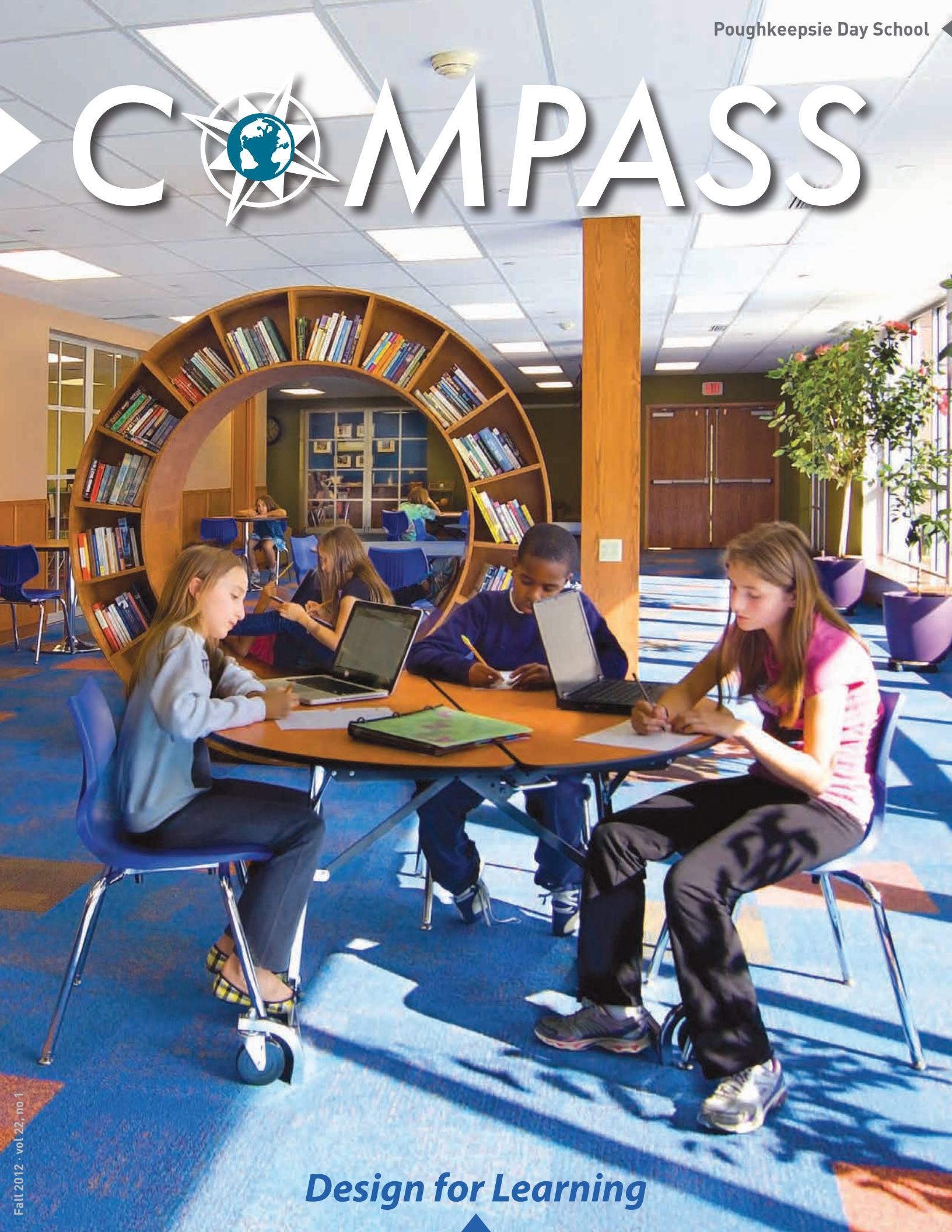


# C MPASS



*Design for Learning*

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PHOTO: STAN LICHENS

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#### ON THE COVER

The new Middle School Learning Community provides inviting, flexible space designed to foster collaboration and shared learning. Photo: Stan Lichens

# Design for Learning

## What do you want to do?

This fall Poughkeepsie Day School celebrates the opening of the Middle School Learning Community and the upcoming groundbreaking for the athletic fields enhancement.

With the help of the design firm Fielding Nair International and the active participation of faculty, we have created a space that reflects how our middle school students and teachers work and learn. This dynamic interactive environment is specifically designed to promote teamwork, interdisciplinary connections and the fluid use of time.

We took a row of separated large and light-challenged classrooms and a sun-filled corridor with a view of the courtyard; from this we created a bright, open, flexible space where form follows function.

We break ground for the enhanced athletic fields in the spring. This project will bring us an improved field for soccer and Ultimate Frisbee, an enlarged and improved practice and playing field, a cross country trail and, for the first time, a ball field to support our rapidly improving baseball team and our championship softball team.

These are significant campus upgrades and we hope, with the support of the PDS community, we can continue to provide facilities that match the extraordinary quality of our people, programs and philosophy.

PDS never was designed as the assembly-line model of education that many of us remember from our own schooling: with traditional structures of space and time—40-minute classes, desks in a row, teacher up front dispensing information and tests based on memory and recall. From its founding, PDS aspired to a more thoughtful, creative and research-based approach to learning.

Our focus on community, relationships, creativity, collaboration and authentic assessment has kept PDS at the educational forefront for decades.

It's no secret that the world has changed and schools must change, too. Educators worldwide are struggling to redefine their role and identify what students need now to thrive in a world awash with information. How will PDS continue to serve the needs of its students in a time of uncertainty and whirlwind change?

Our response to the challenge of change is to replace fear of the unknown and the unfamiliar, in our students and ourselves, with the intrepid curiosity of the kindergarten. Most of us have heard the old joke that is easier to change the course of history than to change a history course. Not at PDS.

Some things we do know: first, that the future will be different. And we also know this timeless truth about children: they do best when adults know them and care for them; they thrive when their ideas and interests are respected and their passions nurtured. That is why our program is grounded in the values of personal relationships and respect.

We know our students continue to need highly developed skills, built on a bedrock of knowledge and grounded values. We know that we all need an innovation mind-set and a disposition to seek connections, embrace opportunities, risk failure and try something new. Qualities of play and imagination, creativity and collaboration are skills that will make the difference in our ability to keep pace with a changing world.

Last year, as part of our focus on forward thinking in education, neuroscientist and educator Dr. Judy Willis spoke at PDS on children's cognitive development. She gave us a stronger indication of what promotes—and what inhibits—the intellectual growth of children. As educators, we now know a little more about the social and emotional issues that have an impact on learning and the habits and behaviors that promote memory and connection. To take our understanding to a deeper level, we have created a task force



PHOTO: DOUGLAS BAZ

**Josie Holford**, *Head of School*

on “Learning and the Brain” – one of five interconnected faculty-led Innovation Teams charged with the responsibility of sharing insight and evolving best practices.

These five teams have a mission: to bring mindful change and innovation to learning and teaching at PDS. The other four teams are focused on broad areas important for investigation and growth: Cultural Competency (including respect for diversity, global awareness and cultural change); Digital Citizenship; Project-Based Learning and Wellness (including green initiatives, health, nutrition and school culture).

This fall PDS will host John Hunter, creator of the World Peace Game featured in the documentary “World Peace and other Fourth-Grade Achievements.” In his TEDtalk (rated the most influential in 2011) he recalls being asked a question that entirely shifted his thinking about his role and responsibility as a teacher: “What do you want to do?”

It's a powerful question on which we have launched the five innovation teams and the current school year. In connecting with and sharing our deep-seated intentions and ideals, we too can transform our world—or at least drop a stone in the intellectual pond and see where the ripples spread. This is the question for all of us as we think about securing the future of PDS and its mission to develop educated citizens with a passion for living and learning.

What do you want to do?

A handwritten signature in black ink that reads "Josie Holford". The signature is written in a cursive, flowing style.

# Learning and the Brain

## The Wonders of Cognitive Science

By Tanya Vinogradov

Why are dreams so irrational

How do optical illusions work

Why can't I tickle myself\*



PHOTO: SANDRA MOORE

Tanya Vinogradov works with high school students in a recent science lab

When it comes to learning, PDS students are eager to understand not just the “whats” of a particular subject but also the “whys.” The high school’s cognitive science course provides them with the specific opportunity to explore how we humans are able to think, create and feel.

The course, developed four years ago, was intended to run as a science option every other year for students in grades 10-12 who had previously taken molecular biology. However, its popularity has resulted in our offering it every year since its inception!

Students tell me that they enjoy studying the brain because it helps to explain the mystery behind everyday occurrences, including their own sometimes impulsive behavior and less-than-mature judgment. They also like the fact that there is still much to learn in the field of neuroscience, and the applications and subfields seem to be developing at an exponential rate.

Indeed, the field is exploding. Not only is the academic study in and of itself fascinating. What we learn from studying the brain has a direct impact on our lives, especially for us in the classroom. Brain research can help us become better teachers and students.

Previously, much of what we knew about brain function was derived from studies based on unfortunate subjects who had suffered some sort of brain injury (most people have heard of Phineas Gage, who famously had a railroad rod driven through his frontal lobe and lived but was a lot less personable). Now technology is helping us to understand brain function and development much more fully. What is known about the brain in the 21st century is substantially different than what was known in the 20th century. And this is exciting to me as well as my students!

## BRAIN CHEMISTRY, EVOLUTION & MORE

The course begins with the basics, focusing on how neurons generate an action potential in response to a stimulus and how that electrical signal is transmitted from one neuron to the next chemically. We then look at brain structure and function.

Once these fundamentals are covered, we have a basis for examining the really interesting stuff, focusing on the evolutionary reasons why the brain is structured and apt to operate in the way that it does, and the set of characteristics which make humans unique. For example, we study humans' extensive memory capacity (which serves as the substrate upon which individuality is created by experience), sensation, dreams, sleep, empathy and mirror neurons; our search for long term love relationships (and the brain chemicals which drive us to do so); our need to create compelling narrative and find answers; the neurology of addiction and the necessity of a long childhood.

We also discuss learning and factors which can impair or enhance brain development and function. These are the same discussions in which researchers and educators are currently engaging. The last decade has marked an increased interest in the field of neuroeducation, which examines the how research findings in cognitive and neurosciences can and ought to inform educational practices.

## THE IMPACT OF BRAIN RESEARCH

Dr. Judy Willis, a neurologist, credentialed teacher and an authority in the field of learning-centered brain research, addressed PDS faculty and parents last spring. (See *From the Head of School*, page 3). Several teachers have also attended "learning and the brain" conferences throughout the country as a means of keeping on top of relevant findings in neuroscience and their applications to learning, teaching and curriculum development. Topics at these conferences have included: "Web-Connected Minds: How Technology Transforms Brains," "Teaching and Education, Emotions and Education: Affect, Anxiety and Achievement," "Memory and Mind: Improving Memory and Achievement in the Classroom," "Rewiring the Brain: Using Brain Plasticity to Enhance Learning," "Using Brain Research on Creativity and Arts to Improve Learning," "Using Social Brain Research to Enhance Learning," and "Using Brain Research to Enhance Cognitive Abilities."

Upon returning to campus, I truly enjoy discussing the sessions I attended with my cognitive neuroscience students. It's gratifying to know that they are able to think critically about why certain practices, environments and approaches are more likely to produce desired results than others, based on what they understand about the human brain. I am struck by their ability to assess the relevance and potential applications of neurological research.

