is survived by his wife, Susan, and two sons, Tyler and Ethan. If you wish to send a note, please call the Alumni/ Development House for his address.



# Seeds From Our Garden

## Markell Parker Biography

by Lissette Mallary

When you meet Markell Parker, Teaching Assistant and Diversity Coordinator at the Nursery Division, the first thing you'll notice is his entourage of adoring children. Loved by the many young students he encounters each day, and greatly appreciated by his teaching peers for his dedication and vision, Mr. Parker has exemplified the general excellence of the teaching faculty at Horace Mann over the last 4 years.

A native New Yorker, Parker was born and raised in the Soundview section of the Bronx. He attended his neighborhood elementary and middle schools. While in eighth grade at I.S. 116, Parker was selected to participate in the Oliver Program. This program places promising young students in private boarding schools while providing important life skills support throughout their academic careers. Through the auspices of the Oliver Program, Parker attended high school at the Loomis Chaffee School in Windsor, Connecticut, graduating in 1994.

It was at Loomis Chaffee that Parker developed what has become his continuing passion—finding ways to help others become genuinely comfortable with racial and cultural diversity. Active in the school theater program and the student multi-cultural organization, he expressed this passion by writing and directing one-act plays and act-

ing in school assemblies with multi-cultural themes. While modestly pointing out that he was never a star in these productions, Parker, clearly, was an important part of his school's efforts to find exciting and effective ways of communicating diversity issues to students, faculty, and administrators. Upon graduation from Loomis Chaffee, Parker entered Wesleyan University in Middletown, Connecticut. He studied African-American Studies and English as well as performing with a small hip-hop group called the Court of Miracles.

Parker's career at Horace Mann began in September 1998, after college graduation. Parker admits he had never imagined himself as a teacher of such young children. He was hired by Nursery Division Head Patricia Zuroski, as a teaching assistant in Ms. Alice Golomb's four's class.

In recognition of his contributions in Ms. Golomb's class and to the Division as a whole, Ms. Zuroski asked Parker to become the Nursery's Diversity Coordinator. In that capacity, Parker has developed a curriculum and teaching tools for communicating diversity issues to our youngest Horace Mann students. In addition, Parker finds new diversity-related resource materials for use by teachers, administrators, students and parents. According to Parker, as Diversity Coordinator, his goal is to



“ease the unease” surrounding discussion of race, as well as ethnic, and religious differences. He hopes that the combination of special classroom activities he's created, as well as the respectful and inviting atmosphere he tries to engender, helps his young students talk openly, frequently, and matter-of-factly about what makes each individual unique and valuable.

Markell Parker, who continues to work as a floating teaching assistant, is excited by the challenge of getting to know all of the Nursery Division's young students. He is grateful to all the head teachers, the parents, and especially Ms. Zuroski, for supporting his growth as a teacher and for having made him feel so welcome at Horace Mann. All of us can be grateful to have Markell Parker in the classroom for our children. As one young boy in Mrs. Roger's AM Three's class volunteered, “He's really, really nice. He's fun to play with. He does silly things (makes funny faces).”

## Eye on HM Lower Division's History/Social Studies Department

by Lynn Koch

Over the last few years, the Lower Division History/Social Studies Department has attempted to shift the focus of its curriculum from one that is Euro-centered to one more relevant and reflective of the world as it is, according to Maureen Kennedy. Ms. Kennedy has just begun her 21st year at HM and is currently Coordinator for the History/Social Studies and English/Language Arts Departments. To reach this goal, HM has provided grants to teachers to develop curriculum based on several of the following themes: Kindergarten-All About Me, Celebration of Diversity; 1st grade-Asian Studies, Introduction to Mapping Skills with a focus on Asia, Famous Americans, Past and Present; 2nd grade-African Studies, Communities of the United States, Local History-New York City; 3rd grade-Native Americans,

Vikings and Explorers, Colonial America; 4th grade-United States and Canada, Mexico, the Caribbean, Central America and South America; 5th grade-Early Humankind, River Civilizations, Ancient Greeks, Rome, Highlights of Ancient India and China.

