

# COMPASS



*80 Years of Learning by Doing*

Poughkeepsie Day School

2014



# Poughkeepsie Mini Maker Faire®



Saturday, November 15, 2014

10am-4pm

Poughkeepsie Day School

Artists  
Tinkerers  
Crafters

Inventors  
Farmers  
Scientists



Poughkeepsie Day School  
260 Boardman Road  
Poughkeepsie



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Poughkeepsie Mini Maker Faire 

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# COMPASS

## 2014



Josie Holford, Head of School

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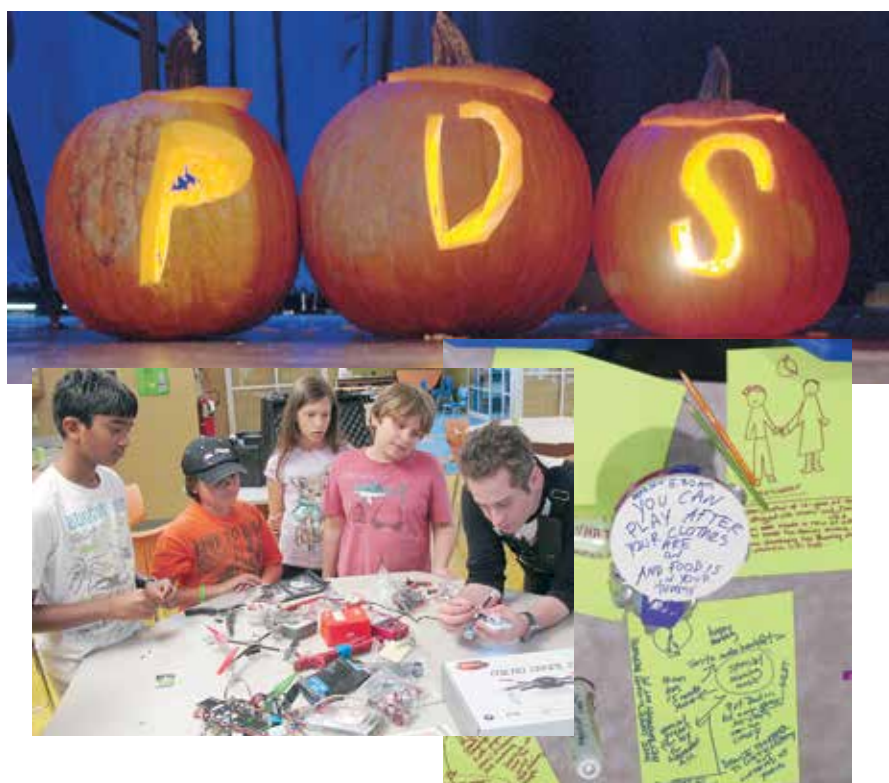
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### On the cover

"Learning by Doing." Each row illustrates a selection of materials used over eight decades in projects supporting the concept of construction as an educational process. *Top row:* mechanical objects – blocks, nuts and bolts, parts produced by 3D printing. *Middle row:* electrical/electronic-based components – early diodes and resistors, printed circuits, transistors, the iPhone. *Bottom row:* objects from nature – here raw wool in transition to a knitted garment.

Photographers: Josie Holford, Stan Lichens, Feza Oktay '81, Christina Powers

Thank you to all of the faculty and staff who contributed photos.



# From the Head of School & Board President



The world was a dangerous place in 1934.

Fascism was on the rise in a Europe beset with economic depression and still recovering from a devastating war that had reshaped the world and realigned empires. In the United States a Dust Bowl storm swept across the prairies and the Great Depression left millions of Americans out of work and out of hope. Hitler declared himself fuehrer in Germany and Mao Zedong began the 6,000-mile Long March in China. Police opened fire on striking longshoremen in San Francisco. In Hyde Park and in Washington, D.C. the new president, FDR, began rolling out the New Deal.

And in the city of Poughkeepsie, in the Spaulding mansion on the corner of Hooker and Grand, Poughkeepsie Day School welcomed its first students.

The early documents of the Day School make for interesting reading. Our founding families wanted something distinctly different for their children. They wanted a school that honored childhood, took notice of emerging theories about learning and

respected creativity while fostering democracy and intellectual effort. Students in those early days built colonial log houses, played on a tire swing, went pond dipping and learned to read and write. They learned how to use hammers and saws and work with wood. They acted in plays and pageants and wrote stories and letters to the White House. They built with blocks, went on field trips, learned folk songs. In wartime, they sponsored a child made homeless by the London Blitz and they collected milkweed to use as kapok for flight suits and life jackets. And when they moved on it was to the high school in Poughkeepsie, to Oakwood, Exeter, Choate and other public and private day and boarding schools.

From its inception, a PDS education was founded on relationships and learning by doing; it valued play as creative cognitive growth and working together as a means of effective progress and the promotion of democratic values. It was about openness to opportunity and growth rather than right answers and closed minds.





As we head into our 80th year many aspects of that 1934 world are gone forever. The trams on Main Street, for example, and indeed the Spaulding mansion itself, demolished after the school moved to custom-built premises on the Vassar campus in 1963. And we probably would not allow children the freedoms they had back then to roam at will, climb on roofs and generally run amok. But the essential values and foundational beliefs have endured.

Our vocabulary may be different now as we talk about 21st-century skills, prototyping, the maker movement and failing forward, but those values and beliefs are still very much alive at PDS, and



much of what we do today would be familiar to Elizabeth Gilkeson, our founding director, and the other pioneer educators of her era. Some of the best current thinking about classroom practice can be expressed as: “Learning by doing, mindfulness and a growth mindset meet design thinking and the maker movement.” You can see the embodiment of that thinking in the early PDS and you can see it

in PDS learning spaces and classrooms today. To misquote the words of Martin Luther King: “The arc of PDS history is long and it bends toward progress and change.”

So, PDS has always been a little different. It’s not cookie cutter education because our students are not dough to be squeezed into preshaped forms but individual children with unique potential. PDS respects each child as a traveler on a distinctive journey. Our job is to use the best of our knowledge to help each child discover that path and navigate a route toward a fulfilling future.

Please join us this year as we celebrate 80 years of educational leadership. Last year we launched an ambitious strategic plan; our history gives us the confidence to embrace its ambitious goals. We are on this journey together. Let’s enjoy the ride.

*Josie Holford*

Josie Holford, Head of School

*A. L. Thornton*

Amanda Thornton, President, Board of Trustees



*Throughout its history, PDS has respected each child as a traveler on a distinctive journey and*

### Alice Beal "Allelu" Kurten '38

Known as "Allelu" from the fact that my father was 60 with three sons when I was born and loudly proclaimed, "Alleluia, it's a girl." He died when I was two so my name was his gift.

**Hometown:** Poughkeepsie, NY

**Last book read:** Jim Henson: The Biography by Brian Jay Jones

**Last accomplishment:** Presenting my puppet show "The Flower Girls" (originally created for the 50th anniversary of the O & D Garden Club, at their 100th anniversary in May 2013). I needed lots of help, but we did it.

**How PDS Impacted My Life:** "I went to PDS through 3rd grade. It wasn't until much later that PDS impacted my life. When we moved back to the Poughkeepsie area, our children went to the Day School after some years at Netherwood Elementary. I was on the PDS board for some time with one of the most able, intelligent, caring groups of people I'll ever work with. It was during the 1960s and early 1970s and the involvement of the parents with their children in the activities of the school gave all of us a special mission and anchor during those very troubled times."

### Paul Drouilhet '46

**Hometown:** Bedford, MA

**Profession:** Electronics engineer

**Last Book Read:** My Promised Land by Ari Shavit

**Last Accomplishment:**

Photographic exhibition titled "Natural Wonders of the Southwest," consisting of 25 images from a 2005 trip to the national parks of southern Utah and the northern rim of the Grand Canyon.

**How PDS Impacted My Life:** "PDS provided me with an excellent base for my subsequent secondary and college education. Without that base I might well not have made it to Phillips Exeter and MIT, which in turn provided the base for my engineering career."

### Nancy Russell '47

**Hometown:** Center Sandwich, NH

**Profession:** Teacher

**Last Book Read:** The Boys in the Boat by David James Brown

**Last Accomplishment:** I've played guitar since my teens, but could never read the notes on the guitar, so now I've taken lessons and struggle to play classical on my guitar. It is hard and fun.



**How PDS Impacted My Life:** "Hugh McElheny, our music teacher, and Larry, our janitor, taught shop, my favorite! My first project was a rack for four bikes my family used for many years. Now, I have my own shop with a table saw, band saw, drill press (mostly for making wheels for the kids), lathe for making bowls and boxes, many sanders and a jointer to remove tongue and groove edges so the children can work more easily with the wood. I teach woodworking at Children's Center where my 3, 4 and 5 year olds make anything they want using tools, nails, screws, a battery screw gun and hammer. It is PDS all over again for me!"



**1934** Founding of Poughkeepsie Day School



**1934** New Deal programs for relief and recovery

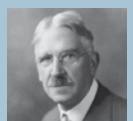
**1936-39** Spanish Civil War(Guernica)



**1938** Anschluss in Austria



**1938** John Dewey's "Experience & Education" published



# PDS Pathways

*dedicated itself to helping every student discover their pathway toward a fulfilling future.*

## Nancy McClelland Wilson '47

**Hometown:** Poughkeepsie, NY

**Profession:** Secondary school teacher (Retired)

**Last Book Read:** Fiction by Ann Lamott

**Last Accomplishment:** Putting into the garden the last of the Cosmonaut Volkov tomato seedlings.

**How PDS Impacted My Life:** "School at PDS was thoroughly fun for me. The learning was fun. The long and free recesses were fun. The music with Hugh McElheny, and lunch at his table, were fun. The scrub baseball games before school started were fun. The plays were fun (I Remember Mama; The Man Who Married a Dumb Wife)."

## John M. Coulter, Jr. '49

**Hometown:** Poughkeepsie, NY

**Profession:** Law

**Last Book Read:** The Goldfinch by Donna Tartt

**Last Accomplishment:** Retired in 2012 after having practiced law for 48 years.

**How PDS Impacted My Life:** "I only attended PDS for kindergarten."

## Gavrik Losey '51

**Hometown:** Somerset, England

**Profession:** Filmmaker/writer

**Last Book Read:** The House of the Wind by Titania Hardie

**Last Accomplishment:** Writing the first 17 chapters of a novel of childhood.



**How PDS Impacted My Life:** "It was many years ago, but I remember going home and people stopping me in the street to tell me Roosevelt was dead (April 12, 1945)."

## Haj Ross '52

**Hometown:** Denton, TX

**Profession:** Professor of linguistics "and" poetics

**Last Book Read:** The Twelfth Planet by Zecharia Sitchin

**Last Accomplishment:** TED talk at University of North Texas



**How PDS Impacted My Life:** "I learned the guitar, saw Pete Seeger when he played for us in the gym, had the first killer crush on Frances, one of the girls at the Smyths' (High Valley Farm), and learned my first foreign language (Latin) with my fellow 8th grader, Jay Sklar, from Margaret Seymour."

## Eleanor (Ellie) Rubin Charwat '53

**Hometown:** Poughkeepsie, NY

**Profession:** College administrator (retired)

**Last Book Read:** My Promised Land by Ari Shavit

**Last Accomplishment:** Being a Book Buddy to two second graders.

**How PDS Impacted My Life:** "PDS taught me to be resourceful and creative, never to be stymied by obstacles but to find ways around them. PDS gave me a lifelong love of learning."

**1939-45** World War II



**1947** Partition of India



Transistor developed



**1949** Pete Seeger concert at PDS



**1953** Watson & Crick describe DNA structure





## Douglas Smyth '53

**Hometown:** High Falls, NY

**Last Book Read:** Beautiful Ruins by Jess Walter

**Last Accomplishment:** Sold the house my wife and I built.

**How PDS Impacted My Life:** "PDS gave me a good basic education. I graduated from both Woodstock Country School and Bowdoin College with honors. More importantly, PDS encouraged my independent thinking, critical thinking and willingness to imagine."

## Debbie Stone '55

**Hometown:** Bloomington, NY

**Profession:** Educator

**Last Book Read:** Unlocking the Air and Other Stories by Ursula K. Le Guin; Speak, Memory by Vladimir Nabokov; Just One Evil Act by Elizabeth George; Frightful's Mountain by Jean Craighead George (had several going at once!)