### \* Answers

(1) cerebellar inhibition; (2) sensation and perception are sometimes at odds as the brain works to filter stimuli and make sense of the world; (3) inactive frontal cortex during REM

## BECOMING THOUGHTFUL, SELF-REFLECTIVE INDIVIDUALS

Providing a foundation for understanding human brain function is an important part of the PDS curriculum—especially because the school consciously strives to "develop educated students with a passion for learning and living." Over the course of their PDS career, students are encouraged to understand themselves as learners and, in doing so, are able to approach all aspects of their lives in a more thoughtful, self-reflective way.

Cognitive neuroscience is an exciting field. Many of our alumni have pursued—in college and beyond—an interest in science first nurtured here at PDS. Whether they choose to become professional cognitive scientists, our students have gained the skills and the confidence necessary for interpreting and evaluating new findings; leveraging what they learned in the course to manage day-to-day challenges; and knowing how best to help their own kids to wire up their brains somewhere down the road.



PHOTO: SANDRA MOORE

*Editor's Note: Tanya Vinogradov has been a member of the PDS faculty since 1995. In addition to the cognitive science course, she has taught molecular biology, human biology, bioethics and physiology in the high school as well as life science and environmental science in the middle school, among others. An avid runner, she has served as the PDS varsity cross country coach. A Phi Beta Kappa graduate of Miami University (OH), with a BA in political science, she received an MA from the University of Colorado in biological anthropology. Her daughter, Mia Vinogradov, is in grade 6 at PDS.*

# Learning from Others

## The Curiosity Project

By David Jordan



PHOTO: SANDRA MOORE

David Jordan works with students in his 4-5 classroom

The practice of providing students choice and ownership over their learning undoubtedly makes a great deal of sense. However, it is often challenging to make this a reality within the contexts of traditional school settings.

Arriving at Poughkeepsie Day School just last year, I was incredibly excited about how the school's mission and vision promoted intellectual curiosity and a passion for learning beyond the acquisition of knowledge and into the creation of knowledge. Becoming a member of a learning community driven by such a progressive mission, the possibilities for innovative learning seemed limitless. That foundation, paired with the unwavering support of the school administration, allowed for the dream of an entirely student-driven learning experience—the 4-5 Curiosity Project—to become a reality.

### HOW WE BEGAN

Of course, before embarking on such a learning experience, groundwork needed to be laid. First and foremost, positive relationships between teachers, children and families were formed. I was quick to learn that PDS is composed of an amazing collection of people, and everyone quickly extended themselves to welcome my wife, Jennifer Jordan, and me into the PDS and the greater Hudson Valley communities.

Within the classroom, the 4-5 team of students and teachers worked and learned alongside one another in order to understand how we could best use technology to support our learning goals. We put great effort into reflecting on the learning process. We defined what we wanted to learn and how we could learn it and, in turn, how to share what we learned with others.

Standing on the shoulders of the relationships we formed, students felt comfortable sharing their learning process with their peers. They became inspired by each other and eager to apply strategies they saw others use in their own learning. Observing their increased level of ownership and the building excitement around all that they desired to learn, I could see it was time to step back and allow my students to live the PDS mission.

We began with a collaborative effort to build a framework for the project. What resulted was a general outline of what we would experience during the Curiosity Project:

How learners:

- Use their interests and curiosities to start learning
- Develop questions and curiosities to guide their learning
- Gather information and knowledge
- Share what they learn
- Reflect on what they learn

## HOW WE CONNECTED

A website was built to serve as the home base of the project so that we could share our intentions; connect with curious people and guide ourselves through our learning. The strength of our community was essential to our success, and families became co-curious with their children, supporting and encouraging them throughout the entire process.

In order to better understand how curious people start learning, we connected with a variety of individuals who are pursuing their own passions. The children developed a set of questions and recorded the responses of these curious people to them. The folks interviewed ranged from an engineer in India to a graffiti artist from Philadelphia to a PDS high school student. Students and teachers, in turn, shared thoughts and reflections stemming from those interviews. Families watched videos with their children and facilitated conversations at home about how curiosity is fostered and then turned into learning.

Knowing more about how to recognize curiosity, students identified the passions they wished to pursue. In a few short days, 39 students were ready to learn about 39 very different curiosities. Seeing my students immersed in this learning made me wonder how often these curiosities are neglected, bypassed and ultimately forgotten because of traditional constraints. With students sharing dozens of curiosities—from Lucille Ball and fencing to poetry, cooking, and nuclear physics—it was clear that this project was going to lead to some exciting learning. And, more than ever, I was grateful to have become a part of PDS.

## BECOMING “CURIOUSER & CURIOUSER”

In an effort to gather information, students sought primary and secondary resources. Phone calls were made, correspondences formed and rehearsals took place. I recall walking into my classroom during a lunch period and finding a student receiving a Mandarin lesson from a middle school student. I learned that this was not their first meeting and that they had established a schedule that would continue throughout the month. Stories from home kitchens poured in. A cake was brought in for tasting. Lacrosse sticks began showing up in corners. A student gave me a disc containing a recorded interview he conducted with a local business leader. With each passing day there were continuous reminders of how supportive our entire community is; how PDS is fertile ground for innovation and how capable young people are of driving their own learning.

To culminate the experience and our year as a whole, we hosted an evening event for the community in which the students shared a piece of their learning. The passion of our learners and strength



A participant in the Curiosity Project displays the system she devised for learning how to make the dress she is wearing

PHOTO: DAVID JORDAN

of our community shone once again. Indeed, it was the most inspiring demonstration of learning I have ever been a part of. Videos were shown; works of art exhibited; demonstrations and dances performed; posters and diagrams displayed; a web-show broadcast and even an alpaca led through an agility course!

In the end, 39 learners proudly shared 39 unique learning experiences that were warmly celebrated by peers, families and the community. Even after school had ended, the project continued: A student who had learned to create ringtones and make them available to others produced several more of them for peers during his first week of summer.

The original inspiration behind the Curiosity Project came from a former colleague and friend. As a 2nd grader he wished to learn anything and everything about cows but that was never a part of the curriculum. As a 40-year old, that curiosity still stuck with him and as an educator he challenged me to think about the question, “What if we let our children learn about their cow?”

Guided by the PDS mission and working with curious, passionate learners as part of a supportive community, the 4-5 team took a step toward answering that question. Our learning was authentic and inspired. As a second year teacher at PDS, I look forward to extending and expanding learning possibilities by taking my lead from our young learners.

*Editor's Note: David Jordan joined the lower school faculty in 2011. Previously, he was a grade 4 teacher at the American School of Bombay (Mumbai, India) and held a similar position at an elementary school in Flagstaff, AZ. A magna cum laude graduate of Buffalo State College, with a B.S. in early childhood education, David received an M.Ed. in elementary education from Northern Arizona University and holds New York State professional certification in childhood education (grades 1-6). He and wife Jennifer Jordan, who teaches lower and middle school art at PDS, live in Staatsburg*

Among the many shared learning opportunities, this student chose to find out about fencing



PHOTO: CHRISTINA POWERS

# Learning by Design Creating a Middle School Learning Community

by George Swain



PHOTO: STAN LICHENS

Middle school head George Swain with students in the Learning Commons section of the newly redesigned Middle School Learning Community

Do you remember the opening voiceover in the old Star Trek TV show, “Space: the Final Frontier?” In late August, I began our first middle school faculty meeting of the year with that very video clip to herald the realized reimagining of what learning in the middle school could “look like” and, in fact, “be” with the unveiling of our new, exciting Middle School Learning Community (MSLC).

## A DECADE IN THE MAKING

What a journey! Ten years of ongoing, creative thinking about how our middle school curricula might be refined to best meet the unique needs of early adolescent learners and of promoting our top-notch program to families throughout the Hudson Valley has led to a new chapter in our history. Through the generous support of the PDS board of trustees—and the particular vision of current president Stan Lichens—we’ve been able to go boldly “where no man [sic] has gone before.” Without altering the external footprint of the Elizabeth C. Gilkeson Center, our MSLC has captured additional space and transformed middle school classrooms into an open and inviting area. There, various configurations of learners—middle school teachers and students alike—can collaborate on projects as well as work independently in beautiful and flexibly functional space that is truly their own.

## IDENTIFYING THE ISSUES

With an outstanding faculty, a dynamic program and a bright and engaged student body, we still found ourselves fighting against the physical limitations imposed by the spaces we’d inherited from the building’s former incarnation as the IBM Briefing Center.

We didn’t like that our middle school classrooms isolated students from one another. Classes were spread out all over Gilkeson. And we could see that how the space was currently configured resulted in redundancy. Most important, perhaps, we balked at being forced to divide students into separate environments when learning how to share ideas and to facilitate teamwork are the hallmarks not only of a PDS education but also of the new economy.

## UNDERSTANDING THE NEEDS OF MIDDLE SCHOOLERS

Our thinking about how to effectively use space—like our curriculum itself—is based on a close reading of the best practices in middle-level learning. Early adolescence is an important time of intellectual growth, marked by a pronounced need for connection between students and teachers.



The most successful middle schools understand this and, accordingly, design programs and projects that are social in nature and involve collaboration. Students at this age also make a critical transition from concrete to abstract reasoning and consequently, problem-solving and active learning are essential to scaffold and, support this growth.

We concluded that if we were able to open up current classrooms so that they flowed into a large common area rather than always keeping students separated, we could create new learning opportunities. The geographical proximity of students and teachers, in turn, would reinforce the importance of community and break down barriers that typically develop in more isolated learning environments.

## MISSION CONSISTENT DESIGN & PROCESS

Improving the middle school's physical surroundings not only is in keeping with the school's mission, it also is an extension of our longstanding tradition of using space in innovative ways. Indeed, visitors to our new MSLC might liken it to a 21st century version of the "Big Room" at our former 39 New Hackensack Road campus with its welcoming "vibe" and capacity for serving multiple purposes.

Over the past two years, renovations to the Chapman Room already had made it a more dynamic and flexible learning space. And the success of those renovations encouraged us to move forward with the larger MSLC project.

In the fall of 2010, we enlisted Fielding Nair International (FNI), a world-renowned team of educational designers. FNI's Chris Hazelton helped us identify broad academic and programmatic goals that space enhancement would help us attain. In addition, we identified spaces in school that were currently underutilized and poorly designed for our needs. In June 2011 key design elements were reviewed and plans revised accordingly. The board approved the financing of the project in early 2012 and construction began in June, with board president Stan Lichens serving as the on-site project leader. Throughout the summer, walls were demolished and reconstructed, floors and ceilings refinished and furniture installed paving the way for us to open the doors on schedule.

## DREAM SPACE AS REALITY

Now, we typically begin our day as a full grades 6-8 middle school with a morning meeting in the large open space we call the Learning Common. This is a warm community time used for announcements before dividing into our six customary grade level advisory groups. On other days, we begin with a sustained silent reading period when students and teachers find comfortable places to read books of their own choosing. And although the space is certainly comfortable and homey as is, we intentionally left some of the renovation work incomplete so that teachers and students might make recommendations for additional furniture and fixtures once they'd lived in the space for awhile.

Most academic and several arts classes meet in the middle school learning community. This enables collaboration and flexibility of groupings among classes of different levels in the same subject (such as Spanish) or classes of different subjects (e.g., English and science). Additionally, the Learning Common serves as a place for faculty members to plan and meet with colleagues and students.