In addition to providing specific content, the curriculum utilizes literature, art, music and technology. It is the aim of the History/Social Studies Department to more than impart knowledge. According to the programs Curriculum Overview, the Department seeks to foster the development of informed, responsible, and thoughtful citizens and to promote an understanding and appreciation of ourselves. This in turn cultivates manners, fairness, honesty, and cooperation in our social interactions.

# What is Diversity Training?

by Juliet Bailey

Diversity training, the latest trend in human resource consulting, has swept through Corporate America, and is now finding its way to other arenas. The perceived need for diversity training has resulted from a more diverse US population and workforce, as well as the globalization of our economy. Business leaders have been challenged to manage this increased diversity as much for the good of their employees as for the good of their bottom line. Here at Horace Mann, our student body, curriculum, faculty and staff reflect our nation's increased diversity. Our challenge is not only to provide the setting here at HM, but to prepare our children for a future where they could study, work and live with people of any race, religion, gender, nationality, sexual orientation, age, etc.

Why shouldn't we attempt to insulate ourselves and our children from this encroaching diversity? Adrienne C. Houel, Executive Consultant for The Sable Group, Inc., which conducts diversity training nationwide, explains, "Diversity brings something positive to the table. If managed well, the group gains access to the best idea, the best talent and performs at peak productivity. Conversely, when you put down those that are different, you don't bring out their best. In fact, their productivity will decline and eventually they will bring down the entire group." Ms. Houel gave as an example the engineering group of a major aircraft manufacturer for whom she is currently working. Their workforce is very homogeneous, made up of mature, conservative, suburban, southern white males. "Because of the age of this workforce, its very survival depends on its ability to recruit new talent. Imagine if the majority of the top engineering graduates that the company needed to recruit happened to be young, urban, female minorities. These women would take one look at this workforce and run in the opposite direction." Diversity training can help this group structure its recruitment efforts to attract a diverse pool of candidates, and change its workplace behaviors to motivate, and value a more diverse workforce.

Often, it's simply a matter of dollars and cents that drives companies to diversity training. For example, in March 2000, the NY Times reported that Coldwell Banker Realty offices in Westchester and Fairfield counties had required all their brokers to participate in diversity training workshops as a result of the growth of the area's minority and foreign national population. One agent said, "Today, the home buying market is global and realtors who want to succeed must be sensitive to other cultures...When an agent doesn't understand the customs of others, he will lose the deal and there goes the commission."

Of course, not all organizations or individuals seek diversity training voluntarily. Often it is mandated as part of the settlement of a sexual harassment or discrimination lawsuit, i.e. Texaco. Look at Peter Bart, the editor in chief of Variety and Daily Variety. He was suspended from his job, in part, because a Los

Angeles magazine reported that he frequently used racist, sexist and anti-gay language. Mr. Bart was required to participate in diversity training as a condition for his reinstatement.

Voluntary or not, diversity training needs to be tailored to the specified needs and objectives of individual organizations. Generally, however, it strives to teach people to value, respect and thereby maximize the potential of all members of a group. It seeks to help people develop the tools to work together in the face of a wide range of differences. Diversity training is best accomplished in small groups through interactive exercises guided by a facilitator. It gets participants to note their current behaviors, and where necessary devise a plan for change.

Over the past few years, the Lower Division administration has hosted a number of meetings for parents dealing with issues of diversity. At these meetings several parents have suggested that the Lower Division faculty and staff might benefit from diversity training. Many of these parents have participated in diversity training at work, or been exposed to it through other organizations. Last year at the Upper Division, a letter to the Editor of The Record contained racially insensitive language. As a result, diversity training was considered for the Upper Division faculty, staff and students.

Cheryl Scott-Mouzon, HM's Director of Diversity and Assistant Director of Admissions for the Middle and Upper Divisions, reports that this school year the Upper Division will introduce diversity training workshops led by New Jersey based attorney Katrina Wright for faculty, staff and students. "It's to the student's advantage, in this increasingly diverse world we live in, to appreciate, understand and be comfortable with all types of people," says Ms. Scott Mouzon.