**Last Accomplishment:** Moving from the Smyths' High Valley, where I had taught, and where I lived for 36 years!

**How PDS Impacted My Life:** "My mother taught 4-year-olds at PDS and my father's Vassar students did practice teaching there. My sisters and I all went to PDS from the age of four until graduating from 9th grade, which was as far as the school went back then. Our family and the close friends who taught with my mother shared values and a belief in the fun of learning in depth. My sisters and I all became teachers, a tribute to our parents and to our teachers at the Day School – the Smyths, the Scotts, Allan Walstrom, Marguerite Strehlau, Herb Barnes, Miss Ward and others. Strong friendships continue from back then, too."

## Jud Sommer '58

**Hometown:** White Stone, VA

**Profession:** Lawyer

**Last Book Read:** Theodore Rex by Edmund Morris

**Last Accomplishment:** Seemingly successfully raising a family.



**How PDS Impacted My Life:** "I spent ten years at PDS from 4's through 8th grade, graduating in 1958. I can say now, and have believed this for many, many years, that PDS had a greater cumulative impact on my overall broad learning, on my progressive world view, on my tolerance of difference and on my ability to play well in life."

## Steven Catenaccio-Lorand '60

**Hometown:** New York, NY

**Profession:** Yoga teacher

**Last Book Read:** Agatha Christie

**Last Accomplishment:** Retired architect

**How PDS Impacted My Life:**

"I just have great memories of that old building on Hooker & Grand. I sometimes wonder how everyone is. I was at PDS in the 50s. It would be great to see what other classmates have to say. I became an architect, retired, and became a yoga teacher."



## Judy Chapman Purvis '60

**Hometown:** Greensboro, NC

**Profession:** Retired

**Last Book Read:** The Flight of Gemma Hardy by Margot Livesey

**Last Accomplishment:** Tomato pie – yum!

**How PDS Impacted My Life:** "First-hand knowledge of how good liberal education can be. Wonderful memories of an old house and grounds that I could wander around whenever I wanted. Good memories of my mother's involvement, which gave her lots of opportunity to be of service to the next generation."

## Shari Sarah Louise Hubner '61

**Hometown:** Poughkeepsie, NY

**Profession:** Attorney at law

**Last Book Read:** Art & Physics: Parallel Visions in Space, Time, and Light by Leonard Shlain

**Last Accomplishment:** Practicing elder law and playing cello.

**1954** Brown vs. Board of Education



**1957** USSR launches Sputnik



**1958** Lego introduced



**1963** PDS moves to 39 New Hackensack Road on Vassar campus





**How PDS Impacted My Life:** "I entered Poughkeepsie Day School in kindergarten in the fall of 1951 and graduated from 9th grade in 1961. That year we had a 9th grade, other years we had only up to 8th grade. The Day School allowed me to explore and learn at my own pace. We learned by doing. For example, in science we had snakes and other creatures to touch and hold. In 3rd grade we studied the undersea world by creating costumes of sea creatures and acting out their interactions and habits. We studied colonial times by having a colonial room, wearing costumes, and giving tours. In 7th grade we studied ancient history by selecting a particular figure, learning about that person, and then acting as that person in an assembly where the MC traveled back in time to interview us. In 8th grade we joined with the 9th graders to produce a play in Latin. In 9th grade we wrote and performed a Greek tragedy (in English). All these experiences, and many others, drew me in and allowed me to be in that time and place, exploring history, art, language, philosophical concepts, mathematics and science. PDS gave me a solid foundation in creativity and love of learning."

## Lee M. Miringoff '66

**Hometown:** Poughkeepsie, NY

**Profession:** Political science faculty at Marist College, director of the Marist Institute for Public Opinion

**Last Book Read:** This Republic of Suffering by Drew Gilpin Faust (not unlike a book I read at PDS in 8th Grade)

**Last Accomplishment:**

Partnered with NBC News and The Wall Street Journal in conducting Marist Polls of 2012 presidential battleground states.

**How PDS impacted my life:** "Much of what I have done professionally at Marist College and with the Marist Poll is an outgrowth of the approach to education that was instilled in me at PDS. The qualities of my education at PDS emphasized innovation, community and student development. These are the same values that I have utilized in developing this unique program at Marist. It is the first-in-the-nation college based public opinion center that is centered around undergraduate students. There is significant public outreach in terms of media coverage of our work, providing a public service regarding quality measurement of public opinion. Students from all major fields of study are attracted to the program. Through course work, internships, seminars and participating in the conduct of the poll, students are at the center of all that we do. Along the way, we spark an interest in public affairs and, hopefully, contribute to making better citizens of our students."



## Michele Ribble '69

**Hometown:** Red Hook, NY

**Profession:** Dance educator

**Last Book Read:** Something by Carrie Fisher

**Last Accomplishment:**

Became a Grandma

**How PDS Impacted My**

**Life:** "PDS was great in the day.

We had great class lessons and we worked together as a team for the same goals. Everyone was respected as an individual: all shapes, sizes, backgrounds and we all kind of really liked school. There were lots of school events that were truly fun. I'm still dancing and wish that I could hear from more of the friends that I went to school with."



## Tom Finkelpearl '71

**Hometown:** Harvard, MA

**Profession:** Commissioner, New York City Department of Cultural Affairs

**Last Book Read:** Scarcity: Why Having Too Little Means So Much by Sendhil Mullainathan and Eldar Shafir

**Last Accomplishment:**

Oversaw the 50,000-square-foot expansion of the Queens Museum as executive director.

**How PDS Impacted My Life:**

"PDS was the open, free space that allowed my imagination to grow, even though learning to read was optional in 1st and 2nd grades back then. I went to a mixture of private and public schools, experimental and highly structured, and the Day School was about as free-form as it got. I am extremely grateful for the education I received at PDS. When I published a book last year, I dedicated it to the teachers who most influenced my life, including Jeff Weiss, who was my middle school science teacher at PDS. He was also truly dedicated to a progressive vision of the world that still resonates in my mind."



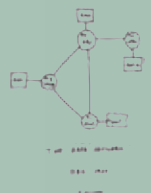
**1964** Civil Rights Act



**1969** Moon landing



**1969** Creation of the Internet



**1970** PDS adds high school

## Charles Furnival '73

**Hometown:** West Palm Beach, FL

**Profession:** Social worker

**Last Book Read:** Texas by James A. Michener

**Last Accomplishment:** Florida Alcohol and Drug Abuse Association Professional of the Year.

**How PDS Impacted My Life:**

"PDS laid the foundation, along with my parents, for a lifetime of service to others less fortunate than me."



## Linda Ruggieri Burdick Mohammed Said '74

**Hometown:** Providence, RI

**Profession:** Soprano soloist, actress, Instructor for piano and voice

**Last Book Read:** The Screenwriter's Bible by David Trottier

**Last Accomplishment:** I was accepted into a Master's Degree Program for Creative Writing for the Entertainment Field at Full Sail University. Currently I am writing my first film for my Thesis Project.

**How PDS Impacted My Life:** "The rich memories of my journey at the Day School perpetually provide my present day life with immeasurable joy. The goal and mission of the faculty at that time was to ensure all of us had creative options to "think outside the box" to find creative solutions to the "problems" within our daily activities at school, at home, and in the world. It was a time in my life that I felt connected to, as a participant in, something extremely vital to survival, which today translates into accepting life in an ever unstable and uncertain world. It is in the "how" we choose to live and learn that affected the many choices I was faced with in many serious situations after I left the motherly cloak of security that the Day School provided for me then. She is the safe haven within which I was able to grow and develop. I look within to find her each time I need comfort and a reminder of love. That love is lacking in today's new real world."



## Lisa Livshin '78

**Hometown:** Newton, MA

**Profession:** Psychologist

**Last Book Read:** And the Mountains Echoed by Khaled Hosseini

**Last Accomplishment:** Designed a psychology graduate course on disaster mental health.

**How PDS Impacted My**

**Life:** "PDS allowed me to explore my interests in psychology and early childhood education through central study days, which eventually led me down the path to becoming a psychologist. I also learned a lot about being part of a larger community through cooking meals together, putting on theater productions, volunteering in the primary classrooms, helping with the annual PDS fair, traveling to Quebec with my French class and taking many road trips to NYC for amazing Broadway and Off-Broadway shows."



## Alan Belsky '81

**Hometown:** Poughkeepsie, NY

**Profession:** IT professional

**Last Book Read:** Contact by Carl Sagan

**Last Accomplishment:** Growing my company's sales 20%.

**How PDS Impacted My**

**Life:** "PDS gave me the confidence and background to always reach higher."



**1971** Intel develops first microprocessor



**1974** Richard Nixon resigns as President



**1975** Fall of Saigon, end of Vietnam War



**1981** AIDS virus identified





## Martha Winn '81

**Hometown:** South Portland, ME

**Profession:** ESL adult education teacher

**Last Book Read:** The Dirty Life by Kristin Kimball

**Last Accomplishment:**

Completed a king-size quilt on commission.



**How PDS Impacted My Life:** "PDS taught me to keep an open mind about all aspects of life. It taught me that different areas of your life don't have to be compartmentalized. It taught me about really looking and really listening rather than just seeing and hearing. It taught me not to jump to conclusions. Finally, it taught me to keep a sense of humor."

## Tim Muesle '86

**Hometown:** Portland, OR

**Profession:** Hospitality and business executive

**Last Book Read:** The Killer Angels: The Classic Novel of the Civil War by Michael Shaara

**Last Accomplishment:** \$16 million facilities project



**How PDS Impacted My Life:** "I met many people from different walks of life who were not afraid to be themselves."

## K. Geetha Murthy-Holdsworth '86

**Hometown:** Poughkeepsie, NY

**Profession:** Educator

**Last Books Read:** Bombay Stories by Sadaat Hasan Manto, The Future of Freedom: Illiberal Democracy at Home and Abroad by Fareed Zakaria

**Last Accomplishment:** Finishing a successful first year as a principal in a small independent school.

**How PDS Impacted My Life:** "Though I have always wanted to be a teacher, my PDS education defined the kind of teacher I want to be: just like many of the teachers who challenged and supported me as I went through middle and high school. Many who have worked with me know that I hold my PDS experiences as the exemplar of what schools can look like. I truly believe in the power of an education and the importance of giving agency over one's learning and life to students of all ages. At PDS, I learned that a rigorous curriculum within the context of having compassionate and thoughtful relationships with teachers holds more power to create excellence than any one element alone. When I first came to PDS as a 6th grader in Jose Spencer's Amber Room, I really did not believe in myself. I didn't feel particularly special or smart. Within a year, I started to realize that I was intelligent and had something to offer. By the time I graduated, I had many of the tools I would use to tackle challenges as they arose in my adult life."

## Philip Vinogradov '88

**Hometown:** Ambler, PA

**Profession:** Instructional technology specialist

**Last Book Read:** The Hitchhiker's Guide to the Galaxy by Douglas Adams (with my son, age 11. Laughter is best shared).

**Last Accomplishment:** Being asked by ASCD to write a book on gamification in education. Hours spent playing D&D at PDS taught me everything I needed to know on the topic.



**How PDS Impacted My Life:** "PDS empowered me with the skills to innovate, persevere and engage those in authority. For six years I spent every Wednesday (the WHOLE day) in deep engagement with an elective course (CS or Central Subject). I had time to explore, create, fail, evaluate, and create again, negotiating with my teachers on how I would learn and what I found valuable. Those skills translated into all of my work through college, graduate school and my professional life. In my work as an educator I have been able to leverage those skills to work with children and adults to create innovative spaces and programs."

**1981** IBM introduces its first personal computer



**1982** First PDS original musical  
"The Cheese Stands Alone"



**1983** Time magazine "Year of the Computer"



**1989** Fall of the Berlin Wall



## Autumn Armstrong-Berg '91

**Hometown:** Williamsville, NY

**Profession:** Artist

**Last Book Read:** Skin Game by Jim Butcher

**Last Accomplishment:** Bought a house!

**How PDS Impacted My Life:** “PDS changed the outlook I had on life, and I am always grateful for that. When I came to the school, I had been heavily bullied and was convinced that I was unintelligent and was deeply unhappy. During my time at PDS, the teachers helped me to unravel this, helping me to find my own sense of self and pride. I discovered I had a second family and, even 22 years later, I am friends with teachers and students I knew there. After I graduated, I had a very dark and hard time. It was a PDS parent and a PDS teacher who held the lamp for me as I struggled my way through my troubles, and now PDS teachers and students still continue to inspire and encourage me.”

## Josh Meehan '91

**Hometown:** Wappingers Falls, NY

**Profession:** Public servant

**Last Book Read:** The Son by Philipp Meyer

**Last Accomplishment:** Got us a running start, let go of his seat and watched my son bike for the first time without training wheels.