## SPECIAL FEATURES AND BENEFITS

One of our specialized rooms, known as the DaVinci Studio, is designed with all of the features of a first-class science laboratory as well as an art studio with project tables, floors that can withstand spills from messier projects and plenty of room to collaborate and create. All of the classrooms have ceiling mounted projectors so that teachers and students can share digital work seamlessly. In addition, two of them are outfitted with SMARTboards and all have sliding glass walls, which enable teachers to keep the rooms open to the Learning Common or closed off depending on the needs of their classes.

Space flexibility offers many benefits. While students may begin an academic period by meeting with their teacher for the duration of an entire class activity (discussion, presentation, etc.) and within a specific classroom, they might also spread out to take advantage of the Learning Common immediately adjacent to the classrooms for team or individual work. The MSLC has been designed consciously for active learning with furniture that can be easily moved, project areas where materials may be left assembled while under construction and flexible rooms where small, medium and large groups of students can work on labs, debates, role plays and open-ended problems.

The new spaces enhance our emphasis on interdisciplinary curricula where teachers can easily collaborate, combine groups and observe one another in action. In many ways, the space has the feeling of an age-appropriate "college library." And, as one might imagine, for much of the day, the MSLC is a quiet buzz of activity. It's truly a lively, happy place. Please come visit whenever you're in the area to see our mission in action. We would love to show you around.

*Editor's Note: George Swain has served as PDS middle school head since 2002. A graduate of Earlham College, where he studied anthropology and sociology, he received masters degrees in US history from Binghamton University and educational leadership from Teachers College, Columbia University, where he was a Klingenstein Fellow. An avid cyclist, George is also known for his extensive work with beginning teachers and administrators through the New York State Association of Independent Schools (NYSAIS) and is the founder of its Emerging Leaders Institute, a leadership training program for promising independent school teachers. George's wife, dancer Jesse Levey, is an artist-in-residence at PDS. Their children Elias and Izzy are in grades 8 and 11, respectively.*

# Noteworthy

## Preparing Children for 21<sup>st</sup> Century Success



PHOTO: CHRISTINA POWERS

Dr. Judy Willis with lower school head Debby McLean

Last spring, PDS hosted Dr. Judy Willis, noted neurologist, educator and author, who spoke on “Preparing Children’s Brains for 21st Century Success.” Dr. Willis, a Phi Beta Kappa graduate of Williams College, with a masters degree in education from UC Santa Barbara and a medical degree from UCLA, was a practicing neurologist for 15 years before going back to graduate school in order to become a teacher. She has taught elementary and middle school as well as graduate school students and currently is on the faculty of Santa Barbara Middle School in California.

An authority on brain research related to learning and the brain, with a unique background as both a board-certified neurologist and classroom teacher, Dr. Willis writes extensively for professional educational and parenting journals. She also has been an international consultant for professional and curriculum development for the Association for Supervision and Curriculum Development (ASCD) and is a presenter at educational conferences nationally and internationally in the field of learning-centered brain research and classroom strategies.

## New Trustees Elected

Poughkeepsie Day School parents Christopher Bjork, PhD, Poughkeepsie; Ty Brooks and Romana Hosain, MD, both of Hopewell Junction; Andrea Payne, Wicopee, and Johan Hedlund, New Paltz, were elected to the board of trustees at the annual meeting of the school’s corporation. Parent trustees Hamid Azari-Rad, PhD, Poughkeepsie, and Mette Coleman, Rhinebeck were re-elected. To view a press release on the new trustees, visit the PDS website.

## International Program Grows



PHOTO: ANNE BOEHRINGER '15

International students are actively engaged in PDS life and a welcome addition to the school’s diverse community

This September, PDS welcomed eight new students to the high school from China as well as a student each from France and Kyrgyzstan. They join our eight returning international students in grades 10-12. To support the school’s growing international population, PDS offers an ESL course and a new high school humanities course—both taught by faculty member Julie O’Sullivan—with the latter serving as an introduction to our English and history curricula in the high school. According to director of enrollment and marketing Carol Bahruth, “Growing and diversifying the international program affirms our school’s commitment to helping students increase cultural awareness and competency in a globally connected world.” For more information on the program, contact Tammy Reilly, assistant director of enrollment and international programs ([treilly@poughkeepsieday.org](mailto:treilly@poughkeepsieday.org)).

## PDS Science Department Receives Grant to Host Muon Particle Detector

Poughkeepsie Day School has been selected to host a muon particle detector as part of the Energetic Ray Global Observatory (ERGO). High school science teacher Jonathan Heiles received a grant to place the detector in his classroom in Gilkeson Center. The observatory plans to place 1,000 detectors around the planet, turning Earth into a cosmic ray telescope.

Inspired by a TED talk by Jill Tarter of the SETI Institute (“Search for Extraterrestrial Intelligence”), engineer Tom Bales established ERGO to help pre-college students get involved in original scientific research. To that end, Jonathan is writing curriculum to support original student research with the detector

and his astronomy class is currently trying to find the origin of a globally reported drop in muon readings (although evidence is building that it was a computer problem, rather than an astronomical phenomenon).

He also is working with an RPI astrophysics doctoral candidate to adapt curriculum for PDS Astronomy and Wave Physics courses. The material gives students access to NASA data and enables them to distinguish newly formed stars from old ones through infrared signatures. To read more about professional development work last summer, see “PDS Faculty Learning and Leading” below.

## Athletics Roundup



PHOTO: PDS YEARBOOK STAFF

Once again, PDS sports teams finished their seasons in fine form within the Hudson Valley Athletic League (HVAL). The girls varsity soccer team placed 1st in the HVAL and was the runner up in the HVAL tournament, while the boys varsity soccer placed 6th. In basketball, girls varsity finished 3rd and the boys varsity was 6th. Last spring, the girls softball team placed 1st in the league and won the HVAL Tournament and the boys baseball team (see photo above) took 2nd place. Ultimate Frisbee finished 5th in the league and the cross country team took 2nd (Alex Gaidis '13) and 3rd (Phil Greenberg '14) in the HVAL championships. Congratulations to all the players and coaches, Scott Meyer, varsity boys soccer; Joan Matheis, varsity girls soccer, varsity girls basketball and Ultimate Frisbee; Chris Santoro, varsity boys basketball; Lisa McVey, varsity softball; Jake Lahey, varsity baseball; and Trace Schillinger, cross country.

## PDS Faculty Learning and Leading

PDS faculty continued their professional development by engaging in a number of educational opportunities over the summer. A sampling:

- Amy Miklos (K), Brian Reid (2-3) and David Jordan (4-5) participated in a five-day, interactive workshop at Dana Hall School (MA), where they were both learners and teacher-researchers as they extended their own mathematical thinking.
- Rachel Silverman (1) and Amy Miklos (K) attended a workshop at Bank Street College of Education called “Reaching

Young Children Who Need Time to Master Reading,” while colleague Judy Purcell (pre-k) learned more about the Reggio Emilia approach to early childhood learning.

- Sue Parise (2-3) spent four days exploring the topic, “Nurturing Literacy through Project Based Learning,” with the Hudson Valley Writers’ Project, sponsored by SUNY New Paltz.
- Beck Rourke-Mooney (English) attended a workshop on young adult publishing, featuring author KL Going, who will work with PDS students on campus this fall.
- Don Fried and Bernadette Condeso (college counseling office) participated in a one-week conference at Bryn Mawr College, sponsored by the Association of College Counselors at Independent Schools (ACCIS). They attended seminars on such topics as “Social Media in the Application Process” and “Understanding Admissions Data” and also toured and met with admissions representatives at several area colleges.
- Bernadette Condeso (history) was one of 16 participants selected nationally to attend a five-week NEH seminar at Bard College’s Hannah Arendt Institute. She also participated in a three-day NYSAIS conference on how to research, organize and develop electronic texts for use in high school classrooms.
- Jonathan Heiles (science) served as a mentor teacher at the Astrobiology Teachers Institute of the NASA Astrobiology Center at RPI.
- Laura Hicks (theater arts) took three days of master classes with professional directors, actors, writers, composers, all currently represented on Broadway, and also enjoyed talk sessions with drama teachers from all over the world.

## PDS Students Engage in Research on Endangered Species

Last summer Poughkeepsie Day School new high school science teacher, Brent Boscarino, PhD, worked with PDS juniors David Foley, Amalia Driller-Colangelo and Usama Hosain and senior Rosie Kaplan-Kelly to investigate the ecology and habitat preference of the invasive “bloody-red shrimp,” which has recently invaded the Great Lakes and Finger Lakes regions



PHOTO: SANDRA MOORE

of New York State. The project represented a joint collaboration between Brent and assistant professor Dr. Meghan Brown of Hobart and William Smith Colleges (HWS), who received funding from the US Fish & Wildlife Service to perform survey work of the shrimp infestation in an attempt to determine how far the species has spread and its relative abundance. Additional study, designed to test the habitat selection of the shrimp under different environmental conditions, such as light level, predator presence and substrate type, was conducted in laboratories on both the PDS and HWS campuses. PDS students helped to carry out many of these experiments as well as care for the animals in the laboratory. Findings from the summer will be sent out for publication in the journal *Hydrobiologia* in the summer of 2013.

## Website Expands PDS Reach

The school's new website is helping PDS to enhance and further facilitate communication among members of the PDS community as well as to more effectively connect with prospective families and donors.

Over a year in the making, the site was designed in consultation with the enrollment and marketing office and members of the school's marketing committee by Finalsite, a client-centered web software product company that uses state-of-the-art technology and specializes in work with schools.

Among its exciting features, a new media gallery provides one-stop shopping for all that is going on at PDS through social networking sites such as Facebook, Pinterest and Twitter. It will also be home to a soon-to-be-introduced blog roll, classroom pages, alerts, sign-ups for sports and other school activities and much more. The new site is also mobile-device-friendly, so community members can readily view the PDS calendar and not miss upcoming events, such as games and meetings, and also access the employee directory as well as current news right from a smart phone or tablet.

Head of school Josie Holford sees the website as offering "a fresh online face for the school, simplified navigation and easy access to key information." As a work in progress, the site will need ongoing tweaking and, to that end, please send feedback directly to PDS web manager and community liaison Christina Powers ([cpowers@poughkeepsieday.org](mailto:cpowers@poughkeepsieday.org)).

## Athletic Field Improvement Project

PDS is moving forward to bring much-needed improvements to the school's outdoor athletic facilities. Spearheaded by the board of trustees' athletics task force, co-chaired by parent trustees Valery Einhorn and Debra Pemstein, the full board gave its stamp of approval in December of 2011 to upgrades that will:

- Enlarge and upgrade the existing soccer field
- Add a new baseball/softball diamond
- Improve the existing recreation/practice field for expanded use and safety



To learn how you can support the exciting Athletic Field Improvement Project, contact development director Bryan Maloney (845.462.7600, ext. 113; [bmaloney@poughkeepsieday.org](mailto:bmaloney@poughkeepsieday.org))

Says head of school Josie Holford, "Improved fields for recreation, physical education and team sports will fully support the curriculum and better serve all PDS students, as well as promote retention and enrollment growth."

## Board Establishes PDS Roundtable

The PDS board of trustees recently authorized the establishment of The PDS Roundtable to recognize the contributions of individuals who served with loyalty as a trustee of the school. During their service on the board, many trustees formed close relationships with their fellow trustees, and this new group of both former and current trustees provides an opportunity for renewing and continuing these relationships. Members of the Roundtable will come together annually for lunch and socializing as well as for discussion of new developments and plans for the future of PDS. The first meeting of the group was held in conjunction with the dedication of the Lawnin Gindele memorial garden. (See article on Lawnin Gindele below.)