It appears that Horace Mann may be one of the first New York City independent schools to initiate diversity training, putting HM once again at the forefront of educational innovation. Perhaps diversity training will be the tool to ensure that the goals and objectives of the Horace Mann mission and vision statements become the reality for all its students.

## The Record!

Horace Mann's student newspaper

If you would like to subscribe to The Record for the 2001-2002 school year:

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To: The Horace Mann Record

Horace Mann Upper Division

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Riverdale, New York 10471

Please enclose an index card with your name, address and phone number.

## Chess in Kindergarten

a memo from Patricia Zuroski, Head of Nursery Division

For a number of years the Nursery Division has included chess in its kindergarten curriculum. In 2000-1 the chess program was restructured to include both formal weekly group instruction and small group playing time under the guidance of a chess teacher. In addition, an after-school chess program for kindergartners was started in the spring. Chess was also introduced into the Riverdale Kindergarten.

We are looking forward to expanding the chess program at the Nursery Division in 2001-2002 to include more after-school opportunities. Our goal has been to reach the broadest range of children, those who may aspire to be tournament players and those who learn to love the game for recreation. After kindergarten, the opportunity to learn and play chess through the Lower Division after-school chess program and the chess clubs in the Middle and Upper Divisions now provide a continuous path for chess enthusiasts to follow at Horace Mann School.



## NEW WEB PAGES FOR INDIVIDUAL GRADES

by Bellanca Smigel Rutter

"It's high time for the lower school to have web representation," said Alice Keim, technology coordinator at the Horace Mann Lower Division. Beginning this fall, that time will be here. A web page, eventually for each grade, will become available for parents and students alike on the Horace Mann website at [www.horacemann.org](http://www.horacemann.org).

Initially, the web page for the fourth grade, with Ms. Sandy Rubenstein as its creator, will be the first of the lower school grades to debut. "This will be a living, breathing and constantly evolving project," Ms. Rubenstein explained. She, along with Ms. Keim and other faculty members, took a web page design course last year.

Since then, Ms. Rubenstein, who is the team leader and reading/grammar teacher for the fourth grade, has forged ahead on the project to have it ready for this year.

"The concept seemed so exciting," Ms. Rubenstein said as she explained that the contents of the 4th grade home page will include a reading list for fourth graders which will be classified by genre. Rubenstein added that parents will be able to purchase books online by clicking onto the Horace Mann Parents Association General Store via Amazon. A portion of the cost would be donated to the PA.

Also to be seen on the web pages of this and the other grades' will be frequently updated photos of the children at work and play. Upcoming events will be listed. There will be a study skills page including the much needed "tips for parents".

Although this project has not yet been tested, the involved faculty members express a cautious optimism. "I think it's going to be great," said Alice Keim. "The main thing is to get out grade dependent communication." She explained that each grade will have a different "look" and "feel" to its page, "...some grades may just use it to represent the grade while others use it as a communication tool with the parents."

To Ms. Rubenstein, a faculty page with an e-mail link will help facilitate the communication process. Parents will also be able to click onto student projects which will be posted. Last names of the students will not be placed onto the screen. "We are still experimenting," Ms. Rubenstein cautioned. "There will also be a link for suggestions which the faculty will review," she added.

The parent body will soon have the best of two worlds. Parents will be able to view their children through teachers' eyes on a regular basis. And, the parent body will also have its chance to make those often discussed suggestions.

So...log on.

# New Upper Division Courses

by Sara Deutsch

Three new courses are being taught this fall in Horace Mann's Upper Division, significantly enriching the curriculum. The courses, Bible as Literature, taught by Johannes Somary, Linear Algebra, taught by Joan Bowen, and History of Technology, taught by Gregory Donadio, are all elective courses for juniors and seniors. Interviews with these teachers clearly indicated their interest and enthusiasm surrounding their course.