**How PDS Impacted My**

**Life:** “I was close to flunking out of public high school after having begun it in all AP and honors classes. I had become as disinterested in school as it seemed the teachers, and the institution, were in me. I transferred to PDS halfway through my junior year. I became involved in sports, intellectually resuscitated and generally much happier. Did I mention I met my wife there?” (Editor’s note: Josh is married to Leila Nihal ’92).



## Jason Berry '93

**Hometown:** Split, Croatia

**Profession:** Futures trader and business owner

**Last Book Read:** Game of Thrones by George R. R. Martin

**Last Accomplishment:** Helped a stranger carry her kid, suitcases and bags to her car.

**How PDS Impacted My Life:** “PDS and the people at PDS gave me friends for life, a different perspective on the world and made me take algebra twice! Ugh. (Thanks, Barb, I needed it!)”



## Krista (Adams) Mason '98

**Hometown:** Poughkeepsie, NY

**Profession:** Nutrition educator

**Last Book Read:** Divergent by Veronica Roth

**Last Accomplishment:** Just got married! Planned the entire thing on a shoestring budget and honeymooned in Bermuda.

**How PDS Impacted My Life:** “I look back on my time at PDS and recognize the distinct advantage I had and have over others throughout college and beyond. Considering that I came to PDS for my last two years, I didn’t feel as acclimated to the private school environment at the beginning and had to adjust. Knowing what I do now, I almost wish I could do it all again (no teenage dramas!). As an adult preparing to have children, I’d definitely consider sending them to PDS.”

## Katherine Maas '99

**Hometown:** New York, NY

**Profession:** History/museum studies

**Last Book Read:** Transcendental by James Gunn

**Last Accomplishment:** Successfully persevering against a challenge in an Access database and getting my overtired toddler to bed.



**1993** PDS absorbs St. George's School

**1994** Nelson Mandela elected President of South Africa



**1995** PDS buys Kenyon House



**1996** First successfully cloned mammal: Dolly the sheep





**How PDS Impacted My Life:** “PDS taught me how to be independent, but also the importance and value of collaboration. I learned to write and to love math, and I still find myself most at home in environments with small groups of people (at both school and work!)”

## Laura Cowan Osborne '99

**Hometown:** Alexandria, VA

**Profession:** Early childhood special education teacher

**Last Book Read:** Peter and the Star Catchers by Dave Barry and Ridley Pearson

**Last Accomplishment:** Finished my 9th year of teaching!

**How PDS Impacted My Life:**

“PDS taught me to question. Being at PDS gave me the tools to be able to figure out what I wanted to do, to have the confidence to do it, and the skills to back that up. I learned that it wasn't enough to write a paper, you had to defend your thoughts. It wasn't enough to finish an assignment, you had to reflect.”



## Elijah Hirschmugl '01

**Hometown:** Fishkill, NY

**Profession:** Sales

**Last Book Read:** The Sun Also Rises by Ernest Hemingway

**Last Accomplishment:** Celebrated our son's 5th birthday and had a baby girl!!!

**How PDS Impacted My Life:** “There's no one way to describe the impact an experience like Poughkeepsie Day School has on a young mind. The school inspires fairness and individuality to all. I feel like a better person for having had the opportunity to be taught by all the staff and always pushed to go further and try harder.”

## Ivan Cash '04

**Hometown:** Marlboro, NY

**Profession:** Interactive artist & filmmaker

**Last Book Read:** Just Kids by Patti Smith

**Last Accomplishment:** My artwork collected. (Permanent collection of the Victoria & Albert Museum in London)

**How PDS Impacted My Life:** “In my relatively short time at PDS, I was turned onto a supportive, creative culture that fostered my ability to grow and feel inspired artistically. I've also got a solid friend group from PDS.”



## Elizabeth Murphy '04

**Hometown:** New Paltz, NY

**Profession:** CEO/Founder, Up Homes

**Last Book Read:** Tibetan Peach Pie: A True Account of an Imaginative Life by Tom Robbins

**Last Accomplishment:** Completing my dual MBA and MS degrees at Bard College.

**How PDS Impacted My Life:** “By giving me the best lifelong friends and the creativity and confidence to create my own career.”



## Amie Anderson '06

**Hometown:** Garrison, NY

**Profession:** Teacher at the Manitou School in Cold Spring, NY

**Last Book Read:** Creating a Life Together: Practical Tools to Grow Ecovillages and Intentional Communities by Diana Leafe Christian



**1997** First Harry Potter novel published



**1997** PDS buys Gilkeson Center



**2000** PDS dedicates Jame Earl Jones Theater



**Last Accomplishment:** Decided to leave the city, got engaged, quit job, moved to Beacon, found job... house next, then wedding!

**How PDS Impacted My Life:** "Some people discover how much PDS truly shaped them upon graduating. It is certainly jarring to find yourself in a world where hugs are replaced by handshakes, and spontaneous song is hidden away, reserved for the cover of darkness and the influence of alcohol. Me? I always knew, somehow. I knew that PDS was my third parent, my safe haven, my nest to fly from. So, you could look at my career path as a fiercely progressive educator and make a logical list of how PDS influenced my choices. Or you could run with me through the rain."

## Kylie Neimeth-Lazar '06

**Hometown:** Milan, NY

**Profession:** Social worker

**Last Book Read:** The Goldfinch by Donna Tartt

**Last Accomplishment:** Giving a presentation in front of 100 high schoolers.

**How PDS Impacted My Life:** "I went to PDS from kindergarten to 12th grade. It has impacted me in so many ways. The two main things that stand out for me are the confidence I have in my critical thinking skills and the confidence that what I have to say matters – my teachers taught me that. The friends I made at PDS are my family and I know they will be with me for the rest of my life."

## Jocie Nelson '06

**Hometown:** Rhinebeck, NY

**Profession:** Special youth programs & partnerships manager at the City of Philadelphia Mural Arts Program

**Last Book Read:** The Glass Castle: A Memoir by Jeannette Walls

**Last Accomplishment:** Being selected to be part of the first cohort of the Innovators' Institute, a yearlong fellowship program designed to help adult practitioners build practical skills for supporting youth and community transformation in Philadelphia. Fellows will be nurtured as a cross-organization citywide community of practice, where we will deepen our leadership skills, explore best practices and apply what we learn to support youth success in the world beyond high school.

**How PDS Impacted My Life:** "Working now in education, PDS taught me the importance of encouraging opportunities for independence and creativity in a student's life."

## Anna Raugalis '06

**Hometown:** Poughkeepsie, NY

**Profession:** Photograph archivist

**Last Book Read:** Me Talk Pretty One Day by David Sedaris

**Last Accomplishment:** Finishing my MLIS degree.

**How PDS Impacted My Life:** "A continual love of learning, compassion for others, and the importance of hugging buildings (and people) goodbye."

## Ella Wise '06

**Hometown:** Stone Ridge, NY

**Profession:** Urban planner

**Last Book Read:** Anna Karenina by Leo Tolstoy

**Last Accomplishment:** Master's in city planning from UC Berkeley.

**How PDS Impacted My Life:**

"I'm just starting to realize how extraordinary it is to be raised in a community that assumes and acts on the assumption that everyone is worthy, inherently. This simple tenet of PDS is surprisingly revolutionary. Also, looking back, I can hardly believe we didn't have class on Wednesdays. How enlightened and courageous! As I recently graduated with a master's and find myself without engrossing assignments to give my days meaning and courses to give my years definition, I am trying to exercise the curiosity and self-discipline fostered by Central Studies."



## Molly Ostertag '09

**Hometown:** Rhinebeck, NY

**Profession:** Cartoonist

**Last Book Read:** Mr. Fox by Helen Oyeyemi

**Last Accomplishment:** Raising \$60,000 to



## 2008 PDS expands Gilkeson Center with labs and classrooms



## 2009 PDS renovates Kenyon House





self-publish a graphic novel of a webcomic I've been drawing for the last two years (Strong Female Protagonist).

**How PDS Impacted My Life:** "PDS gave me my confidence. Acting classes and class discussions where everyone's voice was valued helped me come out of my shell in high school. Having confidence in myself and my abilities has helped me immensely in my career and personal life so far. Thanks!"

## Greg Shaheen '09

**Hometown:** Kerhonkson, NY

**Profession:** Spanish and Arabic interpreter; community development/education in Lebanon

**Last Book Read:** Ishmael: An Adventure of the Mind and Spirit by Daniel Quinn

**Last Accomplishment:** "I perfected the art of tabbouleh. But really, after graduating from college I spent eight months in northern Lebanon doing environmental and refugee relief/education work. I got to know a few different communities there and returned this summer to work in this field."

**How PDS impacted my life:** "PDS helped me to expand my mind to see how much there is to explore in the world (both experientially and academically) and to start developing an intellect to take it all in and try to put the pieces together. Despite the academic rigor, overall it was comfortable and nourishing. I especially appreciate this today in the light of 'the real world' that is far less forgiving and certain. I do believe that PDS instilled in me a deep craving to learn. In terms of my life path, what I am most thankful for about my PDS experience (only two years) is that it helped me become a competitive candidate for college admissions."

## Jasper Weinburd '09

**Hometown:** Saugerties, NY

**Profession:** Student in the mathematics Ph.D. program at the University of Minnesota – Twin Cities.

**Last book read:** His Dark Materials Trilogy by Philip Pullman

**Last accomplishment:** Passed my first written preliminary exam in abstract algebra.



**How PDS impacted My Life:** "Teachers like Barbara Wood and Jonathan Heiles inspired a love of problem solving and an appreciation for beauty in the hidden structure that lies behind even the simplest facts from mathematics and physics. Laura Hicks nourished my creative side with encouraging direction in the James Earl Jones Theater. I often wish I were still putting up plays and scenes alongside Eliza, Hannah, Molly, Wiley and others. At least my calculus students appreciate my strong projection and diction skills. Friends like Gabe, Isaac and Bo introduced me to Ultimate Frisbee, which has become a lifelong passion. I went on to captain the team at Bard College and finish my college eligibility with a season at Minnesota, a top-ten Division I team. My classmates of '09 gave me countless loving memories to look back on. I always hope to see them when I'm back home, in the Hudson Valley."

## Maxwell Hegley '11

**Hometown:** Staatsburg, NY

**Profession:** Student/actor

**Last Book Read:** Invisible Cities by Italo Calvino

**Last Accomplishment:** Stand-up comedy.

**How PDS Impacted My Life:** "PDS was the first school that made me feel like myself. It gave me a chance to find my voice amongst so many loving and supporting members. I can never thank you enough for all of that. So, keep up the good work and other encouraging phrases like that."



## Sabrina Hart '12

**Hometown:** Rhinebeck, NY

**Profession:** Student

**Last Book Read:** This Is How You Lose Her by Junot Diaz

**Last Accomplishment:** Recently completed an internship for a feminist magazine.

**How PDS Impacted My Life:** "PDS has taught me to be understanding, caring and ambitious."



## 2012 PDS creates the Middle School Learning Community



## 2013 PDS creates a dance studio, Maker Lab and new classrooms



## Emma Roellke '12

**Hometown:** Staatsburg, NY

**Profession:** Student

**Last Book Read:** A Civil Action by Jonathan Harr

**Last Accomplishment:** Recently co-authored a book chapter on the neuropsychological components of adolescent moral reasoning, to be published by MIT Press. A separate, first-authorship manuscript on school violence and public policy is currently in preparation.

**How PDS Impacted My Life:** "My 12 years at PDS shaped me in far too many ways to include in a brief paragraph. Of course, they facilitated academic development — from analytic reading and writing capabilities to calculus differentiations — but, more importantly, they fostered a genuine enthusiasm for learning and engaging in active citizenship. Being a part of such a tight-knit community that placed a high value on mutually respectful, collaborative, student-driven learning environments encouraged me to be a more driven student and a more caring person. I'm currently considering a career in educational policy and administration because I truly believe that if every school could incorporate an ethos and environment similar to that of PDS, the world would be a happier, healthier and smarter place."

## Jacob Straus '12

**Hometown:** Salt Point, NY

**Profession:** Student

**Last Book Read:** If on a winter's night a traveler by Italo Calvino

**Last Accomplishment:** Made friends with a NY Times columnist.

**How PDS Impacted My Life:** "PDS taught me how to seek knowledge and be open-minded – the best things a person can learn!"