## Remembering Lawnin Robinson Gindele

Poughkeepsie Day School held a special luncheon last spring to remember Lawnin Gindele, alumni parent and former president of the PDS board of trustees. Known as "Lawnie," she was the proud mother of five surviving Gindele daughters—Victoria '70, Karen '66, Abigail '77, Julia '79, Charlotte '80—and the former wife of William Gindele, architect with Jeh Johnson of the school's previous home on 39 New Hackensack Road. Her eldest daughter, Victoria, spoke movingly of her mother at the luncheon, as did alumni parent and former board president Allelu Kurten '38 and alumni parents and former trustees Mims Gold and Fritzzy Goodman, who spearheaded the planning for this event and worked with PDS to create an on-campus memorial garden, which was dedicated that day.

Other guests in attendance included current parent trustees Chris Bjork, Ty Brooks, Valery Einhorn and Elizabeth

Gundeck; alumni parent, grandparent and current community trustee Mary Gesek; Shari Hubner '60; alumni parents and grandparents: Phebe Banta, Roger and Elizabeth (Liddy) Christenfeld, Elizabeth (Betty) Daniels, Dawn Effron, Alice Forman, Bill Gindele, Burt Gold, Zoey Gold, Jack Goodman, Shirley Handel, Jeh and Norma Johnson, Bill and Mary Lunt, Andy Miron, Bobbi Scheer and Stuart Tucker; and former community trustee Lorraine Roberts.



Allelu Kurten '38 greets alumni parent Dr. Jack Goodman at the June luncheon

To view a short slide show chronicling Lawnin Gindele's life, visit <http://www.pdscompasspoint.com/in-memory-of-lawnin-robinson-gindele-1926-2011>. To send condolences, contact Abigail Gindele at [agindele@gmail.com](mailto:agindele@gmail.com).

Kindergarten teacher Robbie Puglisi (with husband John Clarke and daughter Raina Clarke '06) was honored at a special retirement luncheon last spring in Gilkeson Center. A veteran educator with 37 years in the classroom, Robbie taught at PDS for more than a decade, following many years at both Randolph School and Vassar College's Wimpfeimer Nursery School as well as other early childhood learning centers. We wish her well!



## Lawnin Robinson Gindele (1926-2011)

Lawnin Gindele was born in St. Louis in 1926, but grew up on a farm and ranch near Scott City in western Kansas during the Dust Bowl and Great Depression. She skipped a grade in school, tested well, and at 16 entered Vassar College where in 1946 she earned a BA in German (to be a translator for the war effort).

She and William Gindele of Poughkeepsie, NY, met on a blind date and later married. After spending the beginning of their married life in Scott City, they settled in the Poughkeepsie area of the Hudson Valley. With their first two children in tow, Lawnie and Bill traveled through Europe for almost a year on Bill's architectural fellowship, permanently adopting aspects of French and northern Italian culture and cuisine that shaped their family traditions for the decades to come and added flare to Lawnie's community fund-raising cooking.

Lawnie created an atmosphere at home based on fairness, compassion, equality, and conscientiousness. She took those same principles out to numerous community efforts when strategically fighting for social justice, working to break down barriers based on race, sex, class, and religion. Her five daughters, Karen, Victoria, Abbie, Julia and Charlotte, all PDS alumnae, are eternally grateful for this example.

Lawnie's lifelong recreation and passion was reading and studying history. Those books lined walls of every room she lived in, accompanied by a running timeline of world historical events.



New members of the PDS faculty include (from left): Julie O'Sullivan, ESL and high school humanities; Brent Boscarino, high school science and Maria Forero, middle and high school Spanish. Not pictured: Javier Crespo, middle school Spanish (fall leave replacement), and Kristen Gehlhoff, middle and high school Spanish.



# Commencement

PDS commencement ceremonies on June 13 honored 19 seniors hailing from 12 communities across the Hudson Valley whose diverse interests include aviation, computer game design, environmentalism, philanthropy, public health and writing—just to name a few!

Featured alumni speaker, Rebecca Yenawine '90 urged the grads to “follow your own vision,” recounting how the school championed her own creative and entrepreneurial spirit. The executive director of New Lens, a youth-led nonprofit organization in Baltimore that helps young people create art and media to advocate for social change, Rebecca is a graduate of Goucher College and a master's degree candidate at Johns Hopkins University. As an adjunct faculty member at the Maryland Institute College of Art (MICA) in the masters of community art program, she teaches a social justice curriculum and works with the college on research related to community art.



**“I see the same support that nurtured me remains.”**

—Rebecca Yenawine '90  
*from remarks to the Class of 2012*



Emma Roellke '12 (left) poses with her sisters and father, former board vice president Chris Roellke, and her mother and board secretary, Kim Roellke, at Commencement reception



Peter Enriquez '12 delivers a rousing rendition of Pachelbel's "Canon" at Commencement



Rebecca Frumento '12 performed "Falling Slowly" by Glen Hansard and Markéta Irglová

## COLLEGE ACCEPTANCES

Congratulations to our graduates!

Bennington College  
**Boston University 2/1**  
**Brandeis University ED**  
**Brown University ED**  
 Case Western Reserve University  
 Clark University 3  
 College of Charleston  
**Connecticut College ED**  
 Cornell University  
 CUNY Baruch College  
 Drexel University  
**Dutchess Community College**  
 Eckerd College  
 Emerson College  
 Emmanuel College  
 Florida Gulf Coast University  
**Florida Institute of Technology**  
 Franklin and Marshall College  
 Hampshire College

Johns Hopkins University ED  
**Lewis and Clark College**  
 Loyola Marymount University  
 Loyola University of New Orleans 2  
 Macalester College  
 Manhattanville College  
 Mount Holyoke College  
 Muhlenberg College  
 New College of Florida  
 Polytechnic Institute of  
 New York University  
 Occidental College  
**Pennsylvania State University**  
**Rensselaer Polytechnic Institute 2/1 ED**  
**Sarah Lawrence College 2/1**  
**Scripps College**  
 Simmons College  
**Skidmore College 2/1 ED**  
 Smith College 2

**Stone Hill College**  
 Suffolk University  
 Susquehanna University  
 SUNY Binghamton University 2  
 SUNY College at Geneseo 3  
 SUNY College at New Paltz  
 SUNY College at Oneonta  
 SUNY College at Potsdam  
 SUNY University at Albany  
 Syracuse University  
**Union College 3/1**  
**University of California at Berkeley**  
 University of Massachusetts at Amherst  
 University of Miami 2  
 University of Rochester  
 University of San Francisco  
 University of Tampa 2  
**University of Vermont**  
**Vassar College**  
 Wheaton College

## SENIOR INTERNSHIPS\*

Artix Entertainment Lutz, FL  
 Brooklyn Grange Farm NYC  
 Clearwater/Mystic Whaler Beacon  
 The Community Foundation of Orange and Sullivan Montgomery  
 The Hackley School Tarrytown  
 Hudson Valley Magazine Poughkeepsie  
 La Luna Farm New Paltz  
 Locust Grove/Horticultural Department Poughkeepsie  
 Mabou Mines (theater company) NYC  
 Manatee Observation and Education Center Fort Pierce, FL  
 Martian Entertainment NYC  
 The Metropolitan Museum of Art/Government Affairs Office NYC  
 Mill Street Loft/Beacon Center Beacon  
 NewParent.com/TheParentAdvisor.com/Sharon.com Woodstock  
 Open Space Gallery Beacon  
 Orange County Airport Montgomery  
 Rhinebeck Animal Hospital Rhinebeck  
 Staatsburgh/Mills Mansion Historic Site Staatsburg  
 Unified Court System/Orange County Criminal Court Goshen  
 Unified Court System/Orange County Family Court Goshen  
 Vassar Brothers Medical Center/Nutrition Department Poughkeepsie  
 Vassar College/Communications Office Poughkeepsie

*\*three seniors volunteered at dual sites*

## SENIORS RECEIVE RAVE REVIEWS

Poughkeepsie Day School's unique month-long, off-campus senior internship program enables twelfth-grade students to pursue a passion, explore an emerging interest or try something totally new. Each May they participate actively in the larger community by volunteering under the auspices of an established organization, institution or business. For more than 25 years PDS seniors have been sponsored locally as well as across the country and the world by a wide-variety of employers who have benefited from their ability to think creatively and critically, to complete tasks well and in a timely way and to contribute positively to the workplace. But don't take our word for it! Here are just a few comments about PDS interns from this year's sponsors:

*"Self-motivated and not intimidated by any task"*

*"Written work is exceptional for someone of any age"*

*"Professional poise that is unusual in an 18-year-old"*

*"Extremely quick learner, diligent and careful worker"*

*"Has the aptitude to succeed in any career"*

*"Exuberant and creative"*

Alumni joined in the celebration last spring. Pictured (clockwise from top left): Max Owen-Dunow '11 with Max Shpilman '12; Fatima Hosain '11 and Emily Judson '11; Finny Marino '12 with sister Rhiannon Marino '05; Calle Knight '11, Brittany O'Halloran '11, Riley Feehan '12 and Natalie McKeon '11; and Maxwell Hegley '11, Zoe Vallas '10 and Jaffer Naqvi '11



# Senior Snapshots



## Leo Antelyes

hometown Poughkeepsie  
interests Computer game design and sports  
known for Tech theater and solving  
classmates computer issues  
internship Vassar College Game  
Design Research Poughkeepsie  
college Rensselaer Polytechnic Institute



## Rebecca Frumento

hometown Cold Spring  
interests Flute  
known for Thoughtfulness  
internship Orange County Unified Court  
Family Court Division Goshen  
college Scripps College



## Anna Chazkel

hometown New Paltz  
interests Horses  
known for Compassion  
internship La Luna Farm New Paltz  
college Skidmore College



## Sarah Goldhammer

hometown Ulster Park  
interests Environmentalism  
known for Volunteer work  
internship Clearwater Beacon  
college University of Vermont Honors Program



## Erik DeArce

hometown New Paltz  
interests Flying and diving  
known for Sense of humor  
internship Orange County Airport Montgomery  
college Florida Institute of Technology



## Spencer Hardy

hometown Cold Spring  
interests Public health  
known for Wit  
internship Mabou Mines NYC  
college Boston University



## Peter Enriquez

hometown Newburgh  
interests Music  
known for Haitian Relief Benefit Concerts  
internship Orange County Unified  
Court Criminal Division Goshen  
college Brown University ED



## Sabrina Hart

hometown Staatsburg  
interests Roller Derby  
known for Warmth  
internship Rhinebeck Animal Hospital Rhinebeck  
college Sarah Lawrence College



## Riley Feehan

hometown Stormville  
interests Soccer and community service  
known for Diligence  
internship Manatee Observation &  
Education Center FL  
college Union College



## Alyssa Klein

hometown Stormville  
interests Graphic design  
known for Her shoes  
internship Open Space Beacon  
Vassar Brothers MC Poughkeepsie  
college Connecticut College ED





## Annabel Levy

hometown Woodstock  
interests Writing  
known for Punning  
internship TheParentAdvisor.com,  
NewParent.com & Sharon.com  
Woodstock  
college Hampshire College



## Melissa Steinman

hometown Wappingers Falls  
interests Visual art  
known for Kindness  
internship Mill Street Loft Poughkeepsie  
college Dutchess Community College