Bible as Literature, an English course, has not been taught at HM since 1994. According to Mr. Somary, this third trimester course will analyze the stories and psalms in the King James translation of the Bible. Mr. Somary gave examples of frequently used Judeo-Christian concepts that will be explored in the course, including "the chosen few," "prodigal son," "writing on the wall," and "the Good Samaritan." Mr. Somary spoke about his own passion in reading something as beautiful as the Bible, "a passion I would like to impart to students." In addition to a focus upon the Bible's literary beauty, Mr. Somary hopes that the course will both expand students' knowledge of their heritage by presenting key Judeo-Christian traditions, and help students explore their humanity by answering the question, "What do we all have in common?" In addition to these more esoteric topics, Mr. Somary hopes that by using the King James Bible with its Shakespearean language, this course will expand students' vocabulary. Mr. Somary envisions this course as a true elective course, where the focus is upon learning, and the pressure of tests and papers is de-emphasized.

Linear Algebra, taught by Mrs. Bowen, is a college-level math course for those exceptional students who wish to continue their math education beyond HM's highest

level math course, Advanced Calculus. Although this course has been taught at HM in the past, it has not been offered for several years. In a typical year, there are only one or two HM students interested in advanced mathematics. They are able to pursue their interest through either independent study or by taking a course at a local college. However, because there are five HM advanced mathematics students this year (an exceptional number, according to Mrs. Bowen), HM is again offering this specialized math course, an indicator of HM's flexibility to accommodate exceptional math students. Mrs. Bowen noted that three of the five students are seniors, and two are juniors, with three female and two male students. According to Mrs. Bowen, Linear Algebra is the study of linear first degree equations involving the solving of complicated sets of equations using such techniques as matrices and matrix operations. Linear Algebra involves more than two dimensions, focusing upon  $n \times n$  dimensions in space. Calculators which can perform numerical calculations are quite helpful in this course. Mrs. Bowen concluded by stating that in this challenging course students are also encouraged to introduce math topics of their own interest, including number theory or the theory of positive integers, resulting in ongoing modifications to the curriculum for the class.

History of Technology, taught by Mr. Donadio, is a history course being taught for the first time at HM this fall. He believes this may be the first such course to be taught in an American private high school. Because this type of course has not been taught before, it is in the process of development. This elective course has six juniors and seniors enrolled this year.

The focus of the course is on the social

matrix, the interplay of the cultural, social and economic forces that lead to the development of technology, as well as the importance of technology as a driving force in world history. Mr. Donadio emphasized that because history is complicated, all of the forces must be considered together when considering the development of technology. Some of the questions to be considered in the course include: "Why did technology develop in some places like the West, and not in other places? Why didn't the Greek and Roman civilizations develop further? Why didn't the Romans use more concrete in their buildings, since they had developed concrete in the first place? In addition to covering the general history, the Middle Ages and the 19th and 20th Centuries, Mr. Donadio intends to explore such specific areas as the history of medicine, as well as aerospace, aviation and computer science. Also included will be such topics as American attitudes toward technology and predictions of future technological developments. Mr. Donadio will have students focus upon answering "Why" questions, such as "Why did this event happen in this way?" They will be required to write analytical papers. Mr. Donadio discussed how excited he is to be teaching this course, in an area in which he has read widely. He expects that the students will obtain a unique view of history, while developing their analytical skills along with a deeper enthusiasm for history.

These three courses point to Horace Mann's ongoing commitment to offer sophisticated courses and attend to the specialized needs and interests of individual students. The addition of these courses to the curriculum in three different departments is an indicator that academic growth continues at HM, in unique and enriching ways.

# The HM Theatre Schedule

The HM Theatre Company's repertoire this season include:

**The Movable Feast & Little Shop of Horrors**

Dylan Thomas' **Under Milk Wood**

Samuel Becket's **Waiting for Godot**

There will also be two middle division plays and a dance concert.

For more information, contact Woody Howard, Director of Theatre Arts, 718-432-3763.