## Katherine "Katie" Buehrer '13

**Hometown:** Bath, ME and Poughquag, NY

**Profession:** Student

**Last Book Read:** Incognito: The Secret Lives of the Brain by David Eagleman

**Last Accomplishment:** Became an RA in one of my college's residence halls!

**How PDS Impacted My Life:** "PDS helped me express creativity through my work, added to my life skills and strengthened my academic skills. Most importantly, I now understand the value of really learning and being educated on a deeper level."



## Adam DePaz '14

**Hometown:** Red Hook, NY

**Profession:** Student at Bowdoin College

**Last Book Read:** Dead Souls by Nikolai Gogol

**Last Accomplishment:** Making the crew team!

**How PDS Impacted My Life:** "The people I spent my time with at PDS showed me a world at my fingertips and a playground in my mind."

**2013** PDS launches Strategic Plan: *Where Learning Leads*



**2014** PDS dedicates new athletic fields





## Tributes to PDS on Its 80th

### Mary Gesek

**PDS community trustee, alumni parent, alumni grandparent and grandparent.**

John Zilliax was head when we arrived at PDS and our son, Stefan, entered the 2nd grade. Such a relief after a chaotic first-grade year with two experienced and well meaning teachers overseeing some 40 children in an open classroom. It was an experiment in early childhood education that didn't work for us. At the Day School, there was a hum of students and teachers, activity and calm. I have no idea why that was in such a busy place, except, perhaps, because everyone listened to each other and everyone was happy to be there.

What do I remember about those years in the '70s and early '80s? Stef loved PDS. John Zilliax directed an impressive high school production of "Twelfth Night." The Big Room: home to four-square, the library, potluck dinners and banquets, benefits, the annual meeting and graduations. The remarkable faculty: Robert Finkelstein, Josephine Spencer, Dorothy Ann Streeter, among others. Twelve-year-old barbers and purple Mohawks.

Returning to PDS on the Boardman Road campus in early 2000 as a community trustee was a leap. The Johnson and Gindele building on Route 376 had been cozy, homey, well used and well worn. By comparison, the new site was impressive, organized and big. There were other changes, of course, but I found the same respect for children as individuals, the same belief that each one was gifted in some way and capable of growth in the areas that were the most challenging. It's amazing that over 80 years the Day School has kept a firm hold on what is at the heart of a good education.

Carrying on the tradition, Stefan's nephews were at PDS in their early years and returned cross-country for their senior year, Kelton in '13 and Orion in '15.



### Leo Opdycke

**Director of Poughkeepsie Day School, 1965–1972**

When I first came to the Day School, in 1965, I brought with me a document I had put together with a colleague at the Harley School in Rochester. It described the attributes we wanted to see in a really good school. When I left Rochester for PDS, I brought the document with me and found that many people at PDS shared my vision. Over the next seven years, we worked together toward a goal of open communication between, among, and around most of the people involved with the school, at every level – which made change and growth possible in most directions, including the addition of a high school.

The years since I left the Day School in 1972 have seen changes and growth in me, too – much of it shaped by my experience at the school. I noticed it first when I was teaching at Rhinebeck High School and chair of its English department and, later on, when I taught at Marist College and Dutchess Community College. My PDS experience served me well during my tenure as board chairman of the Community Family Development Day Care Center and as editor and publisher of an international journal about building and flying World War I aeroplanes. I constructed a full-scale World War I fighter aeroplane that I finally got to fly in 1987! I am still learning by doing and PDS is always with me.



### The Buccelli Family



### Sylvia Buccelli

When my late husband, Tony, was interviewing for various head of school positions in the spring of 1991, I'll never forget his reaction to PDS when he returned home from his interview there. It was "I can't believe what I just experienced today," and all in a good way. He loved

the progressive ethos of the school, and felt that the administration, faculty and staff were singularly focused in their dedication to the students while employing a most collaborative work style in their efforts. Tony felt that PDS was the school that most “walked the talk” of their philosophy and orientation to education. Of the many fine independent schools where he had interviewed, he was most excited about the prospect of working at PDS.

In Tony’s first month at PDS the school was notified by Vassar College that its long-term lease on its building at 39 New Hackensack Road would not be renewed. This was a most unexpected turn of events and Tony and the board of trustees were immediately thrust into the urgent scenario of locating a new physical plant to house PDS and financing such an endeavor. It quickly became a factor of Tony’s tenure at PDS that, once he chose to engage with the challenge, it would fall to him to be the director that oversaw this very consequential change of chapter in the school’s history.

As it happened, IBM had significantly downsized its Poughkeepsie presence in the early 1990s and the buildings on Boardman Road became available. Kenyon House was fortunately in “move-in” condition and PDS was able to move its upper school and most administration into that building within a short time of having identified its suitability. The current lower and middle school building was another story. There was much retrofitting necessary for this building and new construction of both a theater space and a gym as well. In the interim, it was necessary to split PDS between the two locations.

A major strength of Tony’s leadership lay in his ability to pull people together to work energetically for a common cause. Another was his ability to dream big: what some folks refer to as the “vision thing.” In making the move to the new Boardman Road site and in retrofitting the Gilkeson Building, both skills were vigorously and continually tested. Tony was able to rely on the strong support of his board of directors, chaired during those years by Vincent DeBiase (Noah ’02) and later by Robert Strauss (Bo ’08 and Shelby ’10). Together with the architectural and planning expertise of then-current PDS parents John Storyk (Keaton ’05 and Corbett ’09) and Mitch Markay (Lachlan ’05 and Griffin ’08) and the generosity of James Earl Jones and his wife, Ceci, (Flynn ’01) to fund the construction of the James Earl Jones Theater, everyone’s vision became reality

An historian by background, Tony was quite conscious of how communities of endeavor (such as PDS) evolve over time. As a master teacher, the hat he most enjoyed wearing during his decade at PDS, Tony sought to make PDS community members aware that they are a part of an ongoing legacy of progressive education. As he saw it, key to the process of keeping PDS vibrant and meaningful (because at PDS, there is always “process!”) must be the conscious and continual examination of the ideals and goals upon which the school was founded.

The Day School was a central part, even an anchor at times, of my family’s daily life from 1991 to 2008. Although “education” is the mission of any worthy school, the core values of PDS revealed themselves to us over the years as being about far more than achieving academic goals. Three aspects stand out. 1) Developing the capacity to listen with intensity and discernment to teachers for their wisdom and guidance, to colleagues and peers for their collaborative insight and especially to ourselves in

order to find and remain connected to our creative spark and purpose. This awareness also created a greater attunement within our family with regard to our parenting and teaching roles. 2) Passion for learning and intellectual curiosity for its own sake. This caused Nick, Matt and Kathryn each to take risks with their choice of courses during their college careers and enlivened their learning at the time. Their subsequent career/creative choices are now informed in ways that extend far beyond the parameters of their official majors. 3) The value of community, expressed as genuine care, concern and compassion for those around us, whether within the PDS community or in various community settings rippling outward. The Buccelli family received a huge outpouring of love and support from throughout the PDS community during Tony’s illness and extending for years after his passing as Matt and Kathryn grew up and graduated from PDS. There remain no words to fully express our family’s gratitude for all the acts of kindness we experienced during those challenging years. PDS became an incredible support system for our entire family, which laid the foundation for our healing and re-emergence into thriving next-chapters.

## Matthew Buccelli ’06

**Hometown:** Rotterdam, Netherlands

**Profession:** Student

**Last Book Read:** A Confederacy of Dunces by John Kennedy Toole

**Last Accomplishment:** Getting into graduate school (Rotterdam School of Management).

### How PDS Impacted My Life:

“I always feel that from K–12, PDS gave me a certain sense of creativity and problem-solving that I will take with me, no matter what I’m doing or where I end up in life. Regardless of one’s chosen vocation, I think this is one of the most important things that a school can teach a young person.”



## Kathryn Buccelli ’08

**Hometown:** Poughkeepsie, NY (currently living in Burlington, VT)

**Profession:** Senior project manager at CatalystMLM

**Last Book Read:** Life of Pi by Yann Martel

**Last Accomplishment:** Being promoted to senior project manager after three months with the company.

**How PDS Impacted My Life:** “For as long as I can remember, Poughkeepsie Day School was somewhat of a second home for me. I attended PDS for 15 years and was introduced to the school’s community before the age of one. My family moved from Worcester, MA to Poughkeepsie when I was just six months old, after my father had accepted a job as the head of school. Up until I graduated, I can





remember having countless faculty members mention that they met me when I was “this big” (motioning their hands to show a baby’s size). Much of the faculty and staff at PDS raised me in a way, but this close-knit, caring community didn’t only have an impact on me because of the relationships that I created and developed throughout my years there. Much of what I learned during my years at PDS has greatly affected both my character, and the person that I have become today. I believe that I can attribute much of my caring, hard working nature to the years I spent learning within the walls of Poughkeepsie Day School. PDS goes above and beyond to make sure students truly understand what is being taught to them. While the curriculum is an important schedule to stand by, I have witnessed firsthand that many teachers will work closely with a student to ensure they understand, tailoring lessons and explanations specifically for the individuals who cannot grasp certain concepts, whether it be math, history, art, or English. This type of hands-on work develops confidence within the student and therefore enables them to excel. Even beyond the community and teaching style, PDS teaches its students (including myself) to be accepting of any type of person and willing to try anything that is thrown in their direction. PDS opens the eyes of its students, enabling them to see much of the world in a different light. It breeds go-getters, explorers, and success stories. To me, this is no accident. Could I imagine my life without Poughkeepsie Day School having been a part of it? Absolutely not. Having spent 17 years of my life surrounded by the PDS community, I can surely say that I will never forget my years at PDS and will forever celebrate the ways in which the school has shaped the person that I have grown into thus far.”

Nick Buccelli '00

Hometown: Berkeley, CA

Profession: Architecture

Last Book Read: Some crazy architecture material

Last Accomplishment: Little things like watering my garden feel even better than the big ones.

How PDS Impacted My Life: “Apart from many good things that hopefully stuck, plain daily experience at PDS gave everyone an early example of what close community entails. That came complete with the support network, or the amazing little traditions, but also included the challenges that come from being so small and the opportunities to grow through them. I think a lot of folks did a really good job of making it apparent how this sense of community, which as a school was focused on education, was a meaningful endeavor. So even as situations, priorities, and outlooks change, being able to look back on being a product of a purposeful place continues to provide inspiration.”



Directors/Head of School

Directors

1934-35	Helen Garret (Consulting)
1935-49	Elizabeth C. Gilkeson
1949-50	Elizabeth Whitney
1950-52	Eveline Omwake
1952-59	Dr. Henry S.Haskell
1959-61	David M. Clarkson
1961-63	Marguerite Strehlu (Acting)
1963-65	Hillis L. Howie
1965-72	Leonard E.Opdycke
1972-77	John P. Zilliax
1977-85	Richard E. Hanson
1985-90	Friedrick “Buzz” Heinrich
1990-91	Josephine Spencer (Acting)
1991-01	Anthony Buccelli
2001-05	Mary Jane Yurchak
2005-06	Elizabeth Vinogradov (Acting)

Head of School

2006 –	Josie Holford
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Presidents of the Board of Trustees

1934-38	Ernest R. Acker	1070-72	Sandra S. Auchincloss
1938-40	David G. Dutton	1972-73	Joseph H. Forman Jr.
1940-43	Baltus B. VanKleeck	1973-74	Stewart T. Schantz
1943-45	Mrs. Richmond Meyer	1974-76	Elizabeth Christenfeld
1945-47	Willard McLelland	1976-78	Robert A. MacKenna
1947-48	Otis Lee	1978-80	Caroline H. Morse
1948-49	William M. Smith	1980-82	Shirley M. Handel
1949-51	Mrs. Robert Wilkinson	1982-84	Richard Chazen
1951-53	David W. Beaman	1984-86	Mary Gesek
1953-55	Mrs. George Whitel	1986-88	Glen Johnson
1955-57	David B. Gustafson	1988-90	Walter Jablonski
1957-60	Sidney King	1990-91	Patricia Barry
1960-62	Mrs. James R. Breed	1991-96	Vincent DeBiase
1962-64	Deborah S. Scheer	1996-99	William Lunt
1964-65	Donald B. Miller	1999-03	Robert Strauss
1965-66	Deborah S. Scheer	2003-05	Jonathan Gould
1966-67	Stephen W. Dunwell	2005-09	Julie Stevenson
1967-68	Lawnin Gindele	2009-13	Stanley Lichens
1968-69	John L. Kurten	2013-	Amanda L. Thornton
1969-70	Joseph Murphy		



# NOTEWORTHY

## A LEGACY OF LEARNING BY DOING

The grade 4–5 Birding Experiment was part of an ecology unit in science. After researching local birds, students investigated bird population density. Bird cams placed



around campus helped students gather data on what types of birds ate what from our feeders.