## Finn timer Marino

hometown Cold Spring  
interests Women's activism  
known for Creativity  
internship Brooklyn Grange NYC  
college Lewis & Clark College



## Jacob Straus

hometown Salt Point  
interests Science, writing  
known for Wit  
internship Artix Entertainment (FL) & Martian  
Entertainment NYC  
college University of California at Berkeley



## Julia Raphael

hometown Wappingers Falls  
interests Politics  
known for Poise  
internship The Metropolitan Museum of Art NYC  
Locust Grove Poughkeepsie  
college Johns Hopkins University ED



## Sarah Thomashower

hometown Garrison  
interests Working with young children  
known for Determination  
internship Hackley School Tarrytown  
college Stone Hill College



## Emma Roellke

hometown Poughkeepsie  
interests Writing  
known for Responsibility, dependability  
internship Hudson Valley Magazine  
Poughkeepsie  
college Vassar College



## Natasha Vega

hometown Newburgh  
interests Crew, philanthropy  
known for Creating Kidz4Kauses  
internship Community Foundation of Orange  
& Sullivan Montgomery  
college Pennsylvania State University



## Max Shpilman

hometown Staatsburg  
interests Sports  
known for Sweet personality  
internship "Staatsburgh"/Mills Mansion  
Historical Site Staatsburg  
college Brandeis University

# Class Notes

## 30s



PHOTO: JIM LANGAN

Allelu Kurten '38 proudly displays her garden plaque as Rev. Chuck Kramer looks on

**Allelu Kurten '38** was honored last spring when a community garden was dedicated in her name by parishioners of the historic St. James' Church in Hyde Park, where she has been a member for more than 50 years. PDS is grateful to Allelu for her decades of service and support and wishes her well in her new Massachusetts home. Read more about Allelu's involvement with the Lawnin Gindele memorial luncheon on page 12.

## 40s

We were sad to learn of the passing of **Thomas F. Bull '40** on November 11, 2011, in Millbrook, NY. Tom was born in Poughkeepsie in 1926, attended Clinton School prior to studying at PDS and graduated from The George School (PA). He served in the Philippines with the Navy in World War II, and was a member of the initial class of the School of Industrial and Labor Relations at Cornell University, graduating in 1951. Our sincere condolences to his family, including wife Lynn (Layton Hepworth), and children, Andrea Bull Brainard and David Andrew Bull, and their spouses, Brad Brainard and Dover Chorley Bull.

## 50s

Read alumni profile of linguist and teacher **Haj Ross '52** (p. 24)

## Tell us what you're up to!

Send your notes to

[smoore@poughkeepsieday.org](mailto:smoore@poughkeepsieday.org)

or via the PDS Alumni Association

Facebook page

[www.facebook.com/PDSAlumniAssociation](http://www.facebook.com/PDSAlumniAssociation)

## 60s

Kudos to **Mary-Charlotte Domandi**, producer and host of the Santa Fe (NM) Radio Café on KSFR 101.1, one of five recent recipients of the 2012 Mayor's Awards for her work supporting the creative community of Santa Fe and beyond. The first radio host ever to be given this award, Mary-Charlotte first broadcast her talk-show in 2003. Since then her daily program of interviews—spanning everything from politics and the environment to art, literature, and science—has developed a devoted audience and has won numerous awards. The Radio Café has repeatedly been voted "Best Radio Program" in Santa Fe by the readers of the Santa Fe Reporter. Her work earned the 2011 New Mexico Book Association's "Book in Hand Award" for "meritorious service to the literary communities in New Mexico." Mary-Charlotte and her show have also been praised by National Geographic's Santa Fe Destination Guide, while Travel and Leisure's City Guide to Las Vegas, Phoenix, and Santa Fe refers to her as a "public radio goddess." She earned a Master of Arts in liberal education from St. John's College in Santa Fe and a Bachelor of Arts cum laude in art history from Yale University. Read Mary-Charlotte's remembrances of PDS below.

**Shari Hubner '60** attended the special on-campus luncheon in memory of past PDS board president Lawnin Gindele in June. She is an attorney, with a specialty in elder law, in Poughkeepsie

## Mary-Charlotte's Remembrances of PDS

I went to Poughkeepsie Day School for only one year (1965-66), but I remember it vividly and loved it. I had just returned from Europe where my parents, both academics, had spent a sabbatical year. I spoke three languages and felt out of place because I was "different." But the Day School embraced me. My best friend was **Mary Ann Fiorello**; we were almost inseparable: "Mary Ann and Mary-Charlotte."

We started every day by saying the date and looking at the calendar and learned to tell time. We learned to read, and it all was fun and easy. The kindergarten room was huge, and each area was different, some with dolls, some with blocks, some with art supplies and cubbies for our galoshes—a place for everything. My teachers, Mrs. Brandow and Mrs. Stone, were loving and friendly. There was a nice playground and I remember running around outside, though I was naturally shy. We had a nap time every day

## 70s

**Michelle Ribble '71** is an award-winning choreographer, master instructor, producer, dancer and coach who has spent a lifetime working in classical ballet, tap dance, musical theater and jazz. She has choreographed for both stage and screen, and her work has been enjoyed by audiences worldwide, including venues such as the New York City Tap Festival, Kaatsbann International Dance Center, Vassar and Bard colleges and Dutchess and Ulster Community colleges. The former director of The New York Dance Center in Manhattan, Michelle serves as an adjunct professor at SUNY New Paltz and is currently a faculty member and education advisor to the American Tap Dance Foundation, a guest instructor for Steps on Broadway and a member of: the America Federation of Radio & Television Artists and Screen Actors Guild, among many professional associations. Michelle writes that she is “constantly on the move” sharing her talents and unique teaching skills “anywhere dancers are eager to learn.” A graduate of Arlington High School (because PDS did not yet have a high school program when she left in 9th grade), Michelle would love to hear from some of her old PDS classmates and pals. Email her at [marvalousr@aol.com](mailto:marvalousr@aol.com)

**Victoria Gindele '73** spoke at the June luncheon honoring her late mother and past PDS board president Lawnin “Lawnie” Gindele. A graduate of Vassar College, Victoria is a realtor with Morgan Lane Real Estate, specializing in land sales for home building and vineyard development, as well as high-end residential properties in the Bay Area and in the northern California wine country. Her new email is [vgindele@gmail.com](mailto:vgindele@gmail.com).

**Peter Dutton '77** is the manager of the Clearwater Community Residence in Poughkeepsie.

Following a recent visit with former PDS director Leo Opydycke and his wife and past PDS board president Sandra Opydycke, **Mark Farnsworth '77** writes: “Leo was asking typically Leo questions – pressing, probing, passionate, hard, funny

on cots that were otherwise stacked at the edge of the room. I remember a rousing Easter egg hunt. I also remember taking standardized tests. While there is a lot of controversy around testing, I am glad I took those tests at PDS because they were administered without any tension, stress or expectation and, as a result, I was never afraid of tests, and usually did well on them.

The sense of freedom and exploration and total lack of unpleasant authority that I experienced at PDS made a profound impression on me. The following year I went to public school, which was fine, but as an adult I sometimes found myself wishing that I'd been able to continue at PDS. I never felt judged or frightened, that I can recall. I think PDS was a wonderful beginning to my life. I have ever since sought out freedom and creativity and learning, and I believe the school played a role in shaping those sensibilities. Many thanks to my teachers and PDS!

questions—about work and my interests in theatre and what I was doing about them; pressing me to think differently and urging me to go and do and try. It was the same as it was 40 years ago and a real example of how an individual can both embody an institution and touch an individual. What an extraordinary gift to revisit an inspiration and have it be just as vital and relevant as it was once. That's PDS. That's Sandy and Leo.”

## 80s



Ellen Schubert '81 with husband Steve and son Jordan

Congrats to **Ellen Schubert '81** on her marriage last March to Steve Birthisel (see photo above). Ellen's twenty-year old son, Jordan, “one of the best people I know,” is studying engineering at the University of Central Florida. She sends “best wishes to PDS, the friends who are still there and all those who continue to make it one of the best places for learning...”

It was great meeting **Kerin (Buckley) Reeves '82** at the May alumni gathering in NYC. A graduate of NYU, Kerin is a sales manager in NYC for the world-famous French perfumer diptyque.

What a great surprise to learn that PDS 4-5 teacher **Dorothy (Penz) Luongo** is married to alumnus **Chris Luongo '84!** And they have a beautiful baby girl, Harriet (see photo below), and live in Bethel, CT. Chris is the son of former PDS English

The Luongo family



PHOTO: COURTESY PHOTO

PHOTO: COURTESY PHOTO

teacher Mary Luongo. Says Chris: “Meeting Dorothy brought back memories of my time at the Day School in the 4th and 5th grades — two of the most wondrous years of my early life. I remember being so eager to get to school every day. Some favorite things were acting in skits; learning to turn simple observations into descriptive poems (thanks to former PDS teacher Lucia Mittlemark); exploring the farm across the street with my friend **Brian Page ’85**; and staring up at the wide open sky and letting my imagination wonder freely.” Following previous careers in the music business and in journalism, Chris now writes executive speeches and manages a corporate storytelling series, the Curiosity Shop, at IBM. He also does some acting “here and there” in local, amateur plays.

The acclaimed theater company, 13 P, founded by **Rob Handel ’86**, was the subject of a full-page article in the New York Times on Sunday, July 15, and featured in another article in the Wall Street Journal, on July 16. He also made his debut as an opera librettist with the premiere of six one-act operas at the Opera Theater of Pittsburgh.

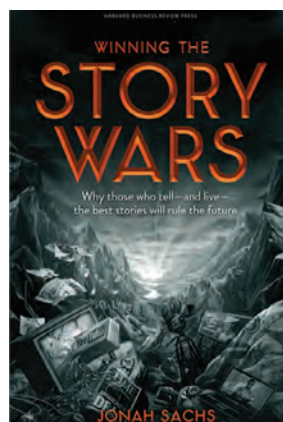
Former PDS lower and middle school teacher **K. Geetha (Murthy) Holdsworth ’86** has a new job as director of diversity initiatives and 9th grade English teacher at Bosque School in Albuquerque, NM. Although not “progressive” in the PDS sense, Geetha says that it “reminds me of PDS in many ways so it feels like a homecoming.”

**Virginia (“Page”) Fortna ’87** is a professor of political science (international relations) at Columbia University. She and her family — Pete Beeman, a public artist, and two daughters, Rosie age 6, and Linden, age 3 ½ — spend the school year in New York City and the summers in Portland OR. Page is currently on sabbatical in Portland, researching a new book on terrorism in civil wars and “hanging out with my kids, horseback riding a couple times a week, and generally enjoying the beautiful Pacific Northwest.”

**Jason Adams ’89** competed in an eight-day, 2,000-mile motorcycle race, called the Australasian Safari Rally, in western Australia. He was offered a seat aboard a vintage BMW motorbike, and “I could not refuse.” When not riding bikes, you can find Jason at work behind the scene at the Bardavon 1869 Opera House in Poughkeepsie.

## 90s

Communicator extraordinaire **Jonah Sachs ’93** is the author of a fascinating new book, *Winning the Story Wars* (Harvard Business Review Press). Called “brilliant” (Bill Bradley, former US senator and managing director of Allen & Company) and a “how-to book for communicators who want to change the world” (Fred Krupp, president,



Environmental Defense Fund), the book is “a call to arms to build iconic brands and causes in service of a better future... an invitation to see today’s marketing challenges as an adventure through a world of wonder, danger and limitless opportunity.” It’s an outgrowth of Jonah’s ground-breaking work as founder of Free Range Studios, the highly acclaimed graphic design and story-telling firm, and seeks to give individuals, companies and not-for-profits tools for creating inspiring brand identities that counter the “dark side” of marketing.