## Performance Schedule of HM Theatre Company

November 1	4pm	You Can't Take it with You	February 7	8pm	Little Shop of Horrors
November 2	8pm	You Can't Take it with You	February 8	8pm	Little Shop of Horrors
November 4	2pm	You Can't Take it with You	February 9	8pm	Little Shop of Horrors
November 16	3pm	Student-Written One-Act Festival	April 11	4pm	Once Upon a Mattress
November 16	8pm	Student-Written One-Act Festival	April 12	8pm	Once Upon a Mattress
December 15	8pm	Dance Recital	April 14	2pm	Once Upon a Mattress
January 25	3:30pm	Under Milk Wood	April 25	4pm	Waiting for Godot
January 25	8pm	Under Milk Wood	April 26	8pm	Waiting for Godot
January 26	8pm	Under Milk Wood	April 27	8pm	Waiting for Godot



Thanks to Visual Arts Chair's Kim Do, Nicky Enright and our students, they have transformed a banal green fence into a lovely, uplifting vista to behold. And speaking of Mr. Do, he and his Visual Arts students, using jumbo colored chalk, transformed cement sidewalks and cement half walls near the Arts & Dining building into public art works for all of us to enjoy and ponder.

**PLEASE COME OUT AND JOIN US!**  
**Get to know your PA**



The PA invites everyone to come to its meetings and events. Your support and involvement makes your child's school a better place. New ideas are always welcome!!

Call **Marjorie Kuhn, President of the PA** or your Division Chair, **Upper: Wendy Gold, Middle: Mindy Heyer, Lower: Toni Bernstein, Nursery: Cynthia Frankel**

WE WOULD LOVE TO HEAR FROM YOU!

**19 Horace Mann Students Named National Merit Scholars**

(with permission from The Record – Alana Weiss)

**Ruthie Birger, Joshua Brodie, Laura Sulin Carling, Marc Eskenazi, Lara Fabian, William Frank, Charles Friedman, Stacy Gandhi, Benjamin Gliklich, Nathaniel Hochman, San Kim, Albert Lee, Sasha Novograd, Miriam Palmer-Sherman, Ezra Rapoport, Sari Siegal, David Siffert, Tamara Somasundaran, and Albert Yang** are among 16,000 semi-finalists in the running for the 8,000 Merit Scholarship awards offered in the 2002 Scholarship Program.

The percentage of semi-finalists chosen per state is based on the national total of graduating high school seniors. Less than one per cent of seniors in each state are selected. The semi-finalists chosen have the highest PSAT scores in their state.

Once selected as semi-finalists based on PSAT scores alone, students can choose to compete for finalist status.

The National Merit Scholarship Corporation was founded in 1955 as a not-for-profit organization with the goal of promoting interest in academic excellence. The NMSC will provide over 32 million dollars in awards in the spring of 2002.

**Middle School Intramural Sports**

by Deborah Lamm

"The first time kids put on a Horace Mann uniform, score their first basket, make their first goal," acknowledges Horace Mann Assistant Athletic Director RJ Harmon, "I get a kick!"

Competitive interscholastic sports begin for HM students in seventh grade, when the physical education program expands from rotations through various sports to participation on Middle Division interscholastic teams.

Organized across three athletic seasons, interscholastic teams draw about fifty percent of 7th and 8th graders in any one season. Two teams are co-ed: fall cross country and winter swimming. During the fall season, girls' teams play interscholastic soccer, field hockey, volleyball and tennis; boys play soccer and football. Winter interscholastic sports include basketball for girls and boys, and wrestling for boys. Girls' spring sports are softball and lacrosse; boys' sports are baseball, lacrosse and tennis. Most years large numbers of students turn out for fall soccer and tennis, winter basketball and spring baseball, softball and tennis. Recently, lacrosse has begun to draw more and more of the middle school players.

Joining a team starts with tryouts, which take place during the first week of each trimester. Some teams make cuts following tryouts. Harmon, responsible for all middle division athletics, explains that rosters are capped chiefly in response to logistical considerations such as limited practice space. To ensure that all students have the opportunity to play on a team, every season, one sport for boys and

one sport for girls have a no-cut policy. This means students cut from a team can sign up to play on a full participation team in another sport. Two such fall sports are boys football and girls field hockey. The other option for a student cut after tryouts is to sign up for physical education class, which is taken by all students who do not play interscholastic sports.

Physical education classes group 7th and 8th grade students in squads. Each squad rotates weekly through one set of sports. At the end of the trimester, students are placed on intramural teams representing one of the season's sports and the teams compete. During the fall trimester, for example, all boys taking physical education might play on soccer teams and all girls might play on volleyball teams.