Art teacher Jenn Jordan welcomed all lower school families to Parent Art Days where children showed parents



skills they had learned – from sewing to making pinch pots and painting with watercolor.

Pre-k and kindergarten students hatched ducks in the classroom. They began by placing eggs in an incubator, affectionately named Ms Ducky, and transformed their



loft space into a barn. They monitored progress on their egg tracker and anxiously waited for the eggs to hatch. All agree that it was well worth the wait!

Pre-k and kindergarten students visited Sprout Creek Farm throughout the 2013–2014 school year. Their many experiences included: meeting a four-hour-old baby calf;



studying sheep wool and learning fiber felting; making bread, butter and fresh ricotta cheese; learning how greenhouses operate while enjoying hot apple cider; receiving hands-on instruction on the authentic farm craft of candle making; tending to 30 new baby goats; learning about the life cycle of a chicken and nurturing baby chicks.

Grade 2–3 students enjoyed an intensive study of the Hudson River and surrounding geology. Learning adventures included observing rock formations and evidence of glaciers at Mohonk Preserve; contemplating and sketching the river at Quiet Cove; investigating paleo



times (including the discovery of mastodon remains in nearby Hyde Park); conducting pH experiments on river water; traveling to Bowdoin Park with a naturalist to study hunting and fire making techniques; team study identifying soil types and dating artifacts; constructing and engineering popsicle stick replicas of different types of river bridges; and writing research reports on Hudson River fish, birds, pollution and ice boats.





Members of the "Invasives Club" of invasive species researchers (graduate Amalia Driller-Colangelo '14, senior Julia Roellke '15, junior Ellie Stapylton '16 and science teacher Brent Boscarino) recently received news that their article entitled, "Fifteen miles on the Erie Canal: the spread of Hemimysis anomala (bloody red shrimp) in the New York State canal system" was accepted for publication in the peer-reviewed journal "Bioinvasions Records." The article will officially be published in late 2014/early 2015. The group is currently working on a grant proposal to continue work on the identification and management of the species in New York State.

Coach Li Pipman Denaut and seven PDS students participated in FIRST Tech Challenge (FTC) in Somers, New



York. Teams used engineering principles to design, build and program their robots. PDS placed 6th out of 20 in the qualifying matches – a fantastic first showing.

High school Spanish and French students honed their language skills by eating meals at local restaurants where they ordered food and conversed only in their target language. Spanish class students enjoyed several lunches at Molé Molé and French Advanced students visited the Apple Pie Bakery Café at the Culinary Institute of America. This social and sensory approach to language learning was a real hit!



9th and 10th grade students visited the Poughkeepsie Farm Project for a sustainable farming experience that included a lesson on basic farm practices and a tour of recently prepared beds. Students spread mulch and planted seedlings before enjoying a snack of freshly popped organic farm popcorn.



Two PDS high school teams competed regionally at the Mid-Hudson Valley Academic WorldQuest Competition 2014 hosted by FDR Presidential Library. It centered on international affairs, current events, the global economy,



geography and world history. Both teams did well, with one team taking first place. Students then traveled to Washington, D.C. to compete in the national competition where PDS placed 11th out of 46 teams.

The Little Bird Café, managed by Lynn's grade 1, was a culinary delight! Students handled everything from menu planning and design, to food preparation, service and customer payment. Five stars!



## STUDENT LEADERSHIP AND COMMUNITY SERVICE

Adam DePaz '14 produced and performed in the third



annual "Keep the Music!" benefit concert to raise funds for the Catharine Street Community Center in Poughkeepsie.

Erica Enriquez '15 performed, showcased artwork and hosted the "Healing Haiti" benefit event. The proceeds



were donated through the Vassar Haiti Project, a local organization dedicated to aiding Haiti's only music school, Holy Trinity.

2014 was the second year for Canstruction® JR Hudson Valley, presented by Poughkeepsie Day School. This



competition features teams of students designing and building structures entirely from cans of food. Hudson Valley teams included Kildonan, Oakwood Friends, Randolph and Poughkeepsie Day schools. All canned food was donated to the Food Bank of the Hudson Valley. Grade 6 students and their teachers worked hard on every aspect of this project, taking it beyond the design and engineering of their can-structures. Students took trips to DIA:Beacon and Food Bank of the Hudson Valley for inspiration; worked in teams to calculate can number; raised funds to purchase cans and conducted public relations campaigns to bring visibility to food insecurity in the Hudson Valley.



Last school year, middle school students contributed more than 900 hours of service to area organizations such as Locust Grove, Community Family Development, Astor Head Start and Leading to Reading, Slabsides, People's Place,



Queens Galley, Vassar College and the PDS lower school.

For several years, a junior-led community service group has volunteered at Chiz's Heart Street House in Kingston, a residential program that provides food, shelter and care to the mentally ill. Again this year they decorated the house and delivered table decorations and treats for the holidays.







Peng Siyou '14 presented to the upper school about Nothing but Nets, a United Nations program co-sponsored by UNICEF, UNHCR and WHO, that brings mosquito netting to communities around the world. Peng learned of this program as a participant in the Best Delegate Organization's Model UN Summer.

Four members of the PDS philosophy club – Noam, Liam, Richard and Jesse (all class of '15) – embarked on their first National High School Ethics Bowl at the Stevens Institute



of Technology. They prepared for the competition with the guidance of PDS parent trustee Dan Fisherman.

Claire '15 was nominated by the Girl Scouts Heart of the Hudson for a Prudential Spirit of Community Awards. She qualified for the President's Service Award for her work with "FIRST," a program to excite and motivate young people about engineering and other STEM-related fields. Claire directly coached more than 60 six- to 14-year-olds over the past four years and has worked at FIRST tournaments and outreach events, connecting with more than 2,000 people. Claire also secured a position on the Dutchess County Youth Council where she will serve until graduation.



Juniors Jesse, Sarah and Brooke with Shayne Senft '14 led the effort to collect food donations for the Queens Galley in Kingston. Many families contributed generously and it made a real difference to those who enjoyed Thanksgiving at the Queens Galley.

PDS student Sahar Aftab '14 organized the "Saving Lives Gala" to benefit a burn center in Pakistan that provides free facial reconstruction to victims of acid attacks. The host of the event was supermodel and international fashion ambassador Farah Zulaikha.



PDS students Angela '15 and Elijah '15 won Scholastic Arts and Writing Awards for the Hudson to Housatonic Region (H2H). Angela was recognized for five poems and is the winner of a Gold Key award. Elijah was recognized for his poem "Trampoline" and is the winner of a Silver Key award.

At an upper school assembly, PDS senior Sabrina Hyman '14 performed "Outcast," a moving and original song that draws a correlation between bullying and the Holocaust/genocide. She was accompanied by her mother, Mimica Tsezana-Hyman, who gave a stirring account of how her family was kept safe during Nazi occupation of the Greek island of Zakynthos. Mimica also presented the film "Song of Life," which documents the protection of Jews by the citizens of Zakynthos.



Jorrian '15 and Emily '15 competed in the Ice Skating Institute Freestyle 2 event at Ice Time in Newburgh. Jorrian



(in red) won a gold medal and Emily (in lilac) won a silver medal.

Haixu Liu '14 received many accolades last year for his first film, "The Masks." It won four awards, including second place in the high school films genre at the Moving Media Film Festival in Detroit. Haixu also attended the All-American High School Film Festival in New York's AMC Theater, where "The Masks" was nominated for best experimental film. "Golden Hill Midnight," a fictional account of a provocative radio host in China, received three nominations: best drama, best original score and best cinematography.



## PDS Athletics Recap for 2013–2014: What a Year!

### Fall Sports

The boys varsity soccer team had a good season and earned a high seeding in the Hudson Valley Athletics

League (HVAL) tournament.

Goalkeeper Ethan Brown '16 was selected to play in the Western New England Preparatory School Soccer Association (WNEPSSA) all-star

game. The girls varsity soccer team earned league champion status and finished second in the HVAL tournament. The boys

and hard fought overtime contest to Oakwood. Girls varsity basketball placed second in a tough HVAL field and qualified to play in the NEPSAC (New England Preparatory School Athletic Council) tournament. They represented PDS very well and earned the respect of the league!

### Spring Sports

It was wonderful to be able to host home baseball, softball and Ultimate Frisbee games on our new athletic fields. The boys baseball team played their way into the semi-finals of the HVAL tournament. The girls softball team won both the league and HVAL tournament championships for the third straight year! Ultimate Frisbee battled into the HVAL finals and made a fantastic showing of tremendous skill and fair play.



varsity cross country team made a good showing at their invitational meets and continue to impress. Anya Ptacek '16 led the girls varsity cross country team with amazing performances – she won all her meets except one.

### Winter Sports

All basketball teams had to negotiate the winter weather. Coaches and players showed great dedication to keep the season moving. Boys varsity basketball made it to the semi-finals of the HVAL Tournament and lost a heartbreaking





## TRADITIONS

Every year, Biscuit, a beloved stuffed puppy, spends an evening at the home of each pre-k and kindergarten student. These visits lead to journal entries about the experience that are shared with the class.



**Winter Sledding:** The "sledding hill" is always a popular place in the winter months.



### Peacemakers

In the annual all-school Peacemakers Assembly each grade prepares a contribution focused on a theme; this year's was a timeline of civil and human rights programs inspired by the 50th anniversary of Dr. Martin Luther King Jr.'s "I Have a Dream" speech.

### Alums Return to PDS

Alumna Natasha Vega '12 read her book, "Are you My Sister?" co-authored with her mother, Dr. Michele Winchester-Vega.



Alumnus Peter Enriquez '12 accompanied his sister, Erica '15, onstage for the "Healing Haiti" benefit event.



### All-School Activities

Throughout the year, multi-age groups of students come together for All-School Activities based on a theme or tradition. A much-loved PDS tradition is Halloween when older students help younger ones carve pumpkins for the culminating light-up display in the James Earl Jones Theater. Each group imagines a magical creature and – using newspaper, streamers and paper – dresses its designated senior accordingly for a creature parade. And then – to a chorus of modulated oohs! and ahs! in the darkened theater – comes the great lit pumpkin reveal.

### Grandfriends Day

Each spring, lower school children invite grandparents and special friends to join them for a morning of sharing,



treats, music and dance! This year the morning culminated in a lower school production: "A Weaver of Dreams: A Tribute to Pete Seeger in Music and Movement."

### Annual Meeting of the Eagle Society

This tradition involves lower school students reciting poetry as they are inducted into this society of poets and poetry lovers. Legend has it that the Eagle Society



was the brainchild of legendary former PDS lower school head Cope Craven and learning specialist Gretchen Lytle. Everyone in the school is invited to participate. The ceremony begins with a trumpet fanfare heralding the arrival of the Grand High Eagle whose identity is a secret zealously guarded by the elders of the lower school community! The ceremony opens with the group recitation of "The Eagle" by Alfred Tennyson and concludes with Lewis Carroll's "Jabberwocky."

### Take One Picture

Inspired by the Take One Picture program in the U.K., this event has become an annual tradition in the lower school. It starts with the selection of one painting from the Frances Lehman Loeb Art Center at Vassar College. Students then



meet in multi-age groups to brainstorm a project that reflects and responds to the painting. Finally, students

meet and create an original art project to share with the rest of the school. Projects over the years have included skits, murals, dances, songs and even baked creations!

### PDS's Annual Xibit E Poetry and Art Opening

Coordinated by art teacher Wayne Toepp, this event features the work of our very talented high school artists and poets.

### Middle School Science Symposium

Each year students in grades 7–8 participate in a science symposium where they share independent research projects that are the result of several months of work.

### Recent Revival!

The Old Time Music Band, founded in the early 2000s, welcomed all PDS musicians to join together to play folk and country/rock, or what they like to call "old-time music." The band was recently revived by student musicians Erica '15 and Sophia '14 who have brought back the sound and ambiance of the original ensemble, but with a modern/folk edge.

### Siderear A Capella Group

Longtime high school a cappella group Sidereal, led by faculty member Jonathan Heiles, still performs regularly throughout the year at school festivals and concerts.

### New Tradition! Nicky the Navigator

Starting in summer 2013, Nicky jumped into the backpacks of all PDS students and embarked on a summer of



adventure and intrigue. We never know where Nicky is going to pop up next, but we enjoy living vicariously through photos posted on Facebook.