When you visit Poughkeepsie, be sure to check out Café Bocca, the pride and joy of entrepreneur and foodie **Erik Morabito ’94**. Eric opened the restaurant almost four years ago and is an active booster of Poughkeepsie’s “Little Italy” near Mount Carmel Square. Last spring he began an exclusive business relationship with Empire Cruise Lines, providing catering services aboard their Sightseeing Tour Boat the M.V. Mystere which is docked at Poughkeepsie’s waterfront.

*The Bad Guys*, a new one-act play by **Alena Smith ’98**, debuted Off-Broadway last spring (Second Stage production) and ran through June at Manhattan’s McGinn/Cazale Theater.

## 00s

**Daniel Rothman ’00** (Brown ’04; MBA, UC Santa Barbara ’10) is the director of business development at Healthix, one of the largest independent regional health information organizations (RHIO) in the country. He lives in Brooklyn.

An adjunct professor of art at Parsons the New School for Design, **Ayala (Yali) Lewis ’01**, received her undergraduate degree from Yale and her MFA from Parsons.

Congratulations to **Riana Moring-Paris ’02** and **Eric Justesen ’01**, who were married in Rhinebeck earlier this fall! The couple lives in Brooklyn.

Adam Lundquist Baz ’02 poses in front of a gigantic Metro poster announcing his art show in Metz, France last spring. Congrats!



PHOTO: COURTESY PHOTO



Rebecca Yenawine '90 was the featured speaker at PDS Commencement ceremonies last June. As the executive director of New Lens, a youth-led nonprofit organization in Baltimore, she helps young people create art and media to advocate for social change.

**Noah DeBiase '02** recently launched a series of arts podcasts (ArtistsInternetRadio.com) “aimed at bringing originality and positivity to the arts community.” Says Noah, “It’s far more work than I had first imagined, but it’s incredibly rewarding, and feels like the right thing for me right now. He’s living in Astoria, Queens.

**Samantha Hoe '03** has opened her own dance studio called The Pennsylvania Academy of Dance(!) Check out her website: [www.paacademyofdance.com](http://www.paacademyofdance.com).

Acclaimed pianist **Mannon Hutton-DeWys '03** has begun doctoral study in classical piano at CUNY’s Graduate Center and says, “the program is really heavy on academic work but I’m so happy to be there.” Manon recently returned from a trip to China, where she played for a United Nations World Peace Day event in Henan province. To learn more about her amazing career, visit [manonhuttondewys.com](http://manonhuttondewys.com).

**Drew Nobile '03**, who wrote the music for the now classic “Thank You” song, as part of the score for the PDS original musical “Life on Earth,” won the 2011 Patricia Carpenter Award at CUNY for his paper Form and Voice Leading in Early Beatles Songs. Congratulations Drew. And thank you for the music!

**Alison Toepp '03** is a control vocabulary editor at Artstor, the mega online image library for the arts and sciences. In that capacity she verifies all details related to catalogued art work, including the correct spelling of names and nationality of artists.

**Ivan Cash '04** has a book coming out this fall, called Snail Mail My Email (Sourcebooks), based on the art project of the same name (<http://snailmailmyemail.org>). Read his story at right.

Traveler, educator and activist **April Cattell '04** is running a community outreach program in Ecuador that fosters relationships between local non-profits and traveling Europeans and North Americans who come to the country to learn Spanish and volunteer. She’s also helping to create a consortium of businesses that will work together to promote local development in a healthy and grass-roots way. To find out more, read April’s blog: <http://aventurasdeabril.wordpress.com/>

**Lachlan Markay '05** lives in Washington, DC and is an investigative reporter for The Heritage Foundation. He can be seen (often!) on Fox News commenting on various political candidates and activities. Brother **Griffin Markay '08** graduated last May from Colgate and will be teaching English in China this academic year.

NYU grad **Marie Catalano '06** is an archivist and studio photographer for Jenny Holzer Studio, LLC. She lives in Brooklyn.

**Anna Gorman '06** is an executive assistant at Community Resource Exchange (CRE), a nonprofit management consulting firm that “makes New York City’s nonprofit organizations stronger and more effective in fighting poverty and advancing social justice.”

“In July 2011, I quit (what I thought was) my dream job in search of a more balanced lifestyle. Letter writing had always been a passion but one I’d neglected while working full time in the corporate world.

Two weeks later, I created Snail Mail My Email, a month-long online art project with the goal of sending handwritten letters to as many people as possible while building excitement about letter writing in the process. The project’s website offered these simple instructions:

Type a message to a friend, family member, pet, politician or lover, and email it to [snailmailmyemail@gmail.com](mailto:snailmailmyemail@gmail.com). Then sit back and relax while your email is handwritten, sent out, and delivered to the recipient of your choosing, completely free of charge!

The project hit quite an emotional nerve, as I immediately was bombarded with letter requests. Lucy, a recent NYU grad living in Shanghai, reached out to offer her services as a volunteer letter writer. The idea of “crowdsourcing” a team of volunteer letter writers seemed the way to go, and I was completely floored when I posted my request for help online and people I’d never met eagerly responded. Our international team soon numbered 234!

At month’s end, 10,457 handwritten letters had been sent out (with postage covered by the volunteers) to more than 70 countries, spanning all seven continents. These “letter artists” were asked to document their work and the letter’s route before mailing, resulting in an archive from which this book’s selections are drawn.

Clearly, there are many ways to find more human connections within our technology-laden lives. Some may choose, as I did, to walk away from their jobs, but walking to a mailbox might work just as well.”

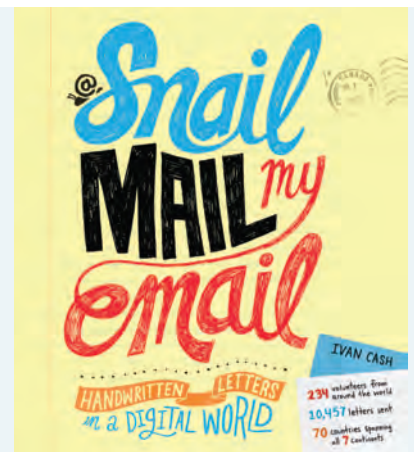




PHOTO: COURTESY PHOTO

Molly Lundquist Baz '06 loves her job as a line cook at the highly acclaimed Allswell in Brooklyn.

**Ella Wise '06** is studying for an MA in urban, community and regional planning at UC, Berkeley.

Our favorite poet and rapper, **Josh Smith '07** (Wesleyan '11) has just released an album, called Analog. Josh and friends recorded the tracks in Woodstock. Give a listen: <http://meland-josh.bandcamp.com/>

When not playing music or in the studio, Josh splits his time between an editorial internship with PEN American and supervising the after-school program at Bank Street School for Children.

With a newly-minted BA from Hobart and William Smith Colleges, **Lucia ("Luke") Berliner '08** is beginning a stint teaching kindergarten through Teach for America.

Recent St. Lawrence U. grad **Kathryn Buccelli '08** is moving to Burlington, VT.

**Lucas Moore '08**, graduated at the top of his class in Cooper Union's School of Art and received the prestigious Jacques and



PHOTO: SANDRA MOORE

Luke Moore '08 catches up with Olivia Murphy '08 at his college commencement party last May

Natasha Gelman Trust Prize for academic and artistic excellence at commencement ceremonies in May. Luke works as a photographer's assistant in the creative department of Macy's and lives in Brooklyn.

A 2012 graduate of Hamilton College, **Talia Steiman '08** plans to go to graduate school for a PhD in chemistry. Currently, she's taking a year "off" and traveled around Europe last summer, visiting seven countries there.

**Elizabeth Moulic '09** (Smith '13) recently returned from Geneva, Switzerland where she spent her junior year studying abroad at the Université de Genève. While there, she was awarded the Rousseau Prize for academic excellence which also recognizes "a commitment to more fluent expression in French and a demonstrated interest in fully exploring the cultural opportunities offered by the Geneva program". The recipient also of fellowship she was offered with the Center for Environment and Population as well as a grant through Smith College, Elizabeth is currently working at Friends of United Nations Population Fund (UNFPA), an NGO partnered with UNFPA that promotes women's reproductive health and rights worldwide. This fall, when she returns to Smith for her senior year she will join the college residence staff as a head resident.

Last summer, **Eliza Reynolds '09** (Brown '14) wrapped up nine months of work in Vienna for Women Without Borders, an international political NGO, and spent a month in the UK traveling, hiking, writing, and studying dance. The book she co-authored with mom Sil Reynolds, *Mothering & Daughter-ing: Keeping Your Bond Strong Through the Teen Years* (Sounds True), is due out this coming April.

## 10s

Last summer, **Nory Kaplan-Kelly '10** (U. of Chicago '14) worked for the Chicago Lawyers' Committee for Civil Rights Under Law, Inc's Fair Housing Project where she learned about equal and integrated housing. Nory conducted initial interviews of prospective clients and also was involved in an independent project that looks at homeless youth from a fair housing perspective. During her first year at UChicago, Nory was one of only 25 students accepted into the prestigious Law, Letters, and Society program (a program that looks at legal history, legal rhetoric, and the role of law in society). Says Nory, "I'm really enjoying my time at the U of C and am participating in a lot of student organizing (both LGBTQ and most recently, health care, immigration, and anti-racism related, all together and separately haha)."

Last summer, **Maxwell Hegley '11** (Sarah Lawrence '15) completed the Powerhouse Theater apprentice program at Vassar College. He played Cassius in a production of Shakespeare's Julius Caesar, which was staged in an outdoor amphitheater on campus. Max says he loves the students, faculty and theatre opportunities at Sarah Lawrence and the fact that, like PDS, it emphasizes narrative reports rather than grades.

PHOTO: SANDRA MOORE



PDS alumni from the Class of 2011 speak to juniors and seniors during the annual “Transition from High School to College” discussion in Kenyon House, sponsored by the college counseling and development offices. They are (left to right): Calle Knight, Max Owen-Dunow, Maxwell Hegley, Jacob Slade-Baxter, Sophia Wal-lach and Emily Judson.

**Preston Kemeny '11** (Princeton '15) spent last summer at the Mpala Research Centre in northern Kenya studying isotope hydrology, and then returned to Princeton where he is pursuing a degree in physics.

Check out the July issue of *Hudson Valley* magazine and read the feature story on area wineries and, in particular, the piece written by **Emma Roellke '12** during her unpaid senior internship there. Kudos to Emma, a freshman at Vassar, on her first public byline!

## FORMER FACULTY

### F. Herbert Barnes

We were sad to learn, from **Debbie Stone '55**, of the passing of former PDS teacher F. Herbert Barnes. After working at PDS he became a social worker, retired in Florida and is survived by his wife. Please send us your remembrances of him.