Interscholastic teams practice five days each week. Practices are held during a student's PE period. Coaches are PE teachers and faculty from the middle and upper divisions. Games are scheduled after school, usually two days per week and take place at home or away.

Student athletes have three basic responsibilities,"says Harmon, "Come on time to practice; come prepared; and make a commitment to games and be a part of the team." Parents are encouraged to attend games and support everyone in a positive way."

Rewards for team members, fans and coaches, come both on and off the fields of play. Midway through a baseball game several years ago, Coach Neil Berniker made a substitution at the end of the inning. He recalls turning to one of his players sitting on the bench and telling him to "go in and play right." The player, excited, asked "Your right or mine?"

# Homecoming 2001

On a glorious fall Saturday, September 29, 2001, Horace Mann families, students, alumni and friends convened on Horace Mann's campus, Four Acres and Lawrence Wien Stadium at Baker Field, Columbia University, (football contest) to take part in the activities, games, events, fun and frolic planned for this highly anticipated event. Horace Mann classes ending in "1" and "6" eagerly turned out for their special reunion celebrations. This event was organized by the Alumni and Development Office, and facilitated by the Parents Association. The Lower, Middle and Upper Divisions faculty, students, visitors and participants were treated to a barbecue lunch set up in a gala tent on Clark Field.

Tours of the Middle Division's Rose Hall, exhibits in the Arts and Dining Center and visual arts workshops and demonstrations were also given. The Lower Division had many fun and creative activities, which kept our young guests enthralled and busy throughout the Homecoming Day. The Pep Rally booth, selling HM sweatshirts, sold out early in the day. Also included was a pie-throwing contest and a sumo wrestling demonstration. A spirited and supportive crowd enjoyed the beautiful day.



## A Most Successful Homecoming



In a fierce homecoming battle played on Baker Field, (Columbia University), the Horace Mann Lions defeated the Hamden Hall Hornets of Hamden. Head Coach John Calandros commented, "I felt that we played together as a team, and everyone believed in each other. However, we still have work to do on fundamentals and technique."

Horace Mann's Field Hockey team was also victorious, in a close match, on Saturday's homecoming game against the Masters School. The teams' coach is Christine Balletta.

Horace Mann's Varsity Soccer Team played defensively in their homecoming match and defeated the Fieldston Eagles. This was the Lions fourth shut out. Their coach is Neil Berniker.

Homecoming Results			
Volleyball	Horace Mann	2	Trevor Day 0
Field Hockey	Horace Mann	1	Masters 0
Girls VS. Soccer	Horace Mann	1	Fieldston 1
Boys VS. Soccer	Horace Mann	1	Fieldston 0
Tennis	Horace Mann	1	Fieldston 4
Water Polo	Horace Mann	4	St. Francis 5
Football	Horace Mann	35	Hamden 0

**NEWS FROM MILTON LOEB LIBRARY**

**O**n Wednesday, October 10th, the Lower School held its library dedication ceremony. After several months of renovations, the library was reopened to all in a very sweet and memorable ceremony. "With the exception of a few tables and a chair or two, the renovation of the library went along smoothly," said Dr. Tobolsky, Head of the Lower School.

Mrs. VanderWerff, who has been librarian for over ten years, was presented with the Library's Reading Chair to commemorate her husband, Atze VanderWerff, also affectionately known as Senor "V." He had been at the Lower School for over twenty-five years. Many have stated that the new library is beautiful but it is Mrs. Vanderwerff who makes it a cozy retreat for the early morning arrivals and the children who visit throughout the day. The children love her presence and enjoy her company.

Mrs. VanderWerff is joined by a new librarian, Sharon Sparrow, who has just received her MLS from Queens College and specializes in Library Media. She is replacing Mr. Hein, who worked in the library for many years and retired at the end of last year.



**Annual Fund  
2002**

**Your participation is  
important!**

**Our Goal is to attain  
100% Parent  
Participation!**

**Thanks for your  
Support!**

**The Theresa H. Loeb Library in Yeager Park**

**L**ocated amid the temporary trailers that reside where the tennis courts once stood, is the Theresa H. Loeb library. This trailer will be the home of the library for grades 6-12 for the 2001-2002 academic school year. Their collections include many thousands of books, videos and video discs, CD audiocassettes, CD-ROMS, and slides. Periodicals and newspapers are available in hard copy, microform, and electronic formats. They may be accessed at <http://library.horacemann.org>.