**Faculty & Staff 2014**

## PROFESSIONAL DEVELOPMENT

### **PDS Faculty & Administration Professional Development and Leadership**

PDS faculty and staff engaged in a wide range of learning and leadership activities in 2013–2014.

Josie Holford (head of school) was a panelist in a session called "The New Normal is Not New; It's Just Normal" at the 2014 National Association of Independent Schools (NAIS) annual conference in Orlando in February. She also participated in the annual New York State Association of Independent Schools (NYSAIS) Think Tank and helped plan the tri-state conference for heads of independent schools in New York, New Jersey and Connecticut. She continues to serve as a trustee of NYSAIS and the Independent Curriculum Group and is on the advisory board of Educating Modern Learners.

David Held (director of technology) presented the workshop "Teaching Art and Technology" at the 2014 National Association of Independent Schools (NAIS) annual conference in Orlando in February. The workshop explored the uses of technology in both visual and performing arts and demonstrated projects using Kinect and Arduino for music, dance and sculpture. In July, he presented "Connecting to the Internet of Things" at the Lausanne Learning Institute in Nashville. This workshop demonstrated how you can connect sensors (temperature, CO<sub>2</sub>, wind speed, etc.) to the Internet and automatically see a graph of your data in real-time or upload it to a Google spreadsheet.

In August, David Held was a facilitator at the NYSAIS STEAMCamp in Rensselaerville. PDS colleagues Stan Lichens (director of special projects), Sue Parise (grade 2–3) and Dorothy Luongo (grade 4–5) also attended. The conference brought technologists and teachers together across grade levels and subjects to explore design thinking and create and share curriculum. In November, David will present two workshops at the annual New York Association for Computers and Technologies in Education (NYSCATE) conference in Rochester.

Bernadette Condesso (director of college counseling) attended the annual National Association for College Admission Counseling (NACAC) conference in Indianapolis in September. She joined counselors from across the country for seminars on a wide range of key topics. She also met with admissions representatives from colleges to which students in the class of 2015 are applying. In July, Bernadette attended the Association of College Counselors in Independent Schools colloquium held at Loyola University in Baltimore. While there, she visited colleges and met with admissions representatives from Johns Hopkins University, Goucher College and Maryland Institute College of Art. In June, she presented a session, "If Colleges Only Knew: Writing the Essay," at the annual New York State Association for College Admission Counseling conference at Adelphi University in Garden City. In March, Bernadette attended a professional development forum on "The Secret to Student Success & Marketability" held at SUNY University at Albany that explored the factors – athletics, diversity, leadership, service, talent and academics – that impact the college search and application process. Two years ago, Bernadette





collaborated with Laura J. Dull, associate professor and coordinator of the Secondary Social Studies Program at SUNY New Paltz, on developing and implementing a unit of study on China's Cultural Revolution. The unit was recently published in *Teaching Recent Global History*, now available on Amazon and elsewhere.

Liz Vinogradov (director of upper school), Karen Nichols (dean of high school) and Laura Graceffa (dean of middle school) attended the NYSAIS Division Heads Conference at Mohonk in November. The conference theme this year was Time, Space and Curriculum. Laura and Stan Lichens (director of special projects) presented a session featuring our middle school learning community.

Karen Nichols (dean of high school) attended her second year at the NYSAIS Emerging Leaders Institute (ELI) at the Cary Conference Center in Rensselaerville in August. ELI is a two-year course of study during which emerging leaders from NYSAIS schools learn with a dynamic cohort alongside experienced school leaders and develop a customized program to meet their professional goals and objectives. Laura Graceffa (dean of middle school) completed her second year in this selective program in summer 2013.

Mary Ellen Kenny (assistant head of school/lower school dean) attended a three-day workshop, "Undoing Racism," presented by The People's Institute for Survival and Beyond in New York. Workshop participants examine power and how it is used to maintain a racial divide.

Laura Graceffa (dean of middle school) attended and assisted in organizing the New York State Association of Independent Schools (NYSAIS) Learning and the Brain conference in February. PDS colleagues Lynn Fordin and Laura Hicks also attended. This annual conference focuses on how new information in neuroscience should inform teaching practices.

Stephen Currie (math specialist) presented the workshop "Pizza Math: It's Delicious!" at the National Council of Teachers of Mathematics (NCTM) annual meeting in New Orleans. The talk focused on the challenging but rich learning that took place when a group of lower school students took orders on pizza Fridays. Stephen was recently invited to be a presenter at the 2015 NCTM annual meeting.

Judy Purcell (pre-k/k) attended the "Responsive Classroom II" course in Randolph, New Jersey, which built on the fundamentals she learned in "Responsive Classroom I" a few years ago. The courses follow a research- and evidence-based approach to education. Topics included guided discovery, academic choice, classroom organization and collaborative problem-solving.

Lynn Fordin (grade 1), Rachel Silverman (grade 1) and Shirley Rinaldi (humanities) participated in an online course "Tinkering Fundamentals: A Constructionist Approach to STEM Learning" by the Exploratorium. The class centered on helping educators and enthusiasts develop a practice of tinkering and making with a focus on key design elements of high-quality, science-rich activities, effective facilitation strategies and environmental organization.

Dorothy Luongo (grades 4–5) attended the "Bullyproof your Classroom" workshop by Responsive Classroom last fall. The focus was on how to prevent bullying behavior by creating a classroom culture and community where kindness and respect flourish and mean behaviors are unlikely to occur.

David Jordan (grades 4–5) attended the annual New York Association for Computers and Technologies in Education (NYSCATE) conference in Rochester.

Lisa Ruggiero (grades 4–5) embarked on her graduate degree in childhood education at SUNY New Paltz this past spring and continued to take courses throughout the summer and fall of 2014. Her degree will have a concentration in science, technology, engineering and math (STEM) education.

Emma Sears (6–7 science) attended a weekend retreat at the Cary Institute of Ecosystem Studies in Millbrook to learn about the changing Hudson River. The retreat taught teachers how to use current data about the Hudson with students. Emma immediately used her new understanding in her mini-course, Changing Hudson.

Jake Lahey (7–8 history) attended a National Endowment for the Humanities workshop at Fort Ticonderoga this July. The workshop focused on Fort Ticonderoga and the Northern Frontier, using the fort itself for place-based education for teachers. Jake was selected from a field of national applicants to attend this workshop.

Karen Curtis (high school math teacher) attended "The Way of Mindful Education" workshop hosted by the Harley School in Rochester in February. The workshop was led by PDS alumnus Daniel Rechtschaffen '98, now a leading voice in the mindfulness movement. Karen explored curriculum and looks forward to further cultivating her own practice and helping teachers and students to increase focus, resist distraction, reduce stress and experience the many benefits of mindfulness.

Julie O'Sullivan (high school humanities chair) attended the NYS Teachers of English to Speakers of Other Languages conference in White Plains in November. Her presentation, "Show What you Know: Digital Projects and Presentations," showcased some of the ways technology makes content more accessible to everyone in the classroom.



**New Faculty** Top row: David Heller, Joshua Camp Brown  
2nd row: Mary Ellen Kenny, Jillian Walsh; 3rd row: Michelle Holmes, Anna Stover  
Bottom row: Jay Celuch, Malorie Seely-Sherwood, Stephanie Blake

Kristen Mitidieri (high school science) attended the Cornell Institute for Biology Teachers conference in October. The focus was ongoing research into malformed nuclear membrane proteins and their potential role in degenerative muscle conditions – perfect timing for discussion in Kristen's human biology curriculum. The conference also presented research on autism spectrum symptoms. Again, Kristen saw a direct application to her upcoming cognitive science course.

Jonathan Heiles (high school science) attended the NYSAIS Experienced Teacher Institute in February. Jonathan also presented at the annual meeting of the Science Teachers Association of New York State in Rochester in November. His topic was learning materials he developed two years ago at NASA's New York Astrobiology Center; they expand on work with isotopes in a typical high school or college introductory chemistry course. Jonathan is working under a federal grant as assessment specialist on a team developing an online graduate course for pre-service school librarians and teachers. It will focus on training them to develop and assess the quality of instructional materials in schools. Jonathan connected to this opportunity through his work at the Astrobiology Teacher's Academy of NASA's New York Astrobiology Center in Troy.

Brent Boscarino (high school science) gave a presentation on the spread of an invasive shrimp species at the Hudson River National Estuarine Reserve at Norrie Point in November. His talk was part of a course on invasive species in the Hudson Valley offered by Manhattanville College and the Cary Institute of Ecosystem Studies. Brent, who has been doing research on the ecology and spread of the bloody-red mysid shrimp in New York State waterways, will include discussion of his work with PDS students and education outreach initiatives over the past two summers.





# PDS:STEM➡STEAM+Beyond

## Design to think. Think to make. Make to learn.

PDS was pleased to present "STEM to STEAM (Science, Technology, Engineering, Art and Math) and Beyond" in spring 2014. This interactive all-day conference featured nationally renowned educators and K-12 teachers and administrators from the Hudson Valley and beyond with



a focus on design thinking as a catalyst for inventing (Making!) in the classroom and building fluid connections across the curriculum.

PDS faculty and administration shared their expertise on several topics including:

### **Arts and Tech: Building Electronic Art Projects**

*David Held, Technology Director*

Building on the Maker and STEAM movements, this workshop demonstrated how students design, build, program and exhibit interactive electronic art projects in a course that fuses art and technology. Students learned to construct circuits with sensors and use computer programming to create visual and performing arts projects.

### **Canstruction® JR: How to Spark the Perfect STEAM Project**

*Christina Powers, Community Liaison*

This workshop presented a case study of how Canstruction® JR can be used as a catalyst for STEAM learning in the classroom.



### **Teaching the Brain and Mindfulness in the 21st Century: Why It's a Good Idea and How You Can Make a Start**

*Laura Graceffa, Dean of Middle School and Chair, Science Department; Karen Curtis, High School Math Teacher and Advisor; Jessica Marchi, High School ESL, History and English; Lynn Fordin, Grade 1 Teacher*

Attendees heard how the faculty at PDS are approaching mindfulness in their classrooms, participated in guided practices and were given the chance to share their personal experiences.

### **Space Planning: How to Do It Yourself with the Change in Your Pocket**

*Stan Lichens, Director of Special Projects*

This workshop focused on the importance of the learning environment and used the Middle School Learning Community as exemplar. Fundamental concepts discussed included flexibility, comfort, collaboration, community, respect and mature behavior and how they are enhanced by design elements and choices.





# COMMENCEMENT

## A PDS Tradition

To the enthusiastic applause of families, friends, alumni and the entire PDS community, on June 11 the 25 members of the graduating Class of 2014 punctuated their PDS experiences in the traditional PDS way – by performing, speaking or displaying their talent or passion in some unique way.

**Liz Vinogradov, assistant head of school and director of the upper school,** told the graduates, “I look forward to your futures. You will do amazing things, and above all, you will do good. The grammatically correct “good.” My greatest wish for you is that you fly at the world with courage.”

Bidding farewell to the graduates, **senior class advisor Don Fried** noted that, for him, commencements have been times of sweet sadness. He urged the graduates to stay in touch with PDS.

**Commencement speaker Monica Liang-Aguirre '87** spoke about the transition from high school to

college as a tumultuous process. “Transitions can be tedious and terrifying, but a good transition has to be uncomfortable and challenging, otherwise it’s just a shift, a move over. Without risk you don’t move forward.”

As she spoke, Monica was approaching her own transition, from principal of a bilingual school in Washington, DC to Deputy Chief of Early Childhood Education at the central office of the DC Public Schools as a Teach for America School Systems Fellow.

Admittedly nervous as she adjusts her focus to another area of education in her new job, Monica said she would draw on her ability to “analyze a situation, communicate with people, think critically and solve problems – abilities I acquired at PDS!”