### Peter Yoder

Our sincerest condolences to the family of Peter Yoder—including his wife, **Carolyn Ann (Merriell) Yoder '72**—who passed away on September 6, 2012 at age 75. Peter served as the school’s assistant director and director of development, and was instrumental in organizing the addition of grades 10-12 from 1968 to 1971, under director Leo Opdycke. Born in New York City, he grew up in Nashville, TN, and was a graduate of Westtown School (PA), class of 1955, and Hamilton College '60. Full notice:

<http://bangordailynews.com/2012/09/10/obituaries/peter-d-yoder/>

## *In Memoriam*

### Eveline Beaver Omwake

October 1, 1911 - August 19, 2012

Former PDS director, Eveline Beaver Omwake, passed away peacefully at Highland Farms Retirement Community, Black Mountain, NC at the age of 100. A life-long educator, Miss Omwake spent her entire life “quietly doing for others.” She was a graduate of the Grier School (PA), earned a BA from Ursinus College, an MA from Teachers College, Columbia University and was granted a Doctorate of Humane Letters from Ursinus College.

Miss Omwake began her career in 1940 at Vassar College where, as assistant professor of child study and chair of the Children’s School of the Vassar Summer Institute, she concurrently served as the head of PDS. From 1952 to 1964, she was assistant professor in the Child Study Center at Yale University where she also was the director of the center’s laboratory nursery school. In 1964, Miss Omwake became professor of child study and department chair at Connecticut College, remaining there until she retired as professor emeritus in 1977.

An active advocate for young children, Miss Omwake was the president of the National Association for the Education of Young Children (1966-1970), a member of the Surgeon General’s Scientific Advisory committee to study the effects of television on social behavior (1969-1971) and of the National Reading Council 1970-1972). She also served on the Day Care Council of the Connecticut State Health Department (1968-1971), the Governor’s Advisory Committee to the Department of Children and Youth Services, Connecticut (1974-1979), and the United Way Board of New London, Connecticut where she chaired its Social Planning Council (1976-1980).

Throughout her career she served as a consultant to nursery and primary schools, day care centers, and Project Head Start. She also lectured to professional groups and contributed to professional journals. After moving to Highland Farms, she served eight years as editor of its newsletter. She also volunteered at a local day care center and as a reading partner at a local school and served as president of the Swannanoa Valley Child Care Council.

She was also devoted to her many Cairn Terriers. Eveline Omwake was a truly great lady who will be remembered by those she helped and all who knew her. Surviving are two nieces, Jill Stubblefield of Charlottesville, VA and Matilda Kistler of Morganton, NC; a nephew, John Omwake of Christiansburg, VA; and a great-niece, Sarah Rosebrock of Charlottesville, VA. She was also preceded in death by her brother, Stanley Omwake. In accordance with Miss Omwake’s wishes, her body was donated to the Bowman Gray Medical Center in Winston-Salem, NC. A private graveside service will take place in Collegeville, PA at a later date. Memorials can be made in Miss Omwake’s name to Children and Friends Day Care Center, 3126 U.S. 70, Black Mountain, NC 28711. Brigman Funeral Service 501 W State Street, Black Mountain (669-8121) is assisting the family.

# Haj Ross '52

## Linguist and Teacher

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Scholar, world traveler and 21st century thinker, Haj Ross graduated from PDS 50 years ago. Today his philosophy of education still echoes the progressive tenets upon which the school was founded and continues to thrive.

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**Hometown:** Boston, MA

**Current Residence:** Denton, TX

**Years at PDS:** 1948 – 1952

My mother knew of the school and enrolled me and my younger brother Duncan when we came to live in Poughkeepsie from Sudbury, MA. I left for Phillips Academy (Andover) when I graduated from PDS in eighth grade.

### Undergraduate College

Yale University '60, AB in Linguistics

While at Yale, I found the only undergrad course in linguistics: Love at first sight. I also studied abroad in Germany, taking courses in communication theory, language and music at Friedrich-Wilhelms-Universität (Bonn) and general studies at both Freie Universität and Technische Universität (West Berlin).

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The unleashed power of the atom has changed everything save our modes of thinking. And thus we drift toward unparalleled catastrophe.

—Albert Einstein

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### Graduate Study

University of Pennsylvania '64, AM in Linguistics

MIT '67, PhD in Linguistics

Master's Thesis / Supervisor: "A Partial Grammar of English Superlatives" / Zellig Harris

Doctoral Dissertation / Supervisor: "Constraints on Variables in Syntax" / Noam Chomsky

### Fellowships and Grants

DAAD (German Academic Exchange) Fellow, Woodrow Wilson Fellow, National Science Foundation Grant, Guggenheim Fellow, among others

### Previous Experience (a sampling)

Director, Doctoral Program in Poetics, University of North Texas  
Professor, Department of English, University of North Texas  
Assistant, Associate and Professor of Linguistics, MIT 1966-1984  
Visiting professor at numerous institutions in the USA and around the world, including Barnard College, Brown University, Georgetown University, SUNY-Buffalo; UMass-Amherst; UNC-Chapel Hill

### Courses Taught

Syntax (all levels); Phonology; Semantics; Pragmatics; Universal Grammar; Logic and Language; The Structure of English; English Phonology; The Structure of German; Field Methods (Xitxangani, Ekegusii, Laguna, American Sign Language); Psycholinguistics; Sociolinguistics; Language and Culture; Poetics; Art and Science; the Music of Poetry and vice versa, Metaphor

Haj Ross with son Nick



PHOTO: COURTESY PHOTO



PHOTO: COURTESY PHOTO



Haj Ross relaxing with granddaughter Stella

### Languages

German and Brazilian Portuguese: A decent amount of knowledge; Arabic, Danish-Swedish, Dutch, French, Italian, Japanese, Russian, Spanish: Moderate to a smidgin

### Current Position

Professor of Linguistics and Poetics  
Department of Linguistics and Technical Communication,  
University of North Texas

### Current Professional Focus

I have devoted my entire career to the study of linguistics. My current areas of interest include universal grammar; syntax; metaphor; poetics; language and world view; humor; deep learning; intuition and creativity.

### Favorite PDS Teachers and Activities

Sheila Emerson, Margaret Strehlau (who taught me to play the guitar), Julian Smyth (who pointed me towards being the scientist I am), Frieda Alt, who was a great art and music teacher, Mrs. Seymour, who taught me and Jay Sklar, the only other eighth grader in my class. Latin! AND: Mrs. Mitchell, the great cook!! And Mrs. Cashin, the hard-working secretary.

Spaulding House in the city of Poughkeepsie, where PDS began in 1934 and Haj Ross was a student



PHOTO: PDS ARCHIVES

### Fondest Memories

My teachers would let me go out on the stairs in the “old” building on Hooker and Grand avenues and play the guitar after I had finished the lessons that everybody else was working on. It was a wonderful place!

### Current Hobbies and Interests

Jazz, guitar, painting with magic markers

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The really valuable thing is the Intuition.  
The intellect has little to do on the road  
to discovery. There comes a leap in  
consciousness, call it Intuition or what  
you will, and the solution comes to you  
and you don't know how or why.

—Albert Einstein

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### Recommended Reading

*The Seven Mysteries of Life*, by Guy Murchie; *Ishmael: An Adventure of the Mind and Spirit*, by Daniel Quinn, and his other book, *Providence*.

### Current Passion/Inspiration

Revolutionizing education (see box below)! I highly recommend watching TED.com, particularly talks by Sir Ken Robinson, I am also a fan of John Taylor Gatto and Parker Palmer.

## From Haj Ross: An Agenda

“I seek a profound change in the way we think, a change which must be accompanied by a change in the way we learn. My focus for learning is on Gregory Bateson’s notion of deuterio-learning, or learning how to learn. The changes in thinking / learning are fusional, along many dimensions. I follow Morris Berman in his insistence that we need to fuse fact and value; I see such a blending as a part of an even greater flowing together. I suggest that we fuse science, art, religion and philosophy – that we treat them all as being ways of seeing or perhaps as being facets of one great nameless jewel. And that we replace the hierarchic notion of teaching with the symmetrical concept of COLEARNING—that we see everyone in the classroom as one kind of learner or another, with the differences between us being only those of levels of learning, along a hierarchy which starts like this: learning, teaching, teaching teachers, teaching teachers of teachers, . . . .”



PHOTO: CHRISTINA POWERS

Board president Stan Lichens addresses the Class of 2012 in June

# From the Board President

The 2011-2012 year was an exciting and successful one for Poughkeepsie Day School. Highlights included launching a new international student program, meeting a fundraising challenge for our Digital Citizenship Project, completing a new Middle School Learning Community and planning for enhancements to our athletic fields.

Through our new international student program we welcomed eight wonderful high school students from China. All of them returned this fall along with eight additional students from China and one each from Italy, Kyrgyzstan and Germany. The program enhances our ability to graduate students who think globally and understand complexity and multiple perspectives.

We successfully met a fundraising challenge from the Edward E. Ford Foundation to develop a Digital Citizenship Project, a mission driven approach to teaching, learning and ethical conduct in the digital era. By raising \$50,000 for this project by the December 31, 2011 deadline the school received a \$50,000 matching grant from the foundation, making a total of \$100,000 available for this exciting initiative. (Read more about this exciting project in head of school Josie Holford's letter on page 3.)

To advance our commitment to creating a learning environment that will support innovative teaching and learning, our teachers worked with Fielding Nair International, leaders in 21st century school architecture, and designing learning spaces where form follows function, to build a new personalized and collaborative learning community for our middle school. The inside renovations were completed over the summer, with outdoor project terraces soon to be added. With enrollment in the high school significantly increasing, the creation of the middle school learning community freed up a science lab in Gilkeson Center for use by the high school and enabled us to renovate the Kenyon science lab into a large seminar room for use by science and humanities classes.

In addition, our Athletics Field Task Force worked hard to set the stage for the 2012-13 renovation and expansion of our athletic fields, including an expanded and improved soccer field, a baseball and softball diamond and an improved practice/recreation field.

Much credit and gratitude goes to my fellow trustees who give so much to the school through their active participation on the board and through their work on board committees. Committee work addressed many strategic priorities including the school by-laws revision, enrollment and transportation, project planning, budget analysis and reporting and support of fundraising initiatives. Board committee chairs and members are listed in the volunteer leadership section.

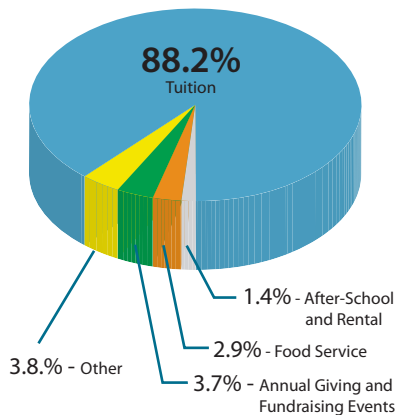
I want to take this opportunity to personally thank and recognize departing trustees Christine Chale, Andrea Klein, Kyle Ramkissoon and Nadine Raphael for their outstanding commitment to the school. Their dedicated efforts in support of our mission and students were inspiring.

On behalf of the Board of Trustees, I extend sincere thanks to all who helped to advance learning at PDS last year.

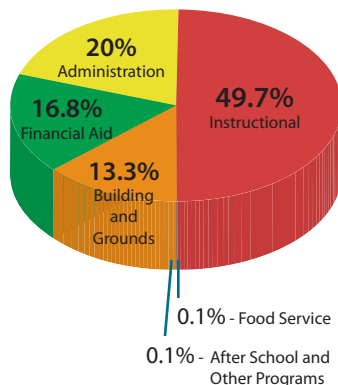
Stan Lichens  
President  
Board of Trustees

## Revenue and Expenses 2011-2012

### Revenue



### Expenses





# It's all about learning

“Imagination is more important than knowledge.”

