



# THE BULLETIN

September 2003

Published jointly by the Horace Mann School and the Parents Association

## Dr. Eileen Mullady, Head of School

*Excerpted from Commencement Speech, 2003*

For one hundred and sixteen years, Horace Mann has graduated students whose families share an important belief — a belief that unites us all under the tent today. It is, simply, that education counts. It makes a difference — it makes a life.

You can trace that belief back generations, certainly to your grandparents, some of whom are in the audience — all of whom are here in spirit and in our thoughts.

Parents, you were our graduates' first teachers. There wasn't much training for the job; you relied on a love that eclipsed inexperience. To see your child in cap and gown today, well, who could ever have described the pure joy of that?

After listening to thousands of alums tell me, for the past eight years, that college came easy after Horace Mann, or that much of what they seem to remember they learned here, I got more and more curious about what this education is really like — from the inside. So in October I started going to classes, spending ten or twelve hours a week in each grade, determined to make it from Nursery to Senior year before AP exams began.

Not even 150 hours of classes can begin to approximate the experience each of you has had, but I think I got an inkling. The earlier grades brought out the inner child in me, for better and for worse. In the Middle Division, I turned into one of them, getting my first nose bleed in sixth grade and losing my coat and books in seventh. In the Upper Division the reach of intellectual engagement became clear, and much of math and science slowly moved out of my reach.

Mostly I paid attention to our program — how it develops, expands, circles back, and deepens. I was looking for signature elements that run through every division, that students learn to do particularly well — that excite them while they're here and that might travel with them past Horace Mann, past college, into the making of a career, and into the making of a life.

There is such variety and richness to the program that it's a challenge to select a few strengths, but certain things



*Dr. Eileen Mullady, Head of School*

just stand out. I would choose as outstanding these three — writing, performing, and what I'll call connecting the dots, or seeing the big picture emerge.

Writing seems an obvious part of education but students across the country are doing less and less of it. You do more and more. And it makes education. Writing involves more than the pure mechanics of lining up grammatically correct sentences. It is the transfer of private thoughts into a more public sphere; it is the development of voice in a young person, and the truest expression of clear thinking, of evidence well-gathered. Honesty in writing is a mark of who we are, and as we know by reading *The New York Times* recently, dishonesty in writing can break a career.

You've been writing for years, now—analytically and creatively — as reporters, poets, literary critics, scientists, historians, doodlers, instant messengers. What voices you've developed. Keep writing, keep revising, and stay honest in the gathering and reporting of your data, your ideas, and your dreams.

Performance is deeply embedded in our curriculum from the earliest ages. It reaches full and glorious expression in theatre and music, but students perform everywhere at Horace Mann — acting out a reading passage in elementary school, putting on skits in the foreign language classroom, or on French, Spanish and Japanese Days, teaching a class on *Pride and Prejudice*, explaining a biotechnology project to invited guests, reciting 300 digits of Pi to the whole Middle Division, leading Shakespeare Revels, or the Model U.N., or discussions in the Union or Women's Issues Club — how many times in your years here have you found yourself on your feet before an audience, large or small, persuading,

challenging, delighting. Performance is a form of teaching that translates for others what we know and what we can do, in a way that they can appreciate. The impulse to perform is a generous one, and it takes courage at every level. I hope you'll continue to practice that fine balance between confidence and arrogance, between persuasion and argument, between dialogue and monologue. The world that you set out into is starved for leaders who can so perform.

Connecting the dots — that's my shorthand for what begins in elementary and middle schools as the linear, chronological connecting of bits and pieces of information. By ninth grade, though — as early as ninth grade here — connecting the dots becomes more of an intellectual enterprise, when we ask you to take information OUT of boxes and categories and begin to conceive how cultures, events, and timelines overlap and interconnect.