Monica Liang-Aguirre '87 addresses the Class of 2014



*“A good transition has to be uncomfortable and challenging. Otherwise, it’s just a shift, a move over.”* Monica Liang-Aguirre '87





Bard College  
 Becker College  
 Bowdoin College  
 Brown University  
 Clark University  
 Connecticut College  
 CUNY Baruch College  
 CUNY Brooklyn College  
 CUNY City College of New York  
 CUNY Macaulay Honors College  
 CUNY Queens College  
 Davidson College  
 Dickinson College  
 Drew University  
 Eckerd College  
 Emerson College  
 Fordham University  
 Franklin and Marshall College  
 George Washington University  
 Goucher College  
 Hobart and William Smith Colleges  
 Hofstra University  
 Indiana University at Bloomington  
 Ithaca College  
 Kenyon College

Lesley University  
 Lewis and Clark College  
 Marist College  
 Marlboro College  
 Massachusetts College of Liberal Arts  
 Mount Holyoke College  
 Muhlenberg College  
 New York University,  
 Tisch School of the Arts  
 Northeastern University  
 Oberlin College  
 Pace University  
 Pennsylvania State University  
 Quinnipiac University  
 Rensselaer Polytechnic Institute  
 Rochester Institute of Technology  
 Sacred Heart University  
 Sarah Lawrence College  
 Seton Hall University  
 Skidmore College  
 Smith College  
 St. John's University  
 SUNY Binghamton University  
 SUNY Stony Brook University  
 SUNY Stony Brook University (WISE)

SUNY Geneseo  
 SUNY Oneonta  
 SUNY Oswego  
 SUNY Potsdam  
 SUNY Purchase  
 Union College  
 University of Connecticut  
 University of Illinois at  
 Urbana-Champaign  
 University of Massachusetts  
 at Amherst  
 University of Massachusetts at Boston  
 University of Miami  
 University of Notre Dame  
 University of Rochester  
 University of Southern Maine  
 University of Tampa  
 University of Vermont  
 Ursinus College  
 Vassar College  
 Virginia Commonwealth University  
 Wesleyan University  
 Wheaton College, Massachusetts

# CLASS OF 2014



## Sahar Aftab

hometown: **Newburgh, NY**  
 interests: **medicine, philanthropy**  
 known for: **thoughtfulness**  
 internship: **The Smile of the Child, Greece**  
**Orthopedics & Sports Medicine**  
**New Windsor, NY**  
 college: **Smith College**



## David Foley

hometown: **Hopewell Junction, NY**  
 interests: **film, comedy**  
 known for: **zany humor**  
 internship: **Belladonna Productions,**  
**New York, NY**  
 college: **Purchase College SUNY**



## Mohammed Musa Badat

hometown: **Wappingers Falls, NY**  
 interests: **soccer, accounting**  
 known for: **sense of humor**  
 internship: **S & S Automotive Repair**  
 college: **Hofstra University**



## Kelly Glascoff

hometown: **Poughkeepsie, NY**  
 interests: **animals, writing, literature**  
 known for: **friendliness, tolerance**  
 internship: **Dutchess County Animal**  
**Hospital, Poughkeepsie, NY**  
 college: **Vassar College**



## Megan Brief

hometown: **Garrison, NY**  
 interests: **the environment, dancing**  
 known for: **compassion**  
 internship: **Campalli Castle Farm, Italy**  
 college: **Lewis & Clark College**



## Caleb Gleason

hometown: **New Paltz, NY**  
 interests: **anime, hats, theater**  
 known for: **whistling**  
 internship: **High Meadow School,**  
**Stone Ridge, NY**  
 college: **Skidmore College**



## Talia Campbell

hometown: **Poughkeepsie, NY**  
 interests: **care for the disabled, literature**  
 known for: **keenness**  
 internship: **Phillies Bridge Farm Project,**  
**New Paltz, NY**  
 college: **Brown University**



## Philip Greenberg

hometown: **Cold Spring, NY**  
 interests: **skiing, Russian, knitting**  
 known for: **quick intelligence**  
 internship: **Vassar Brothers Medical**  
**Center, EMT training,**  
**Poughkeepsie, NY**  
 college: **Connecticut College**



## Adam DePaz

hometown: **Poughkeepsie, NY**  
 interests: **science, music, photography**  
 known for: **curiosity, perceptiveness**  
 internship: **Photo Expedition, Portugal**  
 college: **Bowdoin College**



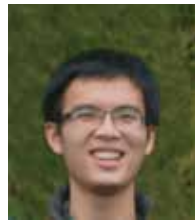
## Akif Usama Hosain

hometown: **Hopewell Junction, NY**  
 interests: **science, basketball**  
 known for: **amiability, responsibility**  
 internship: **Health Alliance Hospital,**  
**Kingston, NY**  
 college: **University of Rochester**



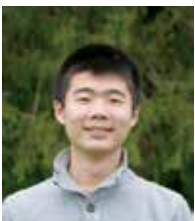
## Amalia Driller-Colangelo

hometown: **Highland, NY**  
 interests: **science, art**  
 known for: **boldness, concern for others**  
 internship: **Compassion Veterinary Center,**  
**Highland, NY**  
 college: **Smith College**



## Yixing (Jackie) Huang

hometown: **Guangdong, China**  
 interests: **engineering, theater**  
 known for: **helpfulness, courage**  
 internship: **Hudson River Maritime**  
**Museum, Kingston, NY**  
 college: **Rensselaer Polytechnic**  
**Institute**



## Haosen (Jason) Fan

hometown: **Yuncheng, China**  
 interests: **finance, French, Go**  
 known for: **studiousness**  
 internship: **Poughkeepsie Day School,**  
**Poughkeepsie, NY**  
 college: **Dickinson College**



## Sabrina Hyman

hometown: **Newburgh, NY**  
 interests: **medicine, theater, anti-bullying**  
 known for: **compassion**  
 internship: **Orthopedics & Sports**  
**Medicine, New Windsor, NY**  
**The Smile of the Child, Greece**  
 college: **The George Washington**  
**University**



**Isabel Levy-Swain**

hometown: **West Park, NY**  
 interests: **dance**  
 known for: **way with children, her laugh**  
 internship: **Wimpfheimer Nursery School, Poughkeepsie, NY**  
 college: **Oberlin College**

**Patrick Thompson**

hometown: **Saugerties, NY**  
 interests: **video games, boats**  
 known for: **pensiveness**  
 internship: **The Apprenticeshop, Rockland, ME**  
 college: **Becker College**

**Haixu Liu**

hometown: **Shandong, China**  
 interests: **cinematography, basketball**  
 known for: **award winning films**  
 internship: **Jax Media, New York, NY**  
 college: **New York University, Tisch School of the Arts**

**Tanner Urban**

hometown: **Poughkeepsie, NY**  
 interests: **cars, planes, bikes**  
 known for: **helpfulness, soccer**  
 internship: **Copake Country Club LLC, Craryville, NY**  
 college: **Marist College**

**Chloe Oktay**

hometown: **Poughkeepsie, NY**  
 interests: **dance, theater**  
 known for: **friendliness, enthusiasm**  
 internship: **Children's Home of Poughkeepsie, Poughkeepsie, NY**  
 college: **SUNY College at Geneseo**

**Runnan (Kevin) Wang**

hometown: **Jiangsu, China**  
 interests: **basketball, Nike shoes**  
 known for: **warmth**  
 internship: **Adams Fairacre Farms, Poughkeepsie, NY**  
 college: **University of Connecticut**

**Siyue Peng**

hometown: **Zhejiang, China**  
 interests: **politics, history, basketball**  
 known for: **diplomacy, love of irony & wit**  
 internship: **Xinhua News Agency, New York, NY**  
 college: **Davidson College**

**McKenzie Warren**

hometown: **Stone Ridge, NY**  
 interests: **swimming, soccer**  
 known for: **life guarding**  
 internship: **4K Media, Inc., New York, NY**  
 college: **Eckerd College**

**Sophia Ptacek**

hometown: **Cold Spring, NY**  
 interests: **singing, theater**  
 known for: **passion, intensity**  
 internship: **Panama Coast International School, Panama**  
 college: **Wesleyan University**

**Shayne Senft**

hometown: **Cortlandt Manor, NY**  
 interests: **snowboarding**  
 known for: **energy**  
 internship: **Bear Mountain Physical Therapy, Buchanan, NY**  
 college: **Ithaca College**

**David Soberman**

hometown: **Wallkill, NY**  
 interests: **baking, theater**  
 known for: **friendliness, sly humor**  
 internship: **The Alternative Baker, Rosendale, NY**  
 college: **Goucher College**



# Thank you!

Dear Friends,

For 80 years PDS has been helping students discover themselves and their paths to the future, providing them with the tools to make the journey successfully. If you scan the “Pathways” section in this issue of the Compass you’ll see our alumni use the words “confidence,” “love of learning,” “resourcefulness,” “creativity,” “independence,” “respect,” “imagination,” “exploration,” “understanding,” “community,” “collaboration,” “individuality” and “fun” over and over again: a real-life description of the intrinsic value of a PDS education throughout the years.



In the following pages we are delighted to publicly thank and recognize the donors and volunteers whose contributions of resources, talent and time during the 2013–2014 year made it possible to continue creating a distinctly different educational experience at PDS.

Every contribution makes a difference and underscores the value of our mission to develop educated global citizens with a passion for learning, leading and living. On behalf of our teachers, staff and especially our students, I extend heartfelt gratitude to all whose contributions meaningfully demonstrate their commitment to our shared values.

Sincerely,

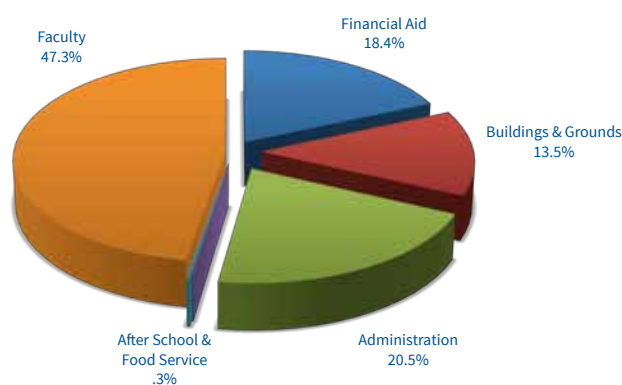
A handwritten signature in dark ink, appearing to read "Bryan M. Maloney".

Bryan M. Maloney  
Director of Development

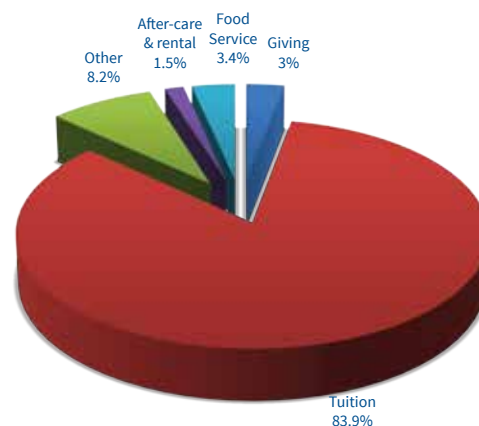
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## PDS Budget 2013–2014

### Expenses



### Revenue





# THANKING OUR DONORS AND VOLUNTEERS

The following listings recognize gifts of resources, talent and time to Poughkeepsie Day School during the 2013–2014 fiscal year from July 1, 2013 through June 30, 2014. We are deeply grateful to our community of donors and volunteers for all of their contributions to support learning at PDS.

Membership in the school's Leadership Giving Clubs is based on total giving to the PDS Annual Fund (unrestricted) and restricted gifts or pledge payments made during the 2013–2014 year. While every effort has been made to ensure the accuracy of these lists, please don't hesitate to contact the development office at 845.462.7600, ext.109 if an error has been made.



## LEADERSHIP GIVING

### KENYON SOCIETY

#### GIFTS OF \$5,000 - \$9,999

Kenyon House, built in 1913, was once the mansion on the "Cliffdale" estate of industrialist Clarence Kenyon, known for establishing factories to take workers out of home sweatshops. His daughter, Helen Kenyon, a Vassar College alumna, was a vigorous fundraiser for her alma mater and the first woman elected chair of the Vassar College board of trustees. She was active in the community and a fighter for the underprivileged with interests in education, religion, politics, public welfare and community progress. The estate was bought by IBM in 1944. The mansion served IBM as a research laboratory and later as a guest house and education center. Purchased by PDS in 1995, Kenyon House is home to the high school and administrative offices. Through their generous gifts to advance Poughkeepsie Day School, members of the Kenyon Society epitomize the activism and commitment of the Kenyons.

Mary M. Gesek  
Johan & Laurie Hedlund  
IBM Corporation  
Kenwood Foundation  
M & T Charitable Foundation  
Takashi & Sharlene Oyagi  
David & Mary Ann Silver

### BIG ROOM CLUB

#### GIFTS OF \$2,500 - \$4,999

The large, open multi-purpose space called the Big Room was the center of community life at "39," PDS's New Hackensack Road home from 1963 to 1995. The Big Room served as cafeteria, library, theater, classroom and meeting area, often at the same time! It was where younger and older PDS students interacted and was the setting for four-square games, Renaissance festivals, all-school dinners and the birthplace of the original musical. Through their generous gifts, members of the Big Room Club strengthen the educational experience of the community of learners at PDS.