The library and its staff have adjusted wonderfully. Virginia Nordstrom, Head Librarian, is assisted by Caroline Bartels and Philip Clark, the other librarians, Barbara Connolly, Administrative Assistant, and Mindy Lisman, Library Annex Supervisor.

Their hours of operations are as follows:  
Monday-Thursday 8:30am-5:50pm  
Friday 8:30am-3:15pm



# November & December Calendar

<p><b>November 1</b> MIDDLE DIVISION Theatre Production</p> <p><b>November 2</b> 6th Grade &amp; New 7th Grade Parents Visiting Day</p> <p><b>November 4</b> MIDDLE DIVISION Theatre Production</p> <p><b>November 5-8</b> 1st Grade Parents Morning Visits</p> <p><b>November 6</b> ELECTION DAY SCHOOL OPEN</p> <p><b>November 7</b> MIDDLE/UPPER DIVISIONS Notification Chain Test Run</p> <p><b>November 8</b> MIDDLE/UPPER DIVISIONS Parents meeting at HM</p> <p><b>November 9</b> Orchestra &amp; Glee Club Concert at Madison Avenue Presbyterian Church</p> <p><b>November 10</b> MIDDLE/UPPER DIVISIONS Admissions Open House</p> <p><b>November 12-15</b> 4th Grade Parents Morning Visits</p> <p><b>November 13</b> NURSERY DIVISION PHOTOS</p> <p><b>November 15</b> 5th Grade Class Play</p> <p><b>November 16</b> Coffee with Marian Linden</p> <p><b>November 16</b> UPPER DIVISION Student &amp; Faculty Directed Plays</p>	<p><b>November 17</b> UPPER DIVISION Model UN Conference</p> <p><b>November 20</b> MIDDLE/UPPER DIVISIONS First Trimester Ends</p> <p><b>November 20</b> School Closes at End of Day for Thanksgiving Recess</p> <p><b>November 26</b> School Reopens</p> <p><b>December 1</b> SAT I &amp; II at HM</p> <p><b>December 1</b> LOWER DIVISION Family Caring In Action Day</p> <p><b>December 4</b> LOWER DIVISION Pre-Conference Day Party</p> <p><b>December 5</b> NURSERY/LOWER DIVISIONS Parents Conferences NO CLASSES FOR NURSERY/LOWER DIVISIONS</p> <p><b>December 7</b> 6th Grade Parents/Advisors Conferences NO CLASSES FOR 6TH GRADE STUDENTS</p> <p><b>December 8</b> NURSERY DIVISION Book Fair</p> <p><b>December 10-13</b> 6th Grade Parents/Advisors Conferences</p> <p><b>December 13</b> Winter Athletic Teams Photos</p>	<p><b>December 13</b> LOWER DIVISION Holiday Assembly</p> <p><b>December 13</b> LOWER DIVISION Parent Conferences</p> <p><b>December 14</b> 7th Grade Parents/Advisors Conferences NO CLASSES FOR 7TH GRADE STUDENTS</p> <p><b>December 15</b> UPPER DIVISION Dance Concert</p> <p><b>December 17-19</b> 7th Grade Parents/Advisors Conferences</p> <p><b>December 17</b> UPPER DIVISION Instrumental &amp; Jazz Choir Concert</p> <p><b>December 19</b> MIDDLE DIVISION Instru- mental &amp; Choral Concert</p> <p><b>December 1</b> UPPER DIVISION Holiday Music Assembly</p> <p><b>December 20</b> MIDDLE/UPPER DIVISIONS Orchestra &amp; Glee Club Holi- day Concert at St. Paul's Chapel, Columbia University</p> <p><b>December 20</b> School Closes at End of Day for Holiday Recess</p> <p><b>January 7</b> ALL SCHOOL FACULTY PROFESSIONAL DAY</p> <p><b>January 8</b> HM SCHOOL REOPENS FOR STUDENTS</p>
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