A study of imperialism, and colonialism, and post-colonialism in tenth grade is complex historically, and that's the way we teach it, and it becomes complex currently before, during and after the Iraqi war. Characters like Macbeth and Hamlet and Othello become immortal and cross-cultural as you evaluate the public and sometimes private actions of leaders on the world's stage. Students strive to connect scientific disciplines like biology and chemistry or physics and technology because those disciplines in the wider world now combine in ways that form the new frontier for all of us.

To be drawn to the big picture, both intellectually and practically, to understand that the most simple answers are often simplistic answers — that's what our curriculum has been guiding you toward from an unusually young age. Writing, performing, connecting the dots — although they have singular or solitary aspects to them, they very much depend on a reader, an audience, or a context. Their humanity rests on a connection between you and someone else, nurtured and respected. In every corner of this school, I noticed the pure delight of students learning from every place — field, garden, atrium, library, studio, stage, and from every person. Not even the volume of work on your most tired of days seemed to deter you from talking, laughing, performing with friends and teachers. Your crazy curiosity for ideas and for

*(continued on page 3)*

## PA News

by Barbara Weinstein-Bernstein

This first issue of the HM Bulletin for the 2003-2004 academic year, allows me the opportunity to answer the question: why take on this non-remunerated job? For the short answer, I'd like to borrow some ideas from James Freedman, Ph.D., former President of Dartmouth College. Horace Mann offers children the "liberal education" necessary to enable its graduates to lead satisfying lives and to make significant contributions to society. In short, the school philosophy, mirrors the ideals that have shaped my life as a scholar, and a professor. Incidentally, my intellectual life began and was nurtured at Teachers College, Columbia University which of course was the birthplace of Horace Mann.

The long answer can be summed up in three words: challenge, support, and passion. Those who know me are aware that I have overcome a succession of personal tragedies which have somehow helped me to rise and thrive when confronted

with challenges. From what I have already observed, serving as the PA President of Horace Mann, represents a great personal challenge. I am fortunate to have tremendous support from my husband, Lou, and my three children Michael, Benjamin and Rachel. I also consider myself both a woman of passion, and a trendsetter. While the trends I set are quite obviously not in fashion, I did earn my doctorate when I was 25 years of age, at which time I was immediately invited to join the full time faculty at Teachers College, Columbia University. In regard to my passions, I am genetically programmed with a need to make a difference in the world, and to work hard for causes and organizations in which I believe. I value Horace Mann as an institution which educates young people in the liberal arts tradition. To quote from the Family Handbook, "the academic tradition is one of rigor and excellence. The students in each division are taught how to study, they are taught to question, they learn to respect the intellect of their cohorts and peers, free expression is encouraged, and above all they acquire a love of

learning that can take them as far as they wish to go." The Parents Association has an important role to play to ensure that HM can continue to realize its mission, and to pursue its vision so clearly stated in the Handbook.

I take my inspiration from women like Anna Quindlen and Caroline Kennedy Schlossberg. Anna Quindlen, author, and a mother of three, recently became the Chair of the Barnard College Board of Trustees. Caroline Kennedy, attorney, author, and also the mother of three, now serves the NYC Board of Education in a fundraising capacity. I am now at a stage personally and professionally where I want to put my time and energy into an institution that actually works, makes a difference, and nurtures and fosters intellectual growth, tolerance, and respect.

Marjorie Kuhn, I would like to publicly thank you and your Board for taking the PA to heights never imagined. Lisa Fuld, thanks to you and your nominating committee for assembling a wonderful Executive Board for next year. As stated in our constitution, "the mission of the Parent's Association is to support educational objectives of the school, provide volunteer services and perform fundraising." However, the unstated and equally important goal of our organization has always been to foster the sense of community at our school. We will work together to move the PA to the next level. I look forward to working with a team of educators led by Dr. Eileen Mullady and an unparalleled Trustee Board with Robert Katz at the helm. In recognition of the dedication and commitment of our faculty, we are dubbing the upcoming academic year, "The Year of the Teacher." Together we will be planning events to honor their work on behalf of our children.