James & Mary Louise Ball  
ExxonMobil Corporation  
Josie Holford  
Syed & Romana Hosain  
Poughkeepsie Day School Parents Association  
John Wallach & Amanda Thornton



### COMPASS CLUB

#### GIFTS OF \$1,000 - \$2,499

Adopted as the official school logo when PDS moved to 39 New Hackensack Road, the compass symbolizes the value of a PDS education: a useful and enduring tool for finding one's calling or path in life. In 2008 the design of the compass logo was updated to emphasize the global nature of a PDS education and underscore the school's motto: many minds, one world. The vital support of Compass Club members helps to ensure the relevancy and value of a PDS education.

Andlynn Construction Inc.  
Anonymous  
Melissa Beck & Andrew Leff  
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 John Whelan '87 & Rupal Mittal



## EAGLES CLUB

### GIFTS OF \$500 - \$999

A longstanding rite of passage for PDS lower school students is becoming a member of the Eagle Society by reciting their favorite poems, including The Eagle by Alfred, Lord Tennyson (1851) and the much beloved Jabberwocky, by Lewis Carroll (1872). Through their gifts members of the Eagles Club recognize that giving is a vital expression of community that enables the school to keep moving forward.

Jason Berry '93  
 Ernesto & Kimberly Conde  
 Stephen Enriquez & Ann Patsalos-Enriquez  
 Eric & Barbara Gillman  
 Anya L. Ginandes '95  
 Steven & Lorraine Greene  
 Barry & Mimica Hyman  
 Ian & Jamie Landsman  
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 Thomas & Melissa Ptacek  
 Peter B. Schalk '86  
 Ken & Deborah Sofer  
 Matthew & Alicia Tether  
 Amy Tripi  
 Aaron Warshawsky & Mary Goggin  
 Harry & Jennifer Yan

## The PDS Annual Fund — driving learning by doing for 80 Years

For 80 years, gifts to the Annual Fund have been supporting field trips, student productions, music, art, new technology and media, science equipment, athletics and professional development of our faculty.

## NAVIGATORS CLUB

### GIFTS OF \$250 - \$499

By a student vote in 2009, Navigators was selected as the name for PDS athletic teams. The name relates to the school logo, the compass, and testifies to how PDS students see themselves: smart, thoughtful, resourceful individuals with the ability and courage to forge a unique identity and discover their place in the larger world. Through their gifts, members of the Navigators Club enable our students to fully realize their passion and potential.

Anonymous  
 Alberto & Marie-Helene Aresi  
 Musa & Aisha Badat  
 Anthony Bax & Sabrina Ferguson  
 Christopher & Etsuko Bjork  
 Dale Bramwell & Deborah Hill-Bramwell  
 Peter & Elizabeth Brofman  
 Mr. & Mrs. Fred R. Brooks Jr.  
 Gregory & Claire Browne  
 Colin Chazen '05  
 Ian Crane & Jaye Thacker  
 Douglas Elmendorf '78  
 Kirk & Karen Endicott  
 Gerard & Joanne Galluscio  
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 Sue Hart  
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Wes Ostertag & Neall Burger  
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 Mark Stapylton & Alisa Kwitney  
 Helen Stutz  
 Barbara Swanson  
 Alexander Tripp & Suzanne Murray  
 Maurice Wysocki & Patricia Breslin

Don Fried  
 Tessa Friedman  
 Mrs. Catherine G. Goldberg  
 Steven Gorn & Barbara Bash  
 Richard Grinnell & Leigh Williams  
 Benjamin Gundersheimer  
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 Mr. & Mrs. William Hartigan  
 Maxwell Hegley '11  
 David Held & Jill Malden-Held  
 John & Antonia Houston  
 Ms. Charlotte J. Jones  
 Nader & Maria Kayal  
 Marc Kemeny & Clare Cosslett  
 Erik Kiviat '61  
 Audrey Lebwahl-Steinman  
 Jianfeng Liu & Hong Lin  
 Rachel Loshak  
 Benjamin Lotto & Karen Nichols  
 Katherine Maas '99  
 Zoltan Markus & Paulina Bren  
 Victoria Mayes & Frank Furio  
 Sarah McCarthy  
 Deborah & Allaster McLean  
 Mark & Kathleen Metzger  
 Stephen Miller & Anna Bertucci  
 Lee '66 & Nancy Miringoff  
 James & Janice Monsma  
 Sandra Moore & James Curran  
 Glicerio Moura-Tebbe  
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 Mr. & Mrs. Michael Quiana  
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 Richard Soedler & Melissa Billings  
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 Rose Marie Southworth '60  
 Mitchell Stagg '65  
 Mark Stier & Hope Scott-Stier  
 Scott & Lucia Swartz  
 James '53 & Mary Sweet  
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 Patricia Yenawine

**“I give to the PDS Annual Fund because it’s a chance to recognize the exceptional teachers at PDS and help provide resources so they can do even more.”  
 — Current PDS Parent**

## INNOVATORS CLUB GIFTS OF \$100 - \$249

At PDS, learning has always been active and engagement prized. Through their gifts, members of the Innovators Club help drive learning that is project based, experiential and authentic.

Kitty Adamo & Jim Todd  
 Charles & Christine Agro  
 Avery & Linda Arzu  
 Mr. & Mrs. Theodore Baker  
 Nicole Baldassini  
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 Ingrid Beer  
 Mrs. Lovey Beer  
 Lee Bernstein & Lisa Collins  
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 Martha Burns & Carol Bahruth  
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 Dan Fisherman & Jennifer Clapp  
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## YOUNG ALUMNI LEADERS

Members of the last ten PDS graduating classes who made a gift of at least \$25 distinguish themselves as Young Alumni Leaders. They understand that when they were students they benefited from the gifts of those who came before them. These young alumni are paying their gifts forward, ensuring that today's PDS students will benefit, as they did, from the gifts of those who came before them.

Emma Driller-Colangelo '10  
 Peter Enriquez '12  
 Maxwell Hegley '11  
 Sabrina Hyman '14  
 Eleanor Kaplan-Kelly '10  
 Max Owen-Dunow '11  
 Sophia Ptacek '14  
 Emma Roellke '12  
 Gabriel Schnider '11  
 Meredith Self '11



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### The PDS Annual Fund — driving learning by doing for 80 Years

A gift to the PDS Annual Fund is the most effective and efficient way to make a difference in the lives of PDS students and teachers and ensure the future of learning by doing at PDS.

### PARENTS

Charles & Christine Agro  
Alberto & Marie-Helene Aresi  
Avery & Linda Arzu  
Musa & Aisha Badat  
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Melissa Beck & Andrew Leff  
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Zoltan Markus & Paulina Bren  
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Stephen Miller & Anna Bertucci  
Prakash & Melissa Misra  
Glicerio Moura-Tebbe  
Lyle Nolan & Linda Monkman  
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Erica Enriquez '15  
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Fatima Hosain  
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Sue Hart  
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**“I give to the PDS Annual Fund because I believe in progressive education enhancements. In this technology era, we need to always adapt to the changing times and the way children learn and teachers teach. Annual Fund contributions help PDS to continue to develop facilities and teachers.” — Current PDS Parent**

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 Thomas Meyer & Julie Stevenson  
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Sandra Moore  
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 Polly Mortensen  
 Glicerio Moura-Tebbe  
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**"I give to the PDS Annual Fund because I want to support the many programs, activities and opportunities not covered by tuition that make PDS such a special, outstanding school." — Current PDS Parent**

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Diane von Roesgen Oktay  
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### Executive Council

Elizabeth Gundeck, *VP Parent Community, Communications, Board Liaison*  
Deborah Bramwell, *VP Special Events*  
Alicia Tether, *Treasurer*  
Laurie Hedlund, *Secretary*  
Mimica Hyman, *Welcoming*  
Martha Burns, *Lower School Class Representative Coordinator, Best Practices*  
Deidre Sepp, *Middle School Class Representative Coordinator*  
Deborah Bramwell & Joann Alvis, *High School Class Representative Coordinators*

### Event & Program Chairs

Deborah Bramwell & Mimica Hyman, *Welcome Back Picnic*  
Laura Baratta & Kim Conde, *School Photos*  
Mary Louise Ball & Ty Brooks, *New Book Fair*  
Sara Bragdon, *Used Book Fair*  
Joann Alvis, *Neighborhood Get-Togethers, Faculty & Staff Appreciation*  
Heidi DeSiena, *Spirit Day*

Elizabeth Gundeck & Laura Baratta, *Compass Cash*  
Deborah Bramwell, *Stop & Shop*  
Heidi DeSiena, *School Store*  
Elizabeth Gundeck, *Box Tops*  
Mimica Hyman, *Wardrobe/Costume*  
Kyle Ramkissoon, *Arborist Consultant*

### Class Representatives

Joann Alvis & Deborah Bramwell, *High School Coordinators*  
Paulina Bren, *Dorothy's 4-5*  
Ty Brooks, *Jake's 7-8*  
Evelyn Carr-White, *Lynn & Joanna's 1*  
Kim Conde, *Lisa's 4-5*  
Elsah Epstein, *Brigida's 6*  
Jane Fisher, *Sue's 2-3*  
Tiggy Friedman & Karen Teich, *Karl's 7-8*  
Jackie Hadden, *Shirley's 7-8*  
Catherine Harris, *David's 4-5*  
Karen Marquis, *Judy & Rachel's Pre-K/K*  
Lisa Reid, *Emma's 7-8*  
Helen Stutz & Kim Conde, *Brian's 2-3*

The following conventions were used in compiling these lists of donors and volunteers:

\* Donors, except for grandparents, are listed using first names without titles, such as Mr., Ms. or Dr.

\* Alumni are defined as students who attended PDS regardless of whether or not they graduated from grade 12. The year associated with each name designates the class with which the individual would have graduated.

**"I give to the PDS Annual Fund in appreciation of PDS, its educational philosophy and the rich experience it offers its students. I also give because I want PDS to endure to offer other children what my child is experiencing. Although I can't give large gifts, I know that the percentage of donors is an important criterion when PDS applies for external funding opportunities."**  
— Current PDS Parent

### Dessert Dash

Laurie Hedlund  
Mimica Hyman

### Faculty & Support Staff

Shiloh Delawder  
David Held  
Josie Holford  
Tricia Irving  
Anita Jones  
Bryan Maloney





# New Athletic Fields and Varsity Teams Celebrated



## Field of Dreams

On June 6 the PDS community celebrated the completion of its athletic fields project and recognized the individuals who spearheaded and supported this project. The school also saluted all its varsity teams and student athletes. The celebration included a ribbon-cutting ceremony and barbeque featuring live music provided by students, faculty and alumni.

As Head of School Josie Holford kicked off the ceremony, she stated, "The goal of this project was to better support our mission and curriculum by improving our outdoor facilities for recreation, physical education, wellness and team sports. Seeing the amazing new energy around our team sports this spring was inspiring. One could sense the pride our students felt playing home games on professionally designed new fields with state-of-the-art scoreboards."

The project included the addition of a new baseball/softball diamond and improvements to the existing soccer/Ultimate Frisbee field and recreation/practice field. Both the upgraded soccer/Ultimate

Frisbee field and the new baseball/softball diamond were further enhanced by the addition of new digital scoreboards, a gift from PDS parents David and Mary Ann Silver, that feature the name of the school's teams, Navigators.

Approved by the board of trustees in 2011, the project task force was led by trustees Valery Einhorn and Debra Pemstein, whose dedicated attention to the details and demands of this complex undertaking with the support of Stan Lichens saw the project through.

Amanda Thornton, president of the board of trustees, who was vice president of the board at the start of the project, remarked that "The leadership of a few, along with strong community spirit and support, provided the driving force in the renovation and expansion of our fields. This project could not have gotten off the ground without the ironclad leadership of Valery and Debra. It could not have gathered momentum without support from the school administration and the community of current and past parents, grandparents and alumni."





# 2015 Spring After-School Programs & Summer Camps

We're expanding our academic, arts and technology programs to include more choices for all age groups.

Be sure to check out our new offerings in January 2015 at [poughkeepsieday.org](http://poughkeepsieday.org)





**Poughkeepsie Galleria Mall**

**Public viewing: January 31–February 6, Canny Awards: February 7**

Presented by

**Poughkeepsie Day School**

*The entire Hudson Valley is invited to come view amazing student-created can-structures and bring canned food to vote for the People's Choice Award.*



All food collected goes to  
**FOOD BANK OF THE  
HUDSON VALLEY**