—Albert Einstein

Dear Friends,

This past summer my reading list included Walter Isaacson’s *Albert Einstein: His Life and Universe*. Isaacson’s descriptions of Einstein’s curiosity and imagination were a wonderful window into the way his mind worked.

Einstein believed that “a society’s competitive advantage will come not from how well its schools teach the multiplication and periodic tables, but from how well they stimulate imagination and creativity.” So many of his views about schools and education reminded me of Poughkeepsie Day School, where learning flourishes in collaborative environments and learners thrive when they invest hope, energy, time and imagination.

In the following pages we are pleased to be able to thank and recognize each and every donor and volunteer who contributed to making the 2011-2012 school year an exciting one for our students. Their generosity of time, talent and resources helped make Poughkeepsie Day School such a wonderful community of learners in 2011-2012, one that I believe would make Dr. Einstein smile.

On behalf of our teachers, staff, and especially our students, I extend heartfelt gratitude.

Sincerely,

Bryan M. Maloney  
Director of Development

## Annual Giving

2011-2012\*

July 1, 2011 to  
June 30, 2012

<b>Unrestricted</b>		<b>\$104,444</b>
PDS Annual Fund	\$104,444	
<b>Restricted</b>		<b>\$103,860</b>
E. E. Ford Foundation Challenge	\$89,480	
Class of 2012 Senior Parent Gift	\$3,045	
Middle School Learning Community Project	\$7,635	
Athletic Fields Project	\$2,500	
Other Restricted	\$1,200	
<b>Fundraising Events</b>		<b>\$43,261</b>
PDS Parents Association Fundraisers	\$2,741	
Auction	\$40,520	
<b>Gifts-In-Kind</b>		<b>\$2,151</b>
<b>Total</b>		<b>\$249,775</b>

\*Unaudited figures. Audited figures were not yet available at press time but can be obtained from the Business Office.

# Recognition of Giving

*The following listings recognize gifts of resources, talent and time to Poughkeepsie Day School during the 2011-2012 fiscal year from July 1, 2011 through June 30, 2012.*

*We are deeply grateful to our community of donors for all of their contributions to support learning at PDS. 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.*



Gifts to the Annual Fund support our vibrant athletic program which welcomes athletes of all ability and experience levels and promotes such PDS core values as teamwork and fair play

## LEADERSHIP GIVING

### SPAULDING SOCIETY

\$25,000 or more

Spaulding House, Poughkeepsie Day School's original home from 1934 to 1963, was located on the corner of Grand and Hooker avenues in the City of Poughkeepsie. The large center-hall colonial had a warm and inviting atmosphere and an adjacent barn where "magical" drama productions were staged. Through their thoughtful philanthropy, members of the Spaulding Society sustain the school's legacy as a pioneer in innovative education.

Edward E. Ford Foundation

### "39" SOCIETY

\$10,000 - \$24,999

To accommodate its growing enrollment the school raised funds to build a new modern facility at 39 New Hackensack Road on the Vassar College campus. In 1963 the school moved into this new home, a 20,000 square-foot structure designed by parent architects William Gindele and Jeh Johnson. Through their generosity, members of The "39" Society exemplify the dedication and drive necessary to meet new challenges in a rapidly changing world.

David & Mary Ann Silver

### KENYON SOCIETY

\$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.

Anonymous (2)  
Mary M. Gesek  
Louisa Heyward

Josie Holford  
Mr. & Mrs. Michael J. Poulos  
Jonathan & Kim Urban

### BIG ROOM CLUB

\$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.

Dan Greenberg & Joann Alvis  
Julie Kroloff  
The M & T Charitable Foundation

Poughkeepsie Day School Parents Association  
Dean Vallas & Debra Pemstein  
John Wallach & Amanda Thornton



Your support of PDS fundraising initiatives ensures that classrooms are joyful and stimulating places for PDS students today and in the future



Theater has been an essential component of the PDS experience since students in the 30s first performed plays in the barn at the "old school" on Hooker and Grand avenues. A gift to the PDS Annual Fund helps us continue this beloved PDS tradition.

**COMPASS CLUB**

\$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.

**EAGLES CLUB**

\$500 - \$999

The Eagle Society is a longstanding rite of passage for PDS lower school students. Students become members 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.

**NAVIGATORS CLUB**

\$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  
Michael & Lisa Arnoff '80  
Hamid Azari-Rad & Chista Safajou  
James & Mary Louise Ball  
Anthony Bax & Sabrina Ferguson  
Thomas Bull '40\*  
Martha Burns & Carol Bahruth  
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Donald & Julie Cepiel  
Ira & Mette Coleman  
Ernesto & Kimberly Conde  
Daniel Freedman & Christine Chale  
Eric & Barbara Gillman  
Anya L. Ginandes '95  
Steven & Lorraine Greene  
Handel Foundation  
Scott & Jill Kalb

Naeem Aftab & Abida Mallick  
Andlynn Construction Inc.  
Musa & Aisha Badat  
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Mitchell Senft & Donna Ellis  
Keith & Kristin Slifstein  
Mark Stapylton & Alisa Kwitney  
Elisabeth Straus  
Alex & Liz Vinogradov  
Barry Wacksman  
Dr. John T. Whelan '87

David Kaminski & Jennifer Berlind  
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Paul '83 & Katie Metzger  
Wendy Parish  
Michael Rusnock & Leslie Carroll  
Matthew & Alicia Tether  
Felix Vega & Michele Winchester-Vega  
John & Renee Weisman  
Jeffrey Wiseman & Alice Hawkins  
Harry & Jennifer Yan

Peter & Mary Ellen Kenny  
Don Klybas & Caroline Danford  
Georgia Knisey  
Allelu L. Kurten '38  
Marshall & Sterling Insurance  
Stephen Meagher & Stacey Penlon  
Millrock Technology Inc  
Sandra Moore  
Caroline Morse  
Feza Oktay '81 & Diane von Roesgen Oktay  
Scott Pauli & Catherine Harris  
Mrs. Virginia Pinchbeck  
Mr. & Mrs. Dennis Powers  
Nicholas Quested & Kyra Simmons  
Glenn & Andrea Soberman  
Judah '58 & Deborah Sommer  
Daniel Sparks & Karen Unger  
Barbara Swanson  
Scott & Lucia Swartz  
Marc Thompson & Mi Sun Lee  
Jim Todd & Kitty Adamo

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The creative process is alive and well across the board at PDS, and your contribution to the Annual Fund supports all academic programs, including the visual arts



## SPECIAL GIVING

### E.E. FORD FOUNDATION CHALLENGE

Poughkeepsie Day School was awarded a \$50,000 matching grant from the Edward E. Ford Foundation to develop a Digital Citizen Project, a mission driven approach to teaching, learning and ethical conduct in the digital era. To receive the full amount of this grant, the foundation challenged the school to raise an additional \$50,000 for this project by December 31, 2011.

The awarding of this competitive grant was a significant endorsement of the innovative and creative work being done at PDS using technology in the areas of student engagement, curriculum and professional development and global connection. The school was successful in meeting this challenge and remains grateful to the following for their generous support of this effort in 2011-2012.

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Last year's Fall Festival Reimagined reflected the school's commitment to global understanding and connection and was lots of fun for students of all ages

PHOTO: FEZA OKTAY '81

Jon & Kim Urban  
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### FALL FESTIVAL REIMAGINED 2011

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## 2012 BENEFIT AUCTION

Ann Patsalos-Enriquez & Nadine Raphael, <i>Co-Chairs</i>	<u>Auctioneer</u> Robert Cammarieri
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## Auction Volunteers

Mary Louise Ball  
 Melissa Beck  
 Jayne Boehringer  
 Debbie Bramwell  
 Beth Brofman  
 Olga Callahan  
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 Elizabeth Gundeck  
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 Michelle Pullman, *Copywriting*  
 Mary Lou Hudak, *Coordination*  
 Alyssa Klein '12, *Graphic Design*

## Favor Design

Leah Silver '13

## Raffle

Andrea Klein, *Chair*

## Set-Up and Equipment

Coordination  
 Steve Mallet

Parent Mary Louise Ball is the successful bidder on a live auction item during last year's spring event



PHOTO: CHRISTINA POWERS

## CLASS OF 2012 SENIOR PARENT GIFT

Michele Winchester-Vega, *Co-Chair*  
 Andrea Klein, *Co-Chair*

+Faculty/Administration/Staff



PHOTO: CHRISTINA POWERS

Parent Ann Enriquez, co-chair with parent Nadine Raphael of last spring's Benefit Auction, watches as raffle chair Andrea Klein draws the winning ticket

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Debbie Bramwell, *VP Special Events*

Laura Baratta, *Treasurer*

Leslie Carroll, *Secretary*

Mary Louise Ball & Debbie Bramwell &

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Elizabeth Gundeck, *Middle School Class Representative Coordinator*

Andrea Klein, *High School Class Representative Coordinator*

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Martha Burns & Jamie Landsman, *Best Practices*

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Kyle Ramkissoon & Debbie Bramwell, *Faculty & Staff Appreciation*

Kyle Ramkissoon, *School Store*

Elizabeth Gundeck, *Box Tops*

Deidre Sepp, *Speaker Series*

Louisa Heyward, *Winter Athletic Gear Swap*

Ann Patsalos-Enriquez, *Diversity*

Mimica Hyman, *Wardrobe/Costume Coordinator*

## FALL FESTIVAL REIMAGINED

### Coordinating Team

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Katie Green, *Fun Run*

Catherine Harris, *FFR Coordinator*

Mimica Hyman, *Smart Café & Seamstress*

Christina Powers, *Communications & Community Liaison*

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Ray Schwartz, *Graphic Design*

Leah Silver, *High School Coordinator*

Ken Turner, *Fun Run*

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Philip Mansfield

Feza Oktay '81

Adam DePaz

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Rock Thoughts

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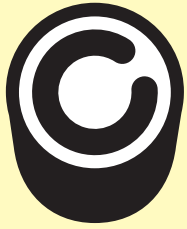
Christina Powers, *Communication & Community Liaison*

Emma Sears, *Playlab Interactives*

Faculty members David and Jenn Jordan and lower school head Debby McLean enjoy dinner at the spring Benefit Auction

PHOTO: CHRISTINA POWERS





**canstruction<sup>jr</sup>  
hudsonvalley**  
presented by  
**poughkeepsiedayschool**

**December 8–14**

**Poughkeepsie  
Galleria Mall**

Canstruction<sup>®</sup> is an international competition that raises awareness about world hunger while facilitating the donation of thousands of pounds of canned food to local food pantries. Poughkeepsie Day School is honored to be spearheading this amazing event in the Hudson Valley, which showcases the creative abilities of kids in grades K-12. Come support the “Yes We Can” revolution December 8 – 14, when teams of students from High Meadow School, The Kildonan School, Oakwood Friends School, Poughkeepsie Day School and Woodstock Day School will showcase their canned food sculptures. All are encouraged to bring canned food to donate and vote for the People’s Choice Award, which will be given to the entry that receives the most cans from the public. Join us for the opening day ceremony on Saturday, December 8 at 9:00am in front of Best Buy. The ceremony will be followed by a day-long celebration with performances by participating schools and a live broadcast by media sponsor Radio Woodstock WDST 100.1. All cans used in food sculptures and donated through this competition will go to the Food Bank of the Hudson Valley and Queens Galley of Kingston. Special thanks to our event corporate sponsor UserScope!

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[poughkeepsieday.org](http://poughkeepsieday.org)