My friends and colleagues have told me that I should have a scripted response when people call to complain. The best response I have come up with to date is a quote from a speech given by Derek Bok, Ph.D., former President of Harvard University who said, "if you think education is expensive, try ignorance."

Thank you for the opportunity to work with all of you for our children. It is truly my privilege.



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## Editor's Message

We begin this year with an article recognizing the best of what Horace Mann offers, as so aptly summed up in excerpts from Dr. Mullady's graduation address. The Bellet Award provides further recognition of just how much

our teachers have contributed to achieving this best. And lastly, in keeping with a tradition of excellence, the passing of the baton to our new PA President, Barbara Weinstein-Bernstein, will no doubt invigorate and reinforce the tremendous commitment the Parents Association has made to the HM community.

Yours sincerely, Benita Goldstein

## THE TINA AND DAVID BELLET TEACHING EXCELLENCE AWARD

by The Editors

**Tina and David Bellet** have been part of the Horace Mann Community for over twenty years. Their two daughters, Suzanne '96 and Stacey '00, are both graduates of Horace Mann.

The Bellets were profoundly influenced by the great teachers they encountered as parents, and their daughters had as students. As a result, they created and endowed **THE TINA AND DAVID BELLET TEACHING EXCELLENCE AWARD**, to acknowledge outstanding and innovative teaching among HM's talented faculty. This award, which carries a generous monetary prize, is given to two faculty members each year from one of HM's four divisions.

The standards the Bellets set for the award are reflected in the guidelines set down in the award's application form. A committee, headed by **Dr. Susan Delanty '79**, formulates the guidelines and coordinates the interviews and procedures. This committee also chooses the two awardees, without input from the donors.

The Bellets' enthusiasm is palpable: "All our lives we've been surrounded by teachers who taught because they love it...we think the award will help validate the essential work teachers do on a daily basis. We want to reward the very best... to establish an endowment for those who exemplify the best of our faculty is both an honor and a privilege."

**Tina Brodsky Bellet**, an experienced and passionate teacher, was herself for ten years, a teacher at the Fleming School in New York City. She has been a trustee at HM since 1994 and is co-chair of the Board of Trustees' Education Committee. **David Bellet**, the founder of Crown Advisors, Ltd. often returns to his alma mater, Stanford University, as a guest lecturer to teach a special one-day class on Investment Strategies. He serves as an independent advisor to several U.S. and international venture capital firms and is a trustee of the Foundation of Teaching Economics.

Horace Mann is deeply grateful to **Tina and David Bellet** for recognizing teaching in such an important

and visible way. The Bellet Award provides further recognition of just how much our parents and teachers have contributed to achieving "Excellence in Teaching."

The 2003 recipients of the Bellet Award for Excellence in Teaching are **Kenneth Carpenter** and **Sandra Rubenstein**. Both teachers were honored at a special ceremony held at Horace Mann on April 10<sup>th</sup>.

**Mr. Carpenter** teaches French and Spanish in both the Middle and Upper Divisions. He is a graduate of Pennsylvania State University and Michigan State University, and has studied at L'Universite de Strasbourg, France and at El Instituto Latino Americano in S. Miguel de Allende, Mexico. Prior to coming to Horace Mann, **Mr. Carpenter** taught at the Birch Wathen School in Manhattan and at the Ionia Public School in Michigan. During his years at HM, he has been known for his rigorous academic standards combined with an irrepressible sense of humor. Among his other achievements, **Mr. Carpenter** co-authored and illustrated a French history book currently used in the HM Middle Division. He appeared this past Spring in the HM Theatre Department's production of *The Pirates of Penzance*.

**Mrs. Rubenstein** has been a member of the Horace Mann Lower Division faculty for 28 years, teaching different grades and subjects during this time. A graduate of the University of Buffalo, she received her Masters degree from New York University. She now serves as Fourth Grade Team Leader, and teaches Reading and Language Arts. Mrs. Rubenstein works hard to balance the combination of nurture and rigor fourth graders require as they follow a departmental program for the first time in their school schedules. She enjoys the spontaneity and intellect of her students and is well known for her grammar songs, games and characters such as *Herb the Verb* and *Hook the Crook*. Mrs. Rubenstein continues to be inspired and energized by the Horace Mann community.

The previous winners have been: 2001 – **Sara Hardin** and **Elizabeth Scarlata**; 2002 – **Maureen Kennedy** and **Woody Howard**.

## Dr. Eileen Mullady

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each other is as appealing as your whole-hearted generosity in sharing what you know and who you are.

In your senior year I got to be a student in your school, and the experience has led me to one last piece of advice for you. ALWAYS be a student. Not just for the next four years, and not just in making your career, but in making your life. To

write, to perform, to make connections and see the larger patterns... that's a life's work. Always be a student, learning everywhere you can from everyone around you. That's the most precious legacy, I have come to understand, of your Horace Mann diploma.

Pride, admiration, and hope are stronger this June day than we might have imagined. We celebrate, under this tent, both the value of thoughtful education and the bonds between family and friends. I know that everyone here appreciates how deeply they are joined. Thank you.

## September-November Calendar

September 4	School Opens Middle/Upper Division	October 16	Middle Division Meet the Faculty Grades 6 & 7	November 7	6 <sup>th</sup> Grade Parents Visiting Day
September 5	Kindergarten/Lower Div.			November 11	Veterans Day
September 9	Nursery Division	October 20-23	3 <sup>rd</sup> & 4 <sup>th</sup> Grades Morning Visits		School Open Nursery/Lower Divisions PA Meeting
September 17	12 <sup>th</sup> Grade Parents/Students College Meeting	October 21	Upper Division Meet the Faculty Grades 11 & 12	November 14	7 <sup>th</sup> Grade Parents Visiting Day
September 18	Middle/Upper Divisions New Parents Reception	October 21-24	Nursery Division Meet the Faculty	November 20	Nursery Division Parents Coffee Hour Upper Division Round Table Discussion
September 25	Lower Division Meet the Faculty Grades K, 1, 2	October 25	Homecoming 2003	November 21	Lower Division Symposium with Dr. Wolk
September 27	Rosh Hashanah School Closed	October 28	9 <sup>th</sup> & 10 <sup>th</sup> Grades Parents Visiting Day	November 21	Orchestra & Glee Club Concert
September 30	Lower Division Meet the Faculty Grades 3 & 4	October 29	Middle Division Parents Seminar	November 21	Nursery Division Book Fair
October 2	Upper Division Meet the Faculty Grades 9 & 10	October 31	Lower Division Wonder-Walk	November 22	School Closes at End of Day
October 6	Yom Kippur School Closed	November 3-6	1 <sup>st</sup> Grade Parents Morning Visits	November 25	Thanksgiving Recess
October 7	Lower Division Meet the Faculty	November 4	Election Day School Open	December 1	School Reopens
October 8	PA Seminar Dr. Howard Gardner	November 6	8 <sup>th</sup> Grade Parents Visiting Day		
October 7-10	2 <sup>nd</sup> Grade Morning Visits				
October 13	Columbus Day School Closed				
October 14-17	5 <sup>th</sup> Grade Morning Visits				
October 15	9 <sup>th</sup> Grade Parents & Students Community Evening				

### SAVE THE EVENING October 8, 2003 • Gross Theatre

#### HOWARD GARDNER, Ph.D.

John H. and Elisabeth A. Hobbs Professor in Cognition and Education, Harvard Graduate School of Education

#### ***Intelligence and Morality: Developing Both in Turbulent Times***

Acclaimed as the most influential educational theorist since John Dewey, Gardner's primary interests include the use of multiple intelligences to achieve more personalized curriculum, instruction, and assessment; and the intersection of excellence and ethics as explained in his recent book *Good Work: When Excellence and Ethics Meet*.